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Careers coaching for Social Justice: The case of school leadership and inclusive education for children and young people with Special Educational Needs and Disabilities (SEND): Research Report.

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Abstract

This paper focusses on emancipatory careers coaching for social justice and proposes a practical tool for use with school leaders who are working to improve the inclusiveness of their schools. The tool can be used by professionals (e.g. school improvement partners, executive headteachers, headteachers) who are responsible for supporting the career journey of senior school staff (e.g. other headteachers, Special Educational Needs and Disability co-ordinators) through career conversations at work in both formal and informal contexts. The tool can be used to deepen the quality of these conversations such that school leaders can align their work with their aspiration to build a fairer education system and society for children and young people (CYP) with Special Educational Needs and Disabilities (SEND), and in so doing experience their work as *homo faber*.

The paper draws on original study of 75 school leaders working on a programme of peer review in a city in England. The programme was named the *Special Educational Needs and Disability (SEND) Peer Challenge Programme* and through it, participants worked collaboratively to evaluate and improve the quality of inclusive practice in the City's mainstream (ordinary) schools. The study used inductive qualitative content analysis (QCA) to form a coding agenda which was then applied to a deductive analysis of 24 SEND Peer Challenge school reports. These reports were collaboratively produced by leaders engaged in

the SEND Peer Challenge Programme to summarise the outcomes of the process. Following final QCA reduction, the research identified six value constructs that were live and relevant for school leaders in the City related to collectivism, collaboration, and mutuality. These value constructs are also live in the field of inclusive education more widely to reveal some consensus. Drawing on the six value constructs, we propose practical strategies for emancipatory careers coaching. These strategies can be applied by individuals who provide careers coaching for school leaders engaged in the process of school improvement for SEND such that they are supported, motivated and inspired to sustain commitment to this important work.

Keywords

Careers coaching, emancipatory, social justice, school improvement, values-based practice, special educational needs, disability, inclusion, equity.

1. Introduction

This paper contributes to data and debate about impactful careers coaching for social justice. Its focus is on careers coaching for school leaders who are seeking to improve their schools as sites of equity and inclusion for students with special educational needs and disabilities (SEND). It draws on original research to propose a practical approach and tool for use by professionals who are engaged in supporting the career journey of school leaders working on this important project. For example, the tool could be used headteachers who are coaching SEND co-ordinators, executive headteachers who are coaching headteachers or more experienced teachers who are coaching recently qualified teachers. The tool's purpose is to enable school leaders to crystalise their values and in so doing, make them more available as tools for defining and energising the actions that would take their work closer to the realisation of their goals in the mode of homo faber. We argue that *homo faber* is a useful concept in this sphere because it positions the professional actor as a constructor of self and

world rather than as a regulated subject, built and moulded by performative technologies (Pouyaud and Guichard, 2017). Within this reflexive milieu, emancipatory careers coaching adopts the values and methods of careers coaching (such as dialogic conversation, focussing on values, forming relevant actions) and extends it to include consideration of how the individual's working life may develop to energise activism for educational *and* social change in the sphere of SEND and inclusion.

The first part of this paper explores social justice and emancipatory action as this relates to careers work. We also clarify our use of key terms such as *careers coaching* and *emancipatory*. This is followed by exploration of the lexical complexities of the terms 'SEND' and 'Inclusion' and how these frame careers work within the political economies of school leadership for equity. We report on an original research study of 75 school leaders engaged in a programme of peer review in a city in England. This programme was known as the 'SEND Peer Challenge Programme' and was part of a wider project of school improvement for SEND and inclusion (see section 3). The findings were used to design a practical tool for use in careers coaching for school leaders who are working to improve education for people with disabilities and reclaim justice for the multitude (Hooley, Sultana and Thomsen, 2019).

1.1. Careers coaching for social justice

Careers coaching is understood as the dialogic process applied to collaborative work between a coachee and a coach within an ethical framework. Its focus is not only on careers transitions in the traditional sense (for example, in preparing for a change of career or promotion) but on other types of transition including the management of career crises, improvements in performance/talent actualisation, and movements to higher levels of work satisfaction and fulfilment (Neary, 2016). In relation to performance, development and career conversations,

Hirsch (2018, p3) identifies levers for work enhancement that are activated through careers coaching to include values-alignment, goal setting, constructive feedback, the formation of actions and 'motivation through individual attention and exploration.' The latter signals the need for deeper, more exploratory conversations that are attentive to the individual's experiences and perceptions. To be effective within a coaching model, career conversations must have genuinely shared ownership, bring fresh insights to both coach and coachee and inspire practical action (e.g. decision making, behaviour changes, action step) that take the coachee closer to achievement of their goals. In the case of school leaders who are seeking to find ways to improve their schools as sites of inclusion for learners with SENDs, careers coaching can support them in retaining the energy and motivation to keep going as agents of social justice. Core to the practice of careers coaching is the idea that, through connection with the coachee's frame of reference, the coachee can define next steps and actions. Hence, careers coaching is a reflection and action focussed process where coachees are supported in being accountable for their decisions and commitments.

In England, careers coaching often unfolds in formal conversations about work performance and development. Peers or more experienced/ senior colleagues support reflection on progress and set new performance targets in a context of school improvement. These conversations may be between a senior leader and a recently qualified teacher, an executive head and a headteacher, a school improvement officer and a headteacher or a headteacher and a SEND Co-ordinator for example. Though these interactions may include discussions of values and work satisfaction, performative discourses can come to dominate through emphasis on reviewing the effectiveness of leaders' management and performance (DfE, 2014). Careers theorists have been critical of performance dominated careers conversations, framing them as neoliberal. Performative career support is seen to perpetuate individuated conceptions of workers as private, rational and self-determined actors who surrender and

engender the modes of regulation and measurement expected of them with agentic consequences. (Keddie, 2016). It is argued that such reductive processes lead to individuals become disconnected from their values and marginalised from the more collective forms of thought and action associated positive social change for equity (Hooley, 2019).

Careers coaching for social justice is a response to contemporaneous human problems related to exclusion, global inequality, exploitation and climate change (Hooley, Sultana and Thomsen, 2019) and draws on humanitarian conceptions of meaningful work to 'help people reflect upon the active lives they want to lead by taking seriously into account concerns for a good and genuinely human life, within the context of fair institutions.' (Pouyard and Guichard, 2018, p.40). The link between the pursuit of a more inclusive school system for students with SENDs and an emancipatory paradigm for careers coaching is clear - an inclusive school is one where all students (including those with SENDs) are present, participating and progressing in an equitable context (Ainscow, 2020). The leaders of inclusive schools are charged with the cultural transformation of their schools *and* with calling wider society/policy makers to order since school and society are reciprocal in their construction of inclusion and exclusion. In the reflexive milieu of emancipatory careers coaching, school leaders can be supported in facing the challenges of working inclusively in an environment where 'exclusion resides deep in the bones of education' and where, as a contaminant in an ecological system, exclusion is hard to trace and treat (Slee, 2018, p.1). Where discussions about work are only ever individuated and performative, they cannot support leaders in recognising and working with these realities and their 'othering' tendencies. Nor can they help school leaders to work against misalignments in personal values and work. Such misalignments may have negative consequences for satisfaction,

fulfilment, and the experience of humane and decent work (Hooley, Sultana and Thomsen, 2019) and this may thwart the individual in their pursuit of social justice for the many.

On this basis, this paper will report on a research study and its findings toward a) identification of value constructs that are *used* and hence *of relevance* to inclusive leaders working close to the ground on inclusive school improvement, and b) proposing practical approaches to careers coaching that are congruent with these values. This is ensuring that school leaders are empowered as agents of social justice for children and young people (CYP) with disabilities in the spirit of *homo faber.*

1.2: Emancipatory careers coaching

It is known that school leaders have a central role to play in the development of more inclusive education systems (Riehl, 2000; Ainscow, 2020). Our purpose here is to understand how emancipatory careers coaching in the mode of *homo faber* supports school leaders as agents of social justice for students with Special Educational Needs and Disabilities (SENDs). As noted earlier, *homo faber* is a useful concept since it resists agentic behaviour in favour of self-determining ones in the context wider social transformation.

Emancipatory careers coaching is positioned in the paradigm of critical pedagogy to support reflexive thought and action during periods of career challenge or transition. Its purpose is to support growth in the individual's capacity to pursue positive social change and achieve an *imagined end state* that applies not only to proximal conditions (that is the self, the family and the work place) but to distal spaces such as community and society. For us, the term 'emancipatory' refers the process by which individuals and collectives can work against contextual constraints (e.g. exclusive educational policies) to build freedoms for themselves and others through collective action. Our position is that emancipatory approaches to careers

coaching are scaffolds to *homo faber* (Pouyaud and Guichard, 2017) given its focus on reflexive interaction with the political economies and discourses that operate within and beyond the school walls. In this way, the individual's commitment to working in ways that might bring more positive outcomes to CYP with SEND is sustained and energised.

2. Contextual and Theoretical Framework

In what follows, context and theory relevant to school leadership, school improvement, SEND and inclusion are explored such that the research study and related practical products for careers coaching can be better understood.

2.1. Equity in schooling for SEND: the global perspective

Though commitment to more inclusive systems for all has been long standing (UNESCO, 1994), progress has not always been rapid or sustained (UNDESA, 2018) and an increasingly urgent call can be heard. This urgency is expressed in action-oriented commitments. The United Nations' Sustainable Development Goal 4 (UNESCO, 2016) holds *equity in quality and opportunity for all* as the marker of educational excellence and this is supported by an agenda for action in the form of the Incheon Declaration (UNESCO, 2016). Urgency is also expressed through increasingly rigorous audits of performance with the Global Education Monitoring (GEM) report being one of the most recent examples (UNESCO, 2020). Though there are success stories (Evans, 2004), some of the richest nations in the world have been subject to sharp criticism for failing to protect the educational rights of persons with disabilities (Slee, 2018). Such critics conceptualise the dynamic of *progress* and *retreat* as ecological (Alexiadou, 2011) to note that schools' capacity to include is impacted by wider policies and ideologies. In the actions of many proponents for inclusion, there may be *exasperation* around the obduracy of exclusion but not *defeat* in the face of continuing challenge. A call for hopefulness also emerges from the GEM report (UNESCO, 2020) where

a key barrier to progress is identified in low levels belief in the attainability of an inclusive school system. The purpose of this paper is to refer to the City Project as an illustration of hopeful action in difficult circumstances and through it, to understand how value constructs of relevance to actors in the field can inform emancipatory careers coaching for school leaders. This is to sustain both hope and hopeful action among leaders working towards fairer schooling. In summary, emancipatory approaches to careers coaching can provide nourishment for school leaders. Potentially, they can become another resource for sustaining commitment to socially just practice for SEND, and to self-efficacy and hopefulness.

It is important to review some of the contextual and lexical complexities that exist in the spaces where hopeful action for inclusion is to be sustained, not least to highlight the political context for this work. This follows and begins with an examination of one area of complexity, how to define inclusion,

2.2. Inclusion and Education

The term 'inclusion' has long been recognised as a troubled concept (Qvortrup and Qvortrup, 2017). In part, this is due to its position as a fluid, pluralist idea that is interpreted in a myriad of ways (Clough and Corbett 2000). This presents a dilemma since if the concept 'inclusion' is too malleable, it is in danger of being misappropriated in defence of exclusionary activities and cultures (Slee, 2018). If the concept 'inclusion' becomes too fixed in definition, it is in danger of emulating fixed, intractable processes that are too unresponsive to be described as inclusive. These complexities demand a definition of inclusion that reflects a fundamental interest in human rights, and which emphasises process as a central dynamic in the unending pursuit of fairer systems. Because of this, this paper aligns itself with the definition of inclusive education offered by the United Nations General Assembly (UNGA, 2006) which considers that:

- Inclusive education is borne of a continuing process of international, national, local, and school based reform to policy, practice, and culture.

- Such reform is enacted such that schools, and specifically mainstream, can include all CYPs so that CYPs with disabilities are present, participating and progressing.

- Inclusion education is a human right that is fundamental.

- Inclusive education is a principle that values all students' wellbeing, contribution, autonomy, and dignity.

In summary, the concept inclusion demands continuous school improvement and is founded on values and principles that foreground human rights and collective responsibility. This is why emancipatory approaches to careers coaching for social justice are so attuned with the task that leaders are faced with when promulgating inclusion for SEND given their focus on rights, freedoms and the pursuit of a common good.

2.3. Inclusion and SEND in England: concepts and dilemmas operating in the research site.

Markers of difference are often regarded as conceptual disrupters in the educational system and the terms 'disability' and special educational needs' are identified as particularly harmful (Slee, 2018). Such terms become catalysts for marginalising practices because they construct learning differences as pathologies, making exclusion permissible because the cause of difficulty is located in the individual with the implication that it is the individual and not society that must change (Liaisidou, 2015). For this reason, the *Education for All* movement has emerged as an alternative to focussing on specific constituencies of vulnerable learners. Though this stance has been persuasively defended (Ainscow, 2020), this paper centralises SEND as a concept because this is the constituency of learners of concern to the SEND Peer Challenge Programme. It is also clear that people with disabilities 'face persistent inequality

in social, scientific and economic spheres (UNDESA, 2018, p.36) and are often experience the most dispossessed from inclusion in education and society (Simplican et al., 2014).

The City Project took place in England where legal definitions of disability position it as a physical or mental impairment. Though positioning disability within the individual (as a deficiency that is physical, cognitive, or psychological) the legislation does mandate environmental adaptions in the systemic and social sphere. Nominally, these are 'reasonable adjustments' which must be designed around the individual to enable equal opportunities and access to a degree that is both judicious and practical in educational and employment contexts. Where such adjustments are not made and/or where an individual with a disability experiences unfair treatment, organisations and individuals within organisations can be prosecuted for discrimination. Despite these protections, there is evidence that exclusive practices for young people with SENDs prevail. These include, for example, increases in hate crimes (Hall and Bates, 2019) loneliness and social isolation at the community level (Bridger, 2020) and continuing disparities in access to inclusive education and positive outcomes (UNDESA, 2018).

The term 'SEND' also has a particular meaning in England because of its legislature. SEND identifies children and young people (CYP) aged 0-25 who have 'significantly greater learning than their peers' and/or a disability that impacts on access to education (Children and Families Act, 2014, para. 21). CYP identified with SEND required 'special educational provision' which is deemed to be additional or different from that which is usually provided for CYP of the same age and has higher cost than standard capitation (Children and Families Act, 2014, para. 21). Local Authorities are mandated to apply their 'best endeavours' to supply the special educational provision for the needs that have been identified (Children and Families Act, 2014, para. 64) but they must ensure that parents and CYPs are participants in the process of provision planning. The role of schools and hence education leaders is to

ensure that schooling is adapted to 'make sure that a child or young person with SEND gets the support they need' ((Department for Education and Department for Health, 2015, para. 6.2). In summary, though policy in England mandates reasonable and or necessary environmental adjustments, SEND is largely delineated around the concepts *impairment* and *special provision.* The City Project operated in this policy context to include this framing but extended it to pursue a concept of improvement that includes inclusive culture change across the city's schools through support for its leaders.

In response to what is a hybrid context for SEND provision and policy in England, that is one where an 'inside the individual' conception of disability dominates but where schools are mandated to deliver adapted, inclusive practice to meet needs in a non-discriminatory framework, this paper recognises SEND as multi-factored. It recognises that disability arises from social and physical environments more than from individual bodies and minds (Goodey, 2015). However, this is with an acknowledgement that disability may be experienced as a problem of function, at least in part. Such problems with function are manifested in the dialogical interaction of impairment (e.g. sensory, physical), participation restrictions (e.g. negative attitudes and stereotypes) and activity limitations (e.g. attentional differences that make learning more difficult).(WHO, 2011). Careers coaching will unfold in complex political spaces where identifying special educational needs is helpful (in terms of securing support) but simultaneously unhelpful (in reinforcing marginalisation). School leaders working for inclusion are charged with securing more just outcomes for CYP with SENDs in a dilemmatic context where sands continually shift and there is a tendency towards exclusion (Done and Anderson, 2019).

2.4. Leadership and School Leaders

For school leaders, including those working with the City Project, England's policy for SEND expects schools to ensure that CYPs with learning difficulties and/or disabilities are well supported in a broadly inclusive schools where they can achieve their best and 'engage in the activities of the school alongside pupils who do not have SEND.' (DfE and DoH, 2015, para.6.1, 6.2). School leaders are positioned as key owners of this mandate and schools by law are required to have a SEND Co-ordinator (SENDCo) on their staff team who must have a nationally recognised qualification. SENDCos are recognised as 'leaders of learning' whose role is to ensure that pedagogy, provision, and information management for SEND provision is of high quality (Wharton et al., 2019). The idea that school leaders are central to inclusive reform also prevails in an international context where fundamentally, it is evident that schools are inclusive because their leaders want them to be (Billingsley et al., 2018; McLeskey and Waldron, 2015; Oskarsdóttir et al., 2020; Riehl, 2000). In the field of inclusive school leadership, the leader is not imaged as an individual engaged in activities that are isolated but as a protagonist who distributes power and responsibility across all key stakeholders in the school community and beyond (Theoharis and Causton et al., 2011, Hoppy and McLeskey, 2013).

In keeping with such socialised accounts of leadership (Dorczak, 2012), this paper uses the term 'school leader' to refer to all roles that involve management, oversight, inspiration, support, guidance and operationalisation of inclusive activity among school staff, teachers, pupils and other stakeholders (Oskarsdóttir et al., 2020). The careers coaching considered in this paper refers to all professionals in this constituency.

2.5. School Improvement for inclusion and equity

School improvement is often defined as a movement away from exclusive practices towards more inclusive and equitable ones. This movement is seen to have a positive direction when there are improved learning outcomes and levels of participation among CYP with SEND (Florian, Black-Hawkins, and Rouse, 2017). The process is to take away obstacles to the 'presence, participation and achievement of all students' (Ainscow, 2019, p.214). Though it is recognised that local and national policy is responsible for enabling or thwarting this work, there is evidence that a fundamental precondition for inclusive school improvement is commitment to it among school leaders (Roach and Salisbury, 2006; Billingsley and McCleskey, 2014).

In summary, our definition of school improvement considers it as a complex, dialogical and social process through which leaders and all members of a school community work together to improve the presence, participation, and progress of CYP with SEND. Leaders are considered as key protagonists in this process, but also in their work as agents of change in wider society.

2.6. Values based leadership theory and inclusion

In the field, there is some agreement about how leadership can be enacted to improve schools as sites of inclusion for CYP with SEND. Models of enactment are founded on collective action, shared ownership, and the leader's role as a coalition former. Oskarsdóttir et al. (2019) propose a model that combines three approaches, *transformational leadership* (TL), *instructional leadership* (IL), and *distributed leadership* (DL). TL, IL, and DL are founded on some common values which we will explore.

TL, IL, and DL resist the individuated, performative constructions of leadership activity most set within neoliberal discourses. TL constructs the leader as a mission-holding and values-informed agent of change, who *leads* and is *led by* relevant others in building a vision which itself, drives action in the school and its community. TLs aim is to form action coalitions where co-operative activity transforms school culture, ethos, policy, and practice toward a common good. The collective condition of TL has been shown to be an essential to the formation of inclusive schools (Corbett, 1999; Black-Hawkins, Florian, and Rouse, 2017) and supportive of positive pupil outcomes (Sun and Leithwood, 2012). IL positions leadership within a *learning-centred a*nd *learner-centred* values system. Here, the leader's role is to create an environment where professional learning focussed on instruction is relentless in its focus on improving learning outcomes. IL assumes that the most impactful professional learning unfolds in a collaborative, non-rivalrous and blame-free environment, and that where this unfolds, student presence, participation and progress is enhanced. Empirical studies have found that where TL and IL are operated together, a significant positive impact on student achievement is evident (Day, Gu, and Sammons, 2016; Marks and Printy, 2016).

Distributive Leadership (DL) is also a collectivist approach. In DL, leaders recognise and draw on the talent and ability of people within and beyond the school, including parents and pupils, to improve education (Davis et al., 2015). In this sense, power and responsibility is distributed in an environment of mutual accountability. DL has been shown to have a positive effect on teachers' feelings of belonging, motivation, and satisfaction (OECD, 2016) and it has also emerged as a prevalent approach in inclusive schools (Jordan et al., 2009). Current arguments propose the integration of TL, DL and IL (Oskarsdóttir et al., 2019) on the basis that their technologies combine to form principles of particular relevance to school leaders seeking to improve their schools for pupils with SEND. These principles are summarised in Fig. 1 and have been distilled from our analysis of the literature.

Figure 1: Principles that underpin effective leadership for inclusion

Referring to Figure 1, it is our view that far from being individuated and focussed on

performative and regulatory mechanisms (as is inherent in neoliberal conceptions of

organisational improvement), these principles are about co-construction, collaboration, and

collective action. This is further reason for arguing for emancipatory approaches to careers

coaching since careers challenges and aspirations, when they are about social justice, are not

only about 'self' but also about the sharing of 'self' with the 'other' such that the common good can be served.

3. Context for the study

Below, an exposition of the site and context of the research is provided in support of transparency.

3.1. The City Project

The research was conducted at the end of the City Project's first year of implementation. It involved collaboration between England's Department for Education (DfE), the city's schools, local area governors and the city's university. Funding came from the DfE's Opportunities Area (OA) programme. In the OA programme, the DfE has constructed a locality-based approach and endows educational projects for CYP (aged 0-25) which focus on improving social mobility. Within the OA programme, social mobility is conceptualised as an upward movement away from socio-economic disadvantage. The city is one of twelve social mobility 'cold-spots' identified by England's Social Mobility and Child Poverty Commission (SMCPC, 2016) using indicators for school quality (inspection grades), educational outcomes (attainment in standardised assessments) and adult destinations (income and job quality, standard of living after education).

The project, 'Whole School SEND and Inclusion' was designed to support school leaders in school improvement work for SEND and inclusion such that social mobility for this group could be improved through ensuring better educational, employment and quality of life outcomes for this group. In a context where there were examples of excellent practice but signs that outcomes were poorer for CYP with SENDs than in other comparable areas, the

aim was to develop the school leadership culture across the City so that SEND and Inclusion were prioritised. To achieve such cultural transformation, the City Project integrated several strategies, all designed to enhance the willingness, readiness, and ability of school leaders to move their schools forward in a positive direction. Figure 2 summarises these elements.
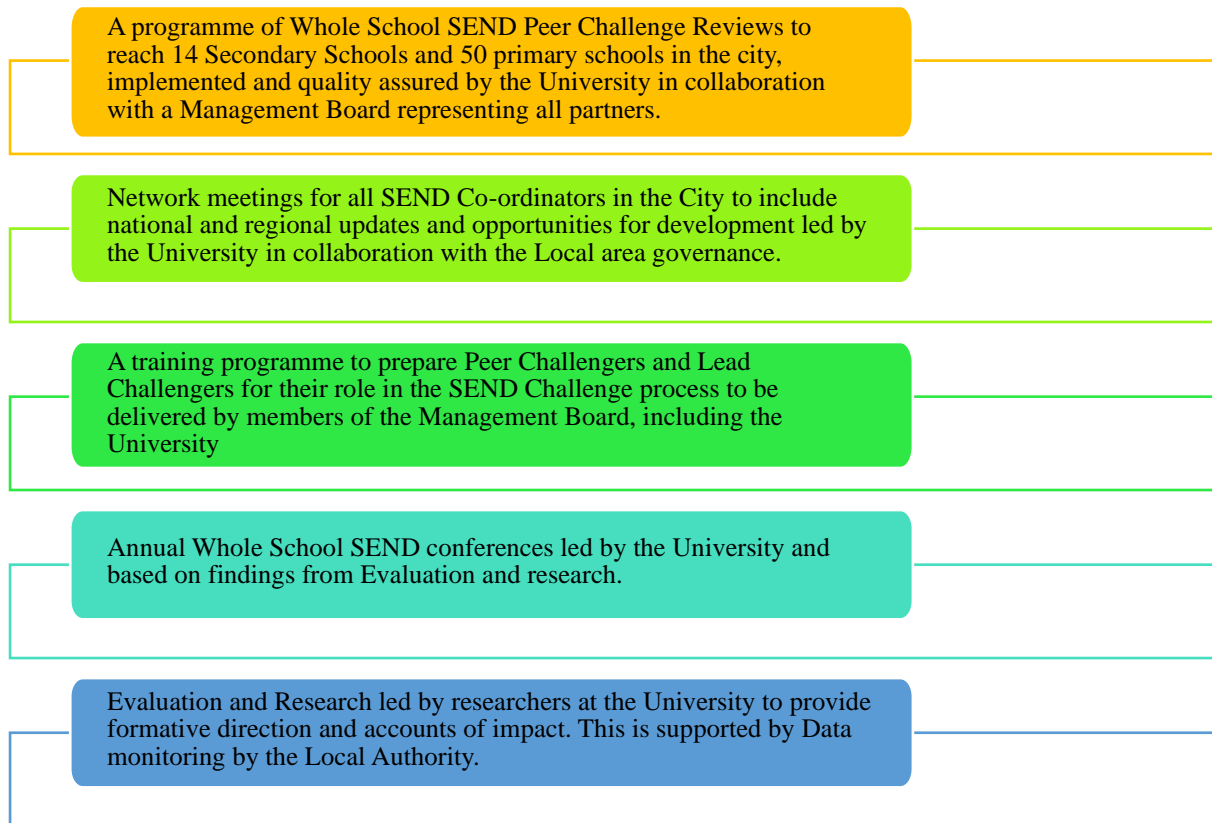
A programme of Whole School SEND Peer Challenge Reviews to reach 14 Secondary Schools and 50 primary schools in the city, implemented and quality assured by the University in collaboration with a Management Board representing all partners.

Network meetings for all SEND Co-ordinators in the City to include national and regional updates and opportunities for development led by the University in collaboration with the Local area governance.

A training programme to prepare Peer Challengers and Lead Challengers for their role in the SEND Challenge process to be delivered by members of the Management Board, including the University

Annual Whole School SEND conferences led by the University and based on findings from Evaluation and research.

Evaluation and Research led by researchers at the University to provide formative direction and accounts of impact. This is supported by Data monitoring by the Local Authority.

Figure 2: Elements of the 'Whole School Inclusion and SEND' research and development project (City Project)

3.2. The SEND Peer Challenge Programme

The project, 'Whole School SEND and Inclusion' included as its most substantive strategy, a peer review programme known as the' SEND Peer Challenge Programme'. The programme deployed a pool of Peer Challengers who had expertise in leadership for SEND and inclusion. Peer challengers were other school leaders of SEND and inclusion working in the city (e.g. headteachers, Local Authority professionals, SENDCos) who were appointed because of their experience and expertise and whose role it was to review and challenge other leaders through

a systematic but collaborative process. Hence, it was assumed (and it was assumed in the research study) that this group held strong commitments to inclusive education since their willing participation was an indication of their desire to contribute to positive change in this area. The protocols for the peer challenge involved a self-evaluation by participating schools, a review of the self evaluation by peer challengers and visits to schools. The self-evaluation was based on a DfE endorsed approach that had been developed by the London Leadership Strategy (LLS, 2019). School visits were structured to be bespoke to schools and were negotiated with them. Visits may have included any combination of interviews with stakeholders (teachers, parents, leaders, pupils, governors), data analysis, document analysis, observations, and school-orientation activities (such as guided walks provided for reviewers by pupils). During the process, a school report would be written by the challenger team in collaboration with schools to include a summary of areas of strength, areas of difficult and recommended actions. In the SEND Peer Challenge team for each school, one challenger who was appropriately qualified (known as the lead challenger), would continue to work with the school in two follow up visits. A summary of the structure of the School Self Evaluation template is provided in Table I and a detailed summary of the SEND Peer Challenge process is summarised in Table 2 (derived from Robinson et al., 2020, forthcoming).

Table I: Summary of School Self-Evaluation Template

Context of the School including key SEND statistics (for example % of pupils with SEND, % of pupils with an EHCP)	
Focus	**Example of 'Suggested themes and areas to explore.**
1) Outcomes	The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND
2) Leadership	School leaders have created a culture and ethos that actively welcomes and engages all pupils and their parents and carers
3) The quality of teaching and learning for pupils with SEND	Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the

school. The individual needs of pupils are communicated effectively to all staff.

4) Working with parents and carers	Pupils with SEND speak highly of the support they receive. Where appropriate, they can articulate how the support they have had from the school has made a real difference. There are opportunities for pupils with SEND to become involved in pupil voice
5) Assessment and Identification	The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.
6) Monitoring, tracking and evaluation	Interventions follow a cycle of Assess, Plan, Do, Review.
7) Efficient use of resources	Staff engage in high quality continued professional development and learning to support improved pupil outcomes.
8) The quality of SEND	The school has developed a holistic approach to SEND and provision is responsive to the needs, development, and well-being of all pupils.

Table 2: Summary of the SEND Peer Challenge Process

Identification	Identification happens prior to the start of the new school year through self nomination
TEAMS and DATES	Challenger Teams are assembled by the Project Management Board to fit the context of individual schools and choices are checked with schools
Self-evaluation	The school completes the self-evaluation template returning this to the project administrator 3 weeks in advance of the school visit date(s). At the same time, the Lead Challenger receives LA school level data.
Preparation	The Lead Challenger: 1) Completes preparation drawing on a range of data and evidence (including school evaluation template) and shares with the team. 2) Discusses the visit schedule with the team, aligning areas of enquiry to team strengths. 3) Sets up a brief team meeting (telephone, online or face to face) prior to the visit days. 4) Liaises with the school to agree the visit schedule and amend where necessary. 5) Sends the final visit schedule
School visit	The visit takes place to include a range of bespoke activity and negotiations about the areas of strength, areas for development and recommendations to be written in the SEND Peer Challenge Report
Reporting	The Lead Challenger 1) Writes the report in collaboration with the Challenger Team using the template in this guide (Annex 2)

	The report will contain the name of the school but will not name individual staff, children, governors, or other stakeholders. 2) The School receives a copy of the report which it will share with key stakeholders including the Governing Body and SEND Governor and its content is agreed or amended toward agreement. 3) The dates and focus of follow up visits are agreed. 4) The school completes a stage 1 online evaluation of the process. 5) The Lead sends the project administrator a copy of the report.
Follow-up	Following receipt of the report and its recommendations, the school will integrate these into its whole school action plan. The two-half day follow up visits take place. Lead Challengers provide follow up reports using the template in this guide and agreed with the school. sending these to the project administrator and the school. The school is asked to complete a stage 2 online evaluation of the process. The whole programme will be researched and evaluated to identify impact and to inform the design of the project as it runs and at its end to inform future strategy.

The SEND Peer Challenge Programme adopts many of the principles of effective school review to include a process done *with* not *to* schools (National Association of Head Teachers, 2019) and a focus on self-improvement (Greany and Higham, 2018). Given its place in a set of integrated activities, the approach to Peer Review used in the City Project meets the criteria for Collaborative Professional Enquiry (CPE), which Godfrey (2020) models as the future of Peer Review. Godfrey defines CPE as a programme of mutual or reciprocal review visits agreed by a group of school leaders and involving a range of professional and/or other stakeholders in developing or using their own evaluation focus and criteria, and who are committed to transforming practice through the collection of school-based evidence, in a process informed by both practitioner and academic knowledge.

In this way, the City Project represents a sophisticated model of Peer Review because it combines practice and academic expertise in a project focussed on inclusive cultural change. However, we explore how emancipatory careers coaching could further empower the school

leaders engaged in this work (section 6). In the next section, we provide a full account of the method used to derive the six value constructs of importance to this practical work.

4. Methodology

The research questions were explored in a qualitative framework. Data was in the form of text artefacts arising from the peer review programme. Data analysis was first applied to the text of three well known self-evaluation frameworks for inclusive school improvement and then to school reports produced during the SEND Peer Challenge Programme (see Table 2).

4.1. Method

The study used Qualitative Content Analysis (QCA) applied across two main phases – phase 1 was an *inductive phase* which used open coding and category formation toward the construction of a *coding agenda. a.* This approach represents a *transfer design*, defined as the transfer of qualitative data to quantification (Kuckartz, 2019) through the systematic analysis and categorisation of text data (Mayring, 2001). This inductive process led to the formulation of 27 categories and was applied to analysis of text samples in three well known school/leader self-evaluation frameworks for inclusive school improvement. Phase 2 was a deductive phase where the coding agenda formed during the inductive phase was applied to analysis of the text samples in 24 school reports. QCA was an effective way to analyse the textual artefacts arising from the SEND Peer Challenge (that is, the school reports) for two main reasons. First, it offered a structured process for progressive focussing and reduction. The aim was to use this to reductive process to identify and then crystalise the value constructs that were prevalent in the text content of school reports. In doing this, we assumed that text content would be underpinned with values of relevance to school leaders working close to practice in the project of inclusive school improvement. Secondly, the combination of an inductive and a deductive phase supported the synthesis of findings with wider debate

and theory about the values that underpin effective inclusive leadership. These include prevalent theories about effective leadership for this area, specifically the approaches termed Distributed Leadership (DL), Transformational Leadership (TL) and Instructional Leadership (IL) which when combined, form a set of principles founded on socialised action (See section 2.5). The research design supports investigation of distinct value constructs operating in the City Project in the context of wider, more universal accounts of values that underpin inclusive school improvement. The coding agenda could be used to test whether values related to inclusive school leadership/school improvement that prevailed in the literature and wider practice community, were active in this peer review community. This gives the findings broader reach of relevance to the wider community of professionals who engage in careers coaching with school leaders.

4.2. Research Question

As is traditional in QCA, the research question was formed before analysis commenced and was as follows:

> What values underpin the activities of school leaders working to support other leaders in a localised, collaborative project of school improvement for inclusion and SEND?

In the context of broader theory and practice, the aim was to identify values of most relevance to actors working close to the ground in the development of inclusive practice so that these could inform the development of a reflection tool that would be useful for careers coaching in this context.

4.3. Sampling Approach

The sample of texts for *Phase 1* of the QCA, the *inductive phase*, were t*hree frameworks for self-evaluation*, all related to leadership and school improvement for inclusion. As noted in section 4.1, the aim in analysing these texts was to design a coding agenda that could be applied to analysis of the school reports in a manner that a) allowed broader influences to be understood and b) allowed identification of value constructs specific to the leaders in the locality and c) positioned (b) within a more common parlance accessible to a wider audience. The following texts were selected because of their currency, influence. and the extent to which they were well known. The frameworks were as follows:

Evaluation Framework 1:

'Raising the Achievement of all learners: A resource to support Self-Review' produced by the European Association for Development in Special Needs and Inclusive Education (EADSNIE, 2017) is from the European Union. The document is a template for school/leader self-evaluation and is related to the cross-national project 'Supporting Inclusive School Leadership' (EASNIE, 2019).

Evaluation Framework 2:

'Promoting Principal Leadership for the Success of Student with Disabilities.' reported by Billingsley et al. (2018) was developed in Virginia (United States) to support leaders in understanding how Professional Standards for Educational Leadership link to expectations of principals in the area of inclusive practice for pupils with disabilities.

Evaluation Framework 3:

An enterprising charity known as the London Leadership Strategy (LLS, 2016) produced the 'SEND Review Guide' which was commissioned by the DfE for national distribution. The guide is an evaluation template that schools can use for self-review as a precursor to a peer review process. It is promoted nationally by the DfE and by the Whole School SEND consortium who are contracted to deliver the DfE's SEND workforce support programme. Peer reviews based on the template are voluntary and can be organised by schools themselves drawing on their own found experts. Organisations in England (such as the National Association of Special Educational Needs) are licensed to sell commissioned SEND reviews to schools. This template and process was adopted by the City Project but adapted slightly to reflect local need (see 3.1 ad 3.2).

In *phase 1*, QCA was applied to those parts of the above source material that listed or summarised the criteria that were the basis for evaluation. For example, in Evaluation Framework 1, an example under the document's theme *'Support for Learning' is, 'Procedures for dealing with discriminatory language and attitudes are always followed'* (EASNIE, 2017, p14). It was noted that the criteria did contain value constructs, which in this example is anti-oppressive practice (i.e. proactive action to limit discrimination) within the context of whole school policy and values

In the City Project, at the end of its first year (April 2017 to June 2018), a total of 24 schools had experienced a SEND Peer Challenge so the sample was drawn from all 24 reports. A total of 75 leaders were involved either as peer challengers, or as recipients. *Phase 2* of the QCA (the *quantitative phase*) applied a coding agenda to the school reports. For the school reports, analysis focussed on those parts of the source text where peer challengers (in negotiation with schools) had written evaluations of *strengths*, *areas for development* and *recommended action*. This was because this text communicated ideas about *what* leaders

were doing and/or should be doing to improve the school for the inclusion of pupils with SENDs and *how* leaders were doing and/or should be doing it. The QCA was designed on the assumption that this text, when deconstructed and then reconstructed using category formation, represented a living representation of the value constructs being used by school leaders in their pursuit of school improvement for inclusion.

4.4. Trustworthiness

To reduce the threat of invalidity during *phase 1*, when half of the phase 1 sample was coded, researchers engaged in pre-testing activities to ensure consistency in the application of codes and categories using a process of blind moderation. At the quantitative stage, pre-testing also took place to ensure consistency in application of the coding agenda, and on completion of the QCA and given that there were three researchers, inter-rater reliability test was implemented using the Cohen Kappa Co-efficient with a result of $k = 0.75$ to confirm the reliability of enumeration (Gläser-Zikuda et al., 2020). The CKC was implemented using the Coding Comparison query in NVivo. The research design is summarised in Figures 3 and 4.
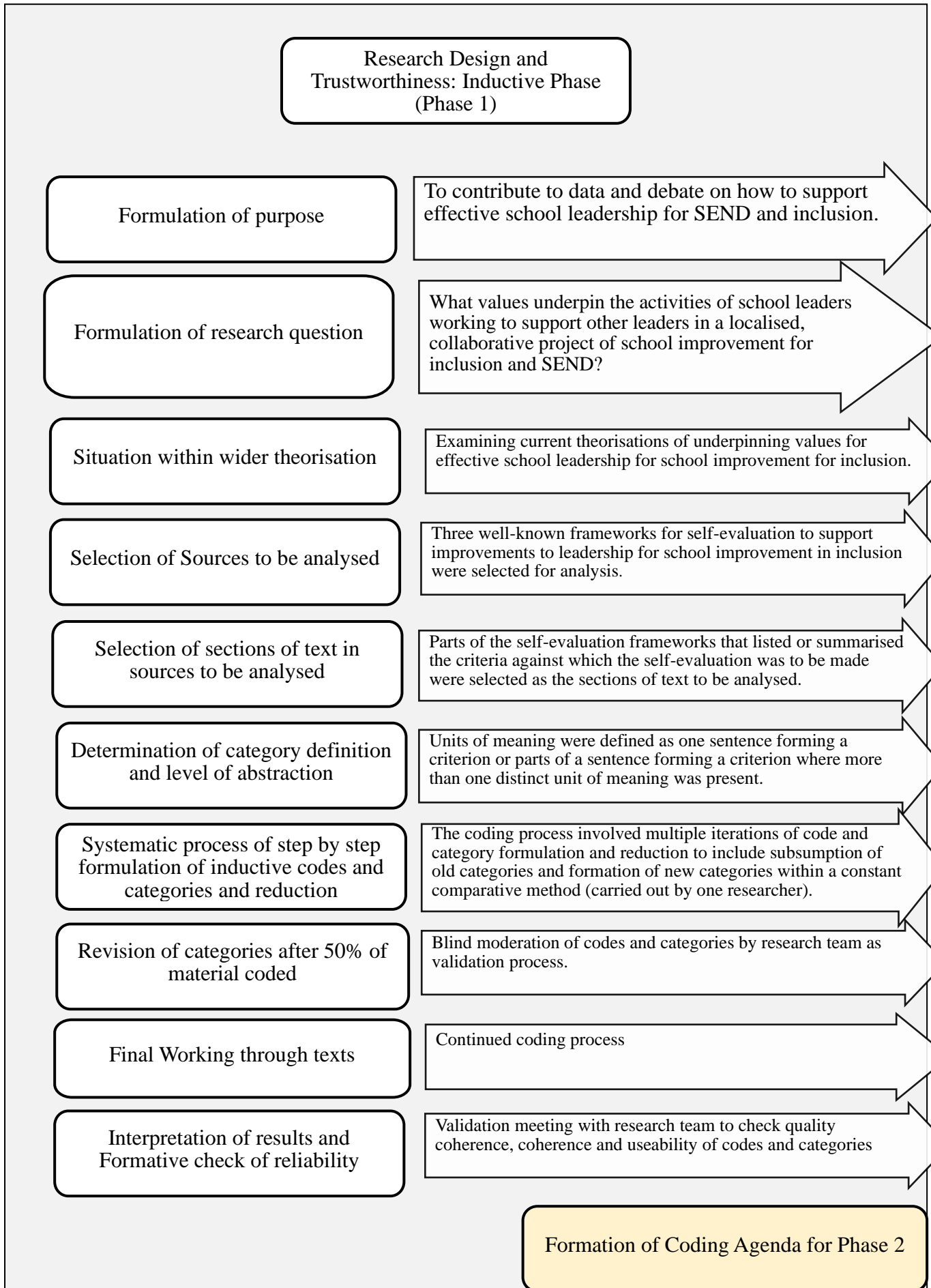
Research Design and Trustworthiness: Inductive Phase (Phase 1)	
Formulation of purpose	To contribute to data and debate on how to support effective school leadership for SEND and inclusion.
Formulation of research question	What values underpin the activities of school leaders working to support other leaders in a localised, collaborative project of school improvement for inclusion and SEND?
Situation within wider theorisation	Examining current theorisations of underpinning values for effective school leadership for school improvement for inclusion.
Selection of Sources to be analysed	Three well-known frameworks for self-evaluation to support improvements to leadership for school improvement in inclusion were selected for analysis.
Selection of sections of text in sources to be analysed	Parts of the self-evaluation frameworks that listed or summarised the criteria against which the self-evaluation was to be made were selected as the sections of text to be analysed.
Determination of category definition and level of abstraction	Units of meaning were defined as one sentence forming a criterion or parts of a sentence forming a criterion where more than one distinct unit of meaning was present.
Systematic process of step by step formulation of inductive codes and categories and reduction	The coding process involved multiple iterations of code and category formulation and reduction to include subsumption of old categories and formation of new categories within a constant comparative method (carried out by one researcher).
Revision of categories after 50% of material coded	Blind moderation of codes and categories by research team as validation process.
Final Working through texts	Continued coding process
Interpretation of results and Formative check of reliability	Validation meeting with research team to check quality coherence, coherence and useability of codes and categories
Formation of Coding Agenda for Phase 2	

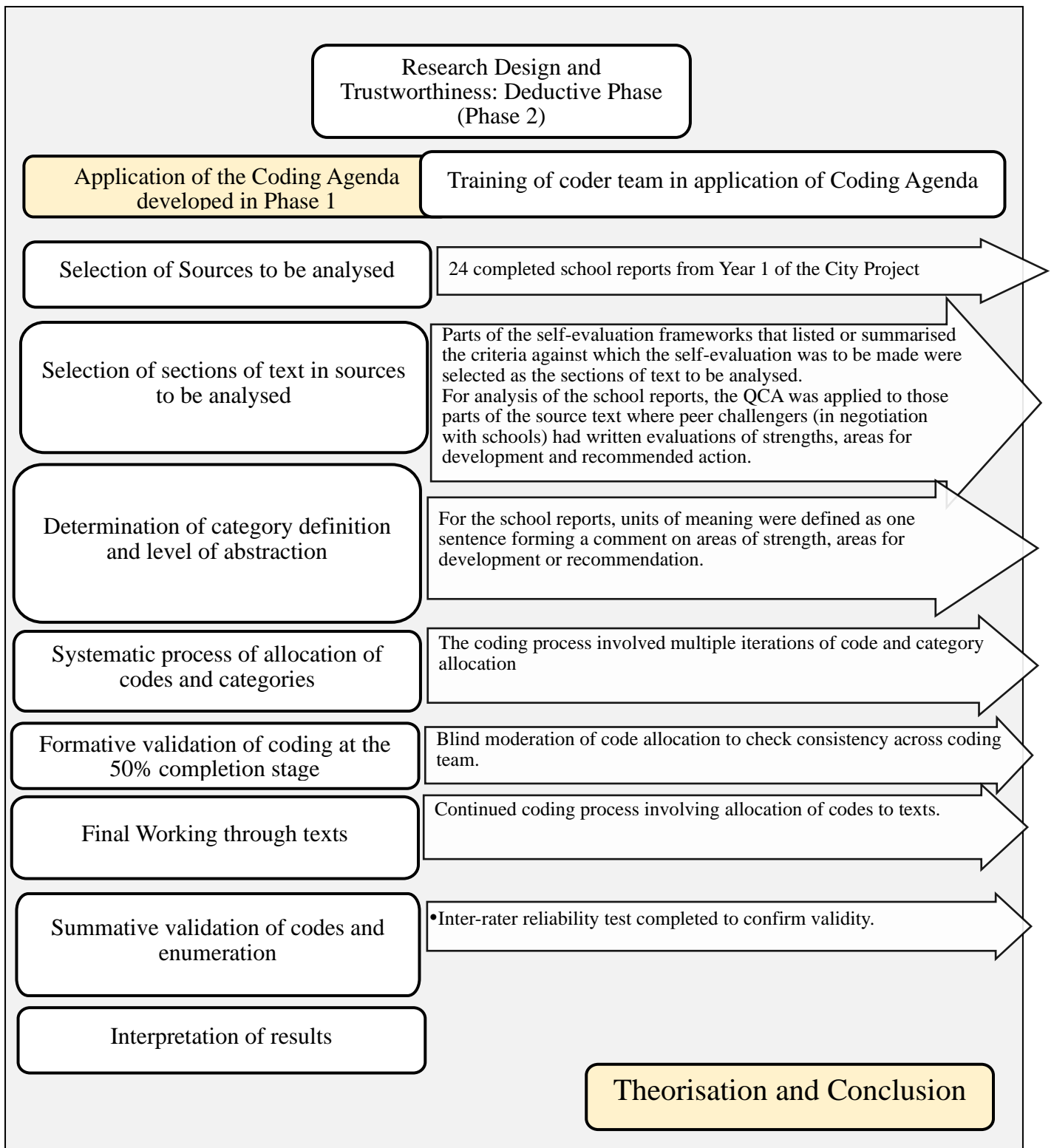*Figure 3: Summary of the Research Process for Phase 1: the inductive phase*

Figure 3: Summary of the Research Process for Phase 1: the inductive phase

4.5. Ethical considerations

The research and evaluation processes in the City Project were reviewed and approved by the

University's ethics committee to ensure ethical management of the project. A process of

informed voluntary consent was used along with careful anonymisation of school reports and individuals. The beneficent intent of the project is expressed in its commitment to supporting the learning of this local learning community such that it can improve outcomes for children and young people with Special Educational Needs and Disabilities in a co-constructive way.

4.6. Limitations

The study's limitations lie in the reductive process of QCA. Reductions can obscure some nuance and variation between, for example, each of the 24 schools. Our processes also required us to make interpretations of a) where TL, DL and IL were active in categories and final reductions and b) how the value construct could be summarised. Interpretations were based on our understanding of wider values operating in the field (e.g. values underpinning TL, DL, and IL) and our close knowledge of the data. However, we argue that this reduction was both fitting and necessary for a study seeking to identify values of relevance to those working close to the ground to improve schools for students with SENDs. To manage these limitations, we make our reduction process, and our interpretations of content are made fully visible in our approach to presenting the findings, as outlined in what follows.

5. Findings

The QCA process when complete, led to the identification of six value constructs which were found to prevail in the text artefacts produced by School Leaders involved in the SEND Peer Challenge Programme. The QCA produced 57, 41 and 75 coded units of meaning for Evaluation Frameworks 1, 2 and 3, respectively. For the School Reports there were a total of 848 coded units of meaning (Tables derived from Robinson et al., 2020, forthcoming) representing a large and robust data set from which to draw conclusions.

5.1. Approach to presenting the findings

The outcomes of phase 1 (the 27 categories formed from the inductive coding process) are shown in Table 3. In the case of School Reports, these are aggregated to show the total frequencies across all text sampled. Where proportional frequencies are shown, these represent the relative prevalence of a category when compared to all other 26 categories. Table 3 also summarises the research team's interpretation of the text content in the following ways:

- Interpretations of how the content of a category came together to crystalise underpinning values.

- Interpretations of the leadership theories (transformational instructional and distributive) that are most present in the content of each category. It was necessary to identify an additional descriptor, 'Operational Leadership' (OL) for leadership activities that were focussed on administration, systems and resource management.'

Table 4 summarises the final level of reduction and the identification of 6 prevailing value constructs. Table 4 also summarises the relative prevalence of each value construct in each framework when compared to the 2 other frameworks.

As noted in 4.6, we present Tables 3 and 4 as both summaries of findings and to ensure that we are transparent in representing our interpretations and the process through which these interpretations were formed.

Table 3: Summary of leadership approaches, principles, categories, frequencies, and proportions across full data set

* Proportions are given for each self-evaluation framework and as an aggregate for all school reports. *Proportion =*

$$Proportion = \frac{Frequency\ of\ Category}{Total\ Frequency\ of\ all\ Categories}$$

** TL: Transformative Leadership, IL: Instructional Leadership, DL: Distributive Leadership

Evaluation Framework 1 (E1): Raising the Achievement of all learners: A resource to support Self-Review' produced by the European Association for Special Needs and Inclusive Education (EASNIE, 2017). Framework 2 (E2): The Professional Standards for Educational Leaders (PSEL) Guidance Document, 'Promoting Principal Leadership for the Success of Student with Disabilities' Reported by Billingsley et al. (2018). Framework 3 (E3): The 'SEND Review Guide' is a template and process for peer review produced by the London Leadership Strategy (LLS, 2016)

Theory linked to this principle **	*Principle: Leadership of School improvement includes the following actions and attitudes*	*Category at final reduction*	*E1 Frequency*	*E1 Proportion**	*E2 Frequency*	*E2 Proportion*	*E3 Frequency*	*E3 Proportion*	*Examples of coded units of meaning from Self-Evaluation Frameworks*	*School Reports Frequency (n=24)*	*Proportion*
TL	Inspiring others to share in a mission and vision for inclusive education; developing an inclusive, welcoming ethos.	**Whole School Approach (inclusive ethos, shared commitment to inclusion, high expectations of all pupils)**	10	**0.18**	10	**0.24**	6	**0.08**	*Leaders use a collaborative process to develop a shared vision and inclusive values (Framework 1).* *Support teachers as they create productive and inclusive environments in their classrooms and throughout the school (Framework 2).* *The school has a culture of high aspiration for all children. (Framework 3).*	44	**0.05**
TL, DL, IL	Promoting a whole school approach to well being.	**Whole School Approach (mental health and well being)**	2	**0.04**	1	**0.02**	1	**0.01**	*Learners can communicate with staff about personal issues that affect their learning (Framework 1).*	2	**0.00**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
									Build and maintain a safe, caring and healthy environment that meets the needs of each student and encourages them to be active, responsible members of the community (Framework 2). *The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils (Framework 3).*		
TL, DL	Having a vision of the future for all pupils and developing effective practices for supporting transitions to the next stage of education, training, or career).	**Whole School Approach (Transitions and Adult Life)**	1	**0.02**	1	**0.02**	4	**0.05**	*The school curriculum supports effective transition between phases/settings.* *Ensure that that necessary conditions for teaching and learning exist to prepare students with disabilities for success in college, career, and life (Framework 2).* *The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training, or employment (Framework 3).*	9	**0.01**
TL, DL	Developing documented improvement plans to show how the school will move toward improved practice for SEND.	**Whole School Improvement Planning**	0	**0.00**	0	**0.00**	1	**0.01**	*A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly. SEND development is clearly reflected in the whole school development plan.*	31	**0.04**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
TL	Adhering to ethical practice for justice and equity and supporting others in doing the same.	**Ethical practice and professionalism (e.g. anti-discrimination, democratic approaches)**	0	**0.00**	3	**0.07**	0	**0.00**	*Maintain a just and democratic workplace that gives teachers the confidence to exercise responsible discretion and be open to criticism (Framework 2).*	0	**0.00**
OL	Honouring pupils' rights and entitlements.	**Honouring the rights of pupils and their parents (legislative, policy)**	1	**0.02**	0	**0.00**	2	**0.03**	*All stakeholders recognise vulnerable learners' right to support and reasonable adjustments (Framework 1).* *The school is appropriately staffed and resourced to ensure high quality provision and that pupils with SEND have their statutory rights met (Framework 3).*	4	**0.00**
TL, DL	Developing partnerships and coalitions; promoting and supporting shared responsibility for the pupils with additional needs (e.g. pupils with disabilities); developing shared responsibility to include among all leaders, middle managers, teachers and community stakeholders; working in partnership with them to improve inclusive practice in the school.	**Leadership team promote and support shared responsibility for the inclusion of pupils with additional needs; all teachers share responsibility; the wider community are also engaged in facilitating inclusion.**	11	**0.19**	9	**0.22**	9	**0.12**	*Leaders ensure that all stakeholders understand the assessment processes used in school and how such information might be used (e.g. formative assessment for learning/summative assessment for reporting)(Framework 1).* *Ensure shared responsibility for achieving the mission and vision of the school, and for the success of students with disabilities (Framework 2).* *The school ensures that all teachers are aware of their responsibilities to pupils with additional needs (Framework 3).*	38	**0.04**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
DL, IL	Seeking collaboration with other schools and organisations to improve practice.	**Collaboration with other schools and organisations to support learning and school improvement**	3	**0.05**	0	**0.00**	0	**0.00**	*Leaders receive support from external partners/networks (e.g. other school and community leaders, university colleagues) (Framework 1)*	15	**0.02**
DL, IL	Ensuring that parents and pupils can contribute to the design of personalised provision and to the development of the school.	**Effective partnership with parents and pupils; participation of parents in decision making**	3	**0.05**	4	**0.10**	7	**0.09**	*The school welcomes families into school to discuss issues that are important to them (Framework 1).* *Create partnerships with families of students with disabilities and engage them purposefully and productively in the learning and development of their children in and out of school (Framework 2).* *Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with Education, Health and Care plans (Framework 3).*	62	**0.07**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
OL	Establishing and maintaining administrative systems, school structures and processes to ensure that stakeholders are supported in performing inclusive practice.	**Effectiveness of Leadership and Management for Disability (systems and processes)**	0	**0.00**	1	**0.02**	1	**0.01**	*Develop and effectively manage school structures, operations, and administrative systems that support students with disabilities (Framework 2).* *Highly effective administrative support allows staff with responsibility for SEND to work strategically (Framework 3).*	0	**0.00**
DL	Ensuring effective leadership and Management for the Senior Team including Leadership Structure (Distribution of leadership, collaboration, and support for middle managers (e.g. SENDCo).	**Effectiveness of Leadership and Management (structure of leadership team, communication/collaboration in leadership team, support for middle managers)**	0	**0.00**	0	**0.00**	0	**0.00**		63	**0.07**
	Using school funds and additional funds efficiently to provide maximum impact.	**Effective and Efficient Management of Resources (including internal and external funding) toward maximum impact**	0	**0.00**	1	**0.02**	2	**0.03**	*Manage budgets and develop strong relationships with central offices to ensure the effective and efficient use of resources so students with disabilities have access to appropriate transportation, classrooms, etc. (Framework 2).* *The SEN notional, locality and high needs block funding is appropriately deployed to ensure positive outcomes for pupils and its deployment is understood by those responsible for SEN leadership (i.e. SENDCo) (Framework 3).*	43	**0.05**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
DL	Ensuring middle leaders are well supported in their role.	**Pivotal role of SENDCo and support for SENDCo**	0	**0.00**	0	**0.00**	0	**0.00**		21	**0.02**
TL, DL	Motivating staff and facilitating leadership opportunities for staff who are effective in inclusive practice.	**Motivating staff with leadership opportunities when they are effective in inclusive practice**	1	**0.02**	2	**0.05**	0	**0.00**	*Staff are given leadership opportunities (e.g. taking a lead on new initiatives/curriculum areas)(Framework 1).* *Identify strategies to motivate their staff and encourage, recognise, and facilitate leadership opportunities for teachers and staff who effectively educate students with disabilities (Framework 2).*	0	**0.00**
TL	Managing change effectively.	**Effective Change Management and dealing with uncertainty**	1	**0.02**	0	**0.00**	1	**0.01**	*Leaders are pro-active in managing change and dealing with uncertainty (Framework 1).*	0	**0.00**
IL	Supporting the development of high-quality assessment and planning and teaching that is personalised for pupils in the least restrictive environment.	**High quality of assessment, planning and teaching to support learning, meet needs and personalise in the context of the least restrictive environment**	13	**0.23**	0	**0.00**	11	**0.15**	*Teachers use a range of approaches/strategies to provide additional support for learners when necessary (e.g. universal design, peer support, mentoring)(Framework 1).Teachers help learners to think about their own learning processes and strategies (Framework 1).* *Ensure that students with disabilities have opportunities to learn with their peers without disabilities to the greatest extent appropriate (Framework 2).* *Teachers have a clear understanding of*	114	**0.13**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
									pupil need and personalised strategies are informed by parent and carer partnership (Framework 3).		
IL	Developing a broad curriculum that includes all learners.	**Wider Curriculum/curriculum breadth and balance**	0	**0.00**	4	**0.10**	0	**0.00**	*The school has an agreed curriculum framework that takes account of principles such as breadth, balance, coherence and relevance (Framework 1).* *The school curriculum provides flexibility for teachers to plan authentic and challenging learning opportunities for all learner (Framework 2).*	8	**0.01**
IL	Ensuring accurate identification of need to support personalised approached matched to pupils need.	**Appropriate Identification of Additional Needs**	3	**0.05**	0	**0.00**	3	**0.04**	*Teachers use a range of assessment methods to support their judgements about the need for adjustments or additional resources at classroom level. (Framework 1). The effectiveness of classroom teaching is considered before assuming a pupil has SEND (Framework 3).*	30	**0.04**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
DL, IL	Making accurate information available to all members of the school community to ensure the informed participation of all and appropriate provision for individuals/groups who may be vulnerable.	**Accuracy, validity, accessibility, sharing of SEND information at all levels between stakeholders**	0	**0.00**	0	**0.00**	1	**0.02**	*The SEND information report provides a comprehensive summary of provision at the school (Framework 3).*	76	**0.09**
	Making the best use of ancillary teaching staff	**Efficient and impactful deployment of Teaching Assistants and ancillary staff**	0	**0.00**	0	**0.00**	0	**0.00**		5	**0.01**
DL, IL	Effective collaboration and strategic use of outside agencies and specialists	**Effective and appropriate use of external expertise to meet the needs of pupils**	0	**0.00**	1	**0.02**	1	**0.01**	*Ensure that external resources are aligned with their school's goals and support core programs and services for all students (Framework 2).* *Outside agency support is engaged appropriately and utilised effectively (Framework 3).*	10	**0.01**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
TL, DL, IL	Using evidence (including research evidence) to inform practice.	**Use of evidence-based practice (including research)**	2	**0.04**	1	**0.02**	2	**0.03**	*Teachers use research evidence to support decisions about innovative approaches to learning (Framework 1).* *Ensure that evidence based approaches to instruction and assessment are implemented with integrity and adapted to local needs (Framework 2).* *[[The school is outward facing and engages critically with developments in practice.]] (Framework 3).*	0	**0.00**
IL	Ensuring that professional development for all teaching staff in the area of inclusive practice is prioritised; ensuing that class teachers are knowledgeable about practice for the inclusion of children with additional needs; building a nurturing and reflective environment for collaborative professional learning that includes collaboration of teachers with leaders.	**Professional Development for Teaching Staff and developing class teacher knowledge, understanding and expertise in supporting students with disabilities.**	2	**0.04**	2	**0.05**	6	**0.08**	*Staff are encouraged to take part in development opportunities that will improve learning and achievement in the school community (Framework 1).* *Provide multiple sources of high-quality, meaningful professional learning opportunities, and participate alongside their staff (Framework 2)* *Staff engage in high quality continued professional development and learning to support improved pupil outcomes (Framework 3).*	60	**0.07**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
DL	Implementing systems of tracking, monitoring and evaluation to ensure that inclusive practice is being implemented and having a positive impact and needs are not being overlooked.	**Robust tracking, monitoring and evaluation of implementation and impact to support continuous improvement and shared accountability**	3	**0.05**	1	**0.02**	11	**0.9**	*Leaders monitor equity of access to the full range of learning opportunities and school activities (Framework 1).Promote appropriate and valid monitoring and assessment systems where teachers receive meaningful information about how students respond to instruction and have information relevant to instructional improvement (Framework 2).The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed (Framework 3).*	137	**0.16**
DL, IL	Monitoring participation to removing barriers to learning (e.g. absenteeism, bullying)	**Robust tracking, monitoring and evaluation of to identify barriers to learning and unmet needs (e.g. absenteeism, bullying)**	1	**0.02**	0	**0.00**	1	**0.01**	*[The school provides support to reduce any barriers to learner attendance (e.g. bullying, family circumstances)] (Framework 1).* *[The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND] (Framework 3).*	13	**0.02**
IL	Ensuring that pupils with SENDs make good academic progress.	**Good outcomes in academic progress and attainment for pupils with SENDs**	0	**0.00**	0	**0.00**	4	**0.05**	*From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this (Framework 3).*	24	**0.03**

Theory linked to this principle **	Principle: Leadership of School improvement includes the following actions and attitudes	Category at final reduction	E1 Frequency	E1 Proportion*	E2 Frequency	E2 Proportion	E3 Frequency	E3 Proportion	Examples of coded units of meaning from Self-Evaluation Frameworks	School Reports Frequency (n=24)	Proportion
DL	Seeking evidence of pupil and parental satisfaction with their experience of the learning community.	**Achieving the satisfaction of pupils and parents with the quality of their experience**	0	**0.00**	0	**0.00**	1	**0.01**	*Pupils with SEND speak highly of the support they receive. Where appropriate, they can articulate how the support they have had from the school has made a real difference (Framework 3).*	39	**0.05**

Table 4: Thematic Reduction - Summary of overarching themes, prevalence, ranking* and principles across the four sites, including examples of coded units of meaning from School Reports

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3(Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
Tl+DL, DL+IL, DL+IL	Distributing ownership, responsibility, accountability across school and engaging pupils, parents, and other organisations in improving the school for pupils with additional needs and/or vulnerabilities. Reduction of content from following categories: Promoting shared ownership and responsibility, Collaboration with other schools and organisations to support school improvement, Effective partnership/participation with parents and pupils	0.298	2nd	0.317	1st	0.213	3rd	**0.276**	0.136	4th	*Middle leader needs to take ownership for SEND students provision within their subject and be on board with 'every teacher is a teacher of SEND' (Areas to Develop)* *Distribute SEND leadership more effectively. Delegate some tasks currently completed by the SENDCo to class teachers (Recommendation)* *Ensure that there are clear lines of accountability (understood by all) and that SEND is led strategically as well as operationally (Area to Develop)*	Value Construct Co-constructivism. *The distribution of power, ownership, and accountability in pursuit of the common good* School leadership for inclusion is a collaborative, collective and socially situated project and adopts a distributive leadership character. It means developing partnerships and coalitions; distributing shared responsibility for pupils with additional needs (e.g. pupils with disabilities); developing shared responsibility to include among all leaders, middle managers, teachers and community stakeholders; allowing others to

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3 (Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
												take leadership roles and working in partnership with others to improve inclusive practice in the school.
TL, TL+DL+IL, TL+DL, TL+DL, TL OL	Leading the development of a whole school vision, mission, ethos, and strategy for inclusion. Reduction of content from the following categories: Whole school approach (inclusive ethos, shared commitment to inclusion, high expectations for all pupils), Whole school approach (mental health and wellbeing), whole school approach (transitions and adult life), Whole school approach (improvement planning), Ethical practice and professionalism (e.g. anti-discrimination), honouring pupils rights and their parents (legislation and policy).	0.246	3rd	0.366	1st	0.187	3rd	**0.266**	0.106	4th	*The school's vision: led by the Headteacher, is clear, transparent, and inclusive of all pupils. Staff are fully committed to and back this vision (Area of Strength)* *Leadership needs to unite staff around the vision for SEND and ensure all staff feel responsibility for SEND students. (Area of Strength)* *The SENDCo is highly effective in her leadership of policy and practice in the school. Through skilled collaboration, she has developed a set of policies and practices that enable an unrelenting focus on provision matched to learners needs and focussed on positive outcomes.*	<u>Value Construct</u> *Collectivism: Inclusion as a collective vision and mission* School leadership for inclusion is energised by leaders who are transformational and can inspire others to share a vision and mission for inclusion within an ethical framework.

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3(Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
											Her dedication and creativity must be commended. She works closely with the headteacher and other senior leaders. The SENDCo and the school leaders have made great efforts in this area and achieved a positive culture change that could be a model to other schools (Area of Strength)	
TL, IL, IL, IL, DL+IL, IL, DL+IL, TL+DL+IL	Leading and collaborating with colleagues to develop high quality practice in assessment, teaching, learning and curriculum design toward good outcomes for pupils with additional needs. Reduction of content from the following categories: High quality of assessment, planning and teaching to meet need, Wider curriculum/curriculum breadth and balance, Appropriate identification of ad-	0.316	3rd	0.146	3rd	0.240	2nd	**0.234**	0.287	1st	*Consider using pre-teaching in maths and other subjects (e.g. specific vocabulary) to enable children to feel more confident in the lesson (Recommendation)* *Pupil Passports are well used by all teachers across the school. Teachers say that this helps them in understanding pupils' individual needs and is a form of communication between classroom staff and the SENDCO. There is a consistent proforma used for this and all*	<u>Value construct</u> *Learning centred and learner-centred pedagogy in the least restrictive environment* Leaders in inclusive schools take an instructional stance to prioritise the development of high-quality assessment, planning, teaching, and curricula that support personalised education in the least restrictive environment for all learners.

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3 (Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
	ditional needs, Accuracy, validity accessibility, sharing of SEND information for all, Impactful deployment of ancillary staff, Effective and appropriate use of external expertise to meet need, Use of evidence based practice (including research)										*teachers we spoke to have access to these, and they were readily available when requested (Area of Strength)*	
DL, DL+IL, IL, DL	Leading the development of rigorous tracking, monitoring and evaluation to evaluate implementation, impact, and outcomes and to identify unmet needs. Reduction of content from the following categories: Robust tracking/monitoring/evaluation of implementation and impact (e.g. achievement), Robust tracking/monitoring/evaluation (identification of barriers or unmet needs), Achieving the satisfaction of pupils	0.070	1st	0.024	4th	0.227	**3rd**	**0.107**	0.251	2nd	*The SENDCo has developed a new tracking document for English in Year 1 and as this identifies the gaps so clearly, it is very much supporting the development of fluency in reading and writing. This document will be very beneficial on transition to the next year group (Area of Strength)* *Information on SEND pupils needs to be triangulated against outcomes, incidences of behaviour, including exclu-*	<u>Value construct</u> *Reciprocal Vigilance* Systems of monitoring, tracking and evaluation are robust in inclusive schools and leaders use them in collaboration with colleagues and other stakeholders to check on how far responsibility has been distributed, how far practice has been transformed, how well needs are being met and how far their vision has reached into positive outcomes for pupils.

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3 (Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
	and parents with the quality of provision).										sions, and rates of attendance. This is to ensure that additional learning needs aren't missed (Area to Develop)	
OL DL, IL+OL, DL, TL+DL, TL	Forming an effective, structured, collaborative leadership team and ensuring efficient systems for information storage and sharing. Strategic resource management supportive to all learners. Reduction of content from the following categories: Effectiveness of leadership and management for SEND (systems/processes), Effective leadership and management, Effective and efficient management of resources (funding), pivotal role of SENDCo and support for SENDCO, motivating staff and giving leader-	0.035	4th	0.098	3rd	0.053	1st	**0.062**	0.150	2nd	*SENDCo and headteacher work very closely together. This is very effective and very successful (Area of Strength)* *There is a good range of practical resources to enable pupils to access the curriculum and develop their skills. The development of the bespoke spaces to allow pupils to focus on their learning/Social, Emotional and Mental Health needs are particularly valuable (Area of Strength)* *Develop Subject Leaders/Teams to enable them to support and develop assessment, curriculum, and resources for early learning strategies*	Value Construct *Operational diligence – a commitment to efficient and fair systems of resources and information management, and leadership competence.* Leaders in inclusive schools attend to detail in ensuring that information and management systems support distributed responsibility, and that money is spent strategically to meet the needs of all learners. Leadership teams are well structured to support collective and individual action in the context of manageable workloads.

Leadership approach linked to content under this theme	Major Theme arising from final reduction of data	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3 (Eng.)	Ranking	Mean	School Reports	Ranking	Example of coded Units of Meaning from Peer Review School Reports	Interpreted value constructs for Inclusive Leadership
	ship opportunities, effective change management.										with a focus on vulnerable children (Area for Development)	

*Describes whether this theme was the most or least prevalent in a framework compared to others

5.2. Discussion of Findings

Six underpinning value constructs were identified through the process of thematic reduction in the QCA and were as follows:

Co-constructivism: a stance on power, ownership and accountability that is distributive.

Collectivism: a stance on inclusion as a collective vision and mission.

Learner centredness: a stance that is learning-centred and learner centred and pursues the least restrictive environment in a context where pupils and parents are participants.

Reciprocal vigilance: a commitment to being fair and robust in approaches to tracking the reach of distributed ownership and impact across individuals and groups in the school community.

Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence.

Transformative professional learning: a belief in the power of collaborative, continuous professional development.

Data related to these six constructs is explored below. The values are explored thematically, and the order of their exploration implies no hierarchy.

Value Construct 1: Co-constructivism. The distribution of power, ownership, and accountability in pursuit of the common good.

Common principles for approaches to school improvement founded on Instructional

Leadership (IL), Transformational Leadership (TL) and Instructional Leadership (IL) (see

section 2.6), include a values position on power that is distributive in character. That is, the default position is to distribute decision making power across a learning community so that hierarchical processes of transformation are resisted in favour collaborative ones (Black-Hawkins, Florian, and Rouse, 2017). In this sense, responsibility for SEND is not abdicated to those who are assumed to be specialists or those who have 'the right kind of temperament' for working with SEND, rather everyone has ownership for developing the learning community as a more inclusive entity. In DL, there is shared ownership among all staff for all pupils including those who may be most vulnerable to exclusion (Swaffield and Major, 2019). For the sampled text in the 24 school reports, 115 units of meaning were gathered in this category, with 28 being descriptions of strength such as *'Good collaboration between school staff and SENDCo'*, 23 being areas of development and 39 being recommendations for priority action, for example, *'Ensure that all teachers are responsible for teaching SEND.'* In developing the coding agenda, units of meaning that led to the formation of categories sited within the value construct, *distribution of power and ownership,* included '*Leaders ensure shared responsibility for achieving the mission and vision of the school, and for the success of students with disabilities (Framework 2, U.S).*and *The school ensures that all teachers are aware of their responsibilities to pupils with additional needs (Framework 3, England).* Text content in the school reports echoed this balance of distributed freedom and responsibility. For example, '*Distribute SEND leadership more effectively. Delegate some tasks currently completed by the SENDCo to class teachers (Recommendation)'* and *Middle leader needs to take ownership for SEND students provision within their subject and be on board with 'every teacher is a teacher of SEND' (Areas to Develop).* When looking at the enumerations and the extent to which this value construct prevailed in the school reports, it is interesting to note a proportional value of 0.136. In comparison, the 3 framework documents the proportions of text coded to this value construct was 0.298 (Framework 1, EU), 0.317 (Framework 2, US)

and 0.213 (Framework 3, England). The mean value across the three frameworks ($\mu = 0.276$) is just over twice as high as the aggregated value for the school reports (0.136). In the City Project, though school leaders did operate this value construct, it had proportionally less emphasis in the school reports than in the frameworks. This is not surprising since the City Project was focussed on changing leadership culture so that leaders were more ready, willing, and able to prioritise school improvement for SEND and inclusion. Hence, distributive leadership is recognised as an essential but not sufficient condition for school improvement in this area.

These findings lead us to conclude that the following value construct prevails among leaders in the City, in the three self-evaluation frameworks, and in the DL, IL and TL leadership models.

Value Construct 1: Co-constructivism. The distribution of power, ownership, and accountability in pursuit of the common good.

School leadership for inclusion is a collaborative, collective and socially situated project and adopts a distributive stance on power and responsibility. It means developing partnerships and coalitions; distributing shared responsibility for pupils with additional needs (e.g. pupils with disabilities); developing shared responsibility for the inclusion of learners with SEND (all leaders, middle managers, teachers and community stakeholders); enabling others to take leadership roles and working in partnership with others to improve inclusive practice in the school and beyond.

Inclusive leaders value co-operation, collaboration and collective work and construct all teachers as teachers of SEND, and all members of a learning community as relevant owners of inclusive practice with responsibilities for enabling fairness and equity for all toward a common good.

Value construct 2: Collectivism: a stance on inclusion as a collective vision and mission

The idea that inclusive schools develop when there is a shared vision and a collective mission inside and beyond a learning community prevails in the literature (Villa and Thousand, 2016) and is a core value of TL. Within a TL leadership model, the leader is imaged as a collaborative vision builder who leads the school community in the enactment of its shared values.

In the school reports, this value construct did prevail with a total of 90 units of meaning coded to it. 44 units of meaning were descriptions of strength such as *'The school's vision: led by the Headteacher, is clear, transparent, and inclusive of all pupils. Staff are fully committed to and back this vision'*, 23 were areas to develop and 22 were recommendations such as '*enhance whole school inclusion policies'* and *'develop the school improvement plan to centralise SEND and inclusion'.* When comparing the prevalence of this value construct to the three self-evaluation frameworks, we note that the mean proportion value for the frameworks ($\mu = 0.276$) is over twice the value for the school reports (0.106). Though this value construct is actively operated by school leaders working as peer reviewers, it seems to have been regarded as a necessary but not sufficient condition for inclusive school improvement.

The following summarises this value construct as it emerged from the QCA.

> *Value Construct 2: Collectivism: Inclusion as a collective vision and mission.*
>
> School leadership for inclusion is energised by leaders who engage in transformational leadership and can inspire others to construct a shared vision and mission for inclusion.

Inclusive school leaders recognise the importance of culture, and value the contribution everyone makes to the construction and enactment of the inclusive mission.

Value construct 3: Learner centredness: a stance that is learning-centred and learner centred and pursues the least restrictive environment in a context where pupils and parents are participants.

This value construct was the most prevalent in the text selected for analysis in the school reports, with a total of 243 coded units of meaning. In the reduction phase, this construct was derived from the aggregation of the following categories:

- High quality of assessment, planning and teaching to meet need

- Wider curriculum/curriculum breadth and balance

- Appropriate identification of additional needs

- Accuracy, validity accessibility

- sharing of SEND information for all

- Impactful deployment of ancillary staff

- Effective and appropriate use of external expertise to meet need

- Use of evidence-based practice (including research)

Text content tends to image inclusive leadership as learner/learning centred. For example, a unit of meaning recorded as a strength in a school report was '*Pupil Passports are well used by all teachers across the school. Teachers say that this helps them in understanding pupils' individual needs and is a form of communication between classroom staff and the SENDCO. There is a consistent proforma used for this and all teachers we spoke to have access to these, and they were readily available when requested.'* High quality learning is assumed to be assessment led and responsive to need. Leaders are required to support the development of

best practice through, for example, establishing strong systems of assessment and information sharing so that considered decisions about curricula, ancillary staff deployment and teaching approaches can be made based on the current needs of students. Similar arguments prevail in the literature (Villa and Thousand, 2016; Corbett, 1999) and are central in conceptions of instructional leadership, where the leaders role is to ensure that the school develops, implements and evolves its pedagogic approaches and curriculum toward positive outcomes for students (Day, Gu and Sammons, 2016). Overall, this value construct is about student-centred approaches to pedagogy and requires leaders to collaborate with others in developing such approaches. The main aim is to perpetuate reflective, diligent, and careful decision making about how best to deliver inclusive teaching and learning within the learning community. This value construct also prevails across the three self-evaluation frameworks. Examples of text coded to this construct include *'Teachers help learners to think about their own learning processes and strategies' (Framework 1),* 'Ensure that students with disabilities have opportunities to learn with their peers without disabilities to the greatest extent appropriate' (Framework 2), *'Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership'* (Framework 3). This construct is prevalent across the reports and the framework (proportional value of aggregated reports 0.287 compared to frameworks $\mu = 0.234$) and is also well represented in the literature (Dyson et al., 2014). The value construct, *learning centred and learner-centred pedagogy in the least restrictive environment,* is summarised in the following as another collective orientation:

> *Value construct 3: Learning centred and learner-centred pedagogy in the least restrictive environment*

Leaders in inclusive schools take an instructional stance to prioritise collaborative development of high-quality assessment, planning, teaching, and curricula that support personalised education in the least restrictive environment.

Inclusive school leaders are learner centred, valuing assessment led, responsive approaches to effective practice with a desire to place CYPs with SENDs in the least restrictive environment in a context of diligent, reflective and thoughtful practice where pupils can be participants.

Value construct 4: Reciprocal vigilance: a commitment to being fair and robust in approaches to tracking the reach of distributed ownership and impact across individuals and groups in the school community.

A clear vision and commitment to inclusion has been shown to be an important factor in the formation of more equitable schools (Jordan et al., 2009) but arguably, it is not sufficient. School leaders must also commit to a culture of mutual accountability. This means that reliable and robust accounts of the reach of distributed ownership (meaning whether individuals and departments in the learning community are participating) and impact (for example achievement, participation, post-school destinations) must be part of the picture. Hence, in the school environment the leader must develop an ethos of collective willingness for critique and challenge.

Prior to relating findings on this value constructs, it is important to explore how the reduction process revealed a close relationship between Framework 3, produced by London Leadership Strategy (2016) in England, and the aggregated school reports. This template had been endorsed by the Department for Education (DfE) and had been adapted for use on the City Project, influencing the content of the school reports.

To illustrate this, Table 5, summarises the 6 value constructs and the prevalence of text coded to these constructs in each sample.

Table 5: Analysis of proportion values for value constructs across all samples

Value construct	Framework 1 (EU)	Ranking	Framework 2 (US)	Ranking	Framework 3 (Eng.)	Ranking	Mean	School Reports	Ranking
Co-constructivism: a stance on power, ownership and accountability that is distributive. The distribution of power ownership, and accountability in pursuit of the common good.	0.298	2nd	0.317	1st	0.213	3rd	**0.276**	0.136	4th
Collectivism: a stance on inclusion as a collective vision and mission	0.246	3rd	0.366	1st	0.187	3rd	**0.266**	0.106	4th
Learner centredness: a stance that is learning-centred and learner centred and pursues the least restrictive environment in a context where pupils and parents are participants.	0.316	3rd	0.146	4th	0.240	2nd	**0.234**	0.287	1st
Reciprocal vigilance: a commitment to being fair and robust in approaches to tracking the reach of distributed ownership and impact across individuals and groups in the school community.	0.070	1st	0.024	4th	0.227	3rd	**0.107**	0.251	2nd
Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence.	0.035	4th	0.098	3rd	0.053	1st	**0.062**	0.150	2nd
Transformative professional learning: a belief in the power of collaborative, continuous professional development.	0.035	1st	0.049	4th	0.080	3rd	**0.055**	0.071	2nd

Considering the content of Table 5, it is not surprising that the ranking of prevalence in the school reports resembles the order of prevalence in Framework 3 given that it was adopted for the SEND Peer Challenge with some small revisions. As a demonstration of the influence of Framework 3 on the text content of the school reports, the value construct *'Collectivism: a stance on inclusion as a collective vision and mission'* is fourth least prevalent in school reports and third in prevalence in Framework 3. In every case, themes in the school reports are only one level less prevalent or one level more prevalent than Framework 3 This suggests that it did have significant on the content of school reports. However, areas of divergence can also be seen. School leaders represent the value of collectivism (shared vision and mission)

less than in Framework 3 and Frameworks 1 and 2 (0.196 compared to 0.187, 0.246 and 0.366 respectively). A similar pattern is shown with co-construction (distributed power and accountability). In the case of the value construct *operational diligence*, this is almost three times more prevalent than in the school reports than in Framework 3. Though school leaders in the locality do adopt and use all 6 constructs, they place more emphasis on the responsibilities of leaders in the construction of inclusive practice than they do on distributive leadership. Again, this is not surprising given that the City Project was focussed on changing leadership cultures such that SEND was given more priority. The content of Table 5 also demonstrates that the 6 value constructs a occupy broader theories of effective leadership (IL, DL and TL) and the self-evaluation tools used in three jurisdictions (frameworks 1, 2 and 3).

These findings lead us to conclude that the value construct 'Reciprocal Vigilance' can be summarised as follows:

> *Values construct 3: Reciprocal Vigilance*
>
> Systems of monitoring, tracking and evaluation are robust in inclusive schools and leaders promote mutual ownership of them so that all relevant member of the learning community check on how far responsibility has been distributed, how far practice has been transformed, how well needs are being met and how far their vision has reached into positive outcomes for pupils.

Values Construct 5: Transformative professional learning: a belief in the power of collaborative, continuous professional development.

In the case of the school reports, 60 units of meaning were coded to this construct with 2 noting strengths, 38 related to areas for development and 20 being recommendations. Examples of text coded to this construct include, ' *Regular Continuing Professional Development via the SENDCO encourages staff to consider the needs of all children within*

the learning environment in terms of visual needs for Hearing Impaired and ASD children (Area of Strength)' and *Training and development of teaching staff to ensure effective and appropriate provision and differentiation to meet the needs of all pupils with SEND. All pupils to access quality first teaching (Area to Develop).* The text emphasised transformational and collaborative modes of professional learning over transmissive ones and this was also the case with the 3 frameworks. For example, *Staff are encouraged to take part in development opportunities that will improve learning and achievement in the school community (Framework 1)* and *'Provide multiple sources of high-quality, meaningful professional learning opportunities, and participate alongside their staff (Framework 2).'* Leaders were often constructed as collaborators in learning and professional learning was largely focussed on effective classroom practice for inclusion with echoes of value construct 3 (learner centredness). The values construct 'Transformative professional learning' is summarised as follows:

> *Value construct 5: Transformative professional learning*
>
> School leadership for inclusion pursues the development of a positive learning culture where teachers can develop self-efficacy and professional efficacy through high quality, collaborative professional development activities focussed on inclusive practice. Inclusive leaders' value transformative professional learning over transmissive approaches.

Value constructs 6: Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence.

An aspect of inclusive leadership receiving less attention in the literature is the theme of operational diligence. In the school reports, this value construct was prevalent and seemed to emerge as a necessary condition for effective co-construction, collectivism, and distributiveness. This is based on the idea that individuals can participate and contribute when

systems of information sharing, and resource management run smoothly and where staff with leadership and management responsibilities are well supported within a leadership team. The need for leaders to be competent in their roles was emphasised. This value construct was found to have a proportional value of 0.150 which was almost three times as high as the mean for all three frameworks ($\mu=0.062$). An example of text coded to this value in the school reports was '*SENDCo and headteacher work very closely together. This is very effective and very successful (Area of Strength)*' and in the evaluation frameworks this emerged in the following examples, '*Leaders are pro-active in managing change and dealing with uncertainty' (Framework 1), Develop and effectively manage school structures, operations, and administrative systems that support students with disabilities (Framework 2). Highly effective administrative support allows staff with responsibility for SEND to work strategically (Framework 3).* The following summarises the content of this value construct as it was manifested in the full data set:

> *Value construct 6: Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence.*

> Leaders in inclusive schools attend to detail in ensuring that information and management systems support distributed responsibility, and that money is spent strategically to meet the needs of all learners. Leadership teams are well structured to support collective and individual action in the context of manageable workloads.

5.3. Findings Summary

In summary, six value constructs were found in the texts related to the SEND peer challenge programme. Far from neoliberal in nature, the value constructs represent mutuality and

collectivism. For example, distributive models of power and responsibility-sharing, learner-centred principles, and professional development as no-blame, collaborative and transformative. In the City Project, leaders were placing more emphasis on *vigilance*, *accountability* and *leadership competence* than occurs in the literature or in the jurisdictions represented by the three school/leader self-evaluation frameworks (England, US, and EU). This reflects the City Project's interest in changing leadership cultures such that school leaders are more ready, willing, and able to take responsibility for school improvement for SEND and inclusion. In the City Project, value constructs related to *diligent management and efficiency* was more present than elsewhere and in Framework 3 (England) and the school reports, an associated emphasis on *mutual vigilance* was prevalent. This is a demonstration of how a common set of values come to be adapted at the local level to serve aims and needs. More broadly though, in the local area and the wider literature, the idea that leadership for inclusion depends on a blend of the ethereal (imagined futures, values, mission), with the gritty (monitoring participation, contribution and impact) is a more constant theme, though in the City Project, leaders were placing more emphasis on the latter than the former. What the findings do demonstrate is that there are a set of universal values that are relevant to school leaders working on school improvement and inclusion and these offer a useful resource for careers coaching.

In the next section, we explore a practical tool and an approach that can be used to enact emancipatory careers coaching for school leaders.

6. Practical implications and strategies

Our proposals for practice draw a reflection tool modelled on the six value constructs emerging in our findings to propose approaches that may serve the needs of school leaders and the professionals that work closely with them to support their career journey. Practice proposals are based on values-based approaches to careers coaching and include facilitating crystallisation, prioritisation, role relationships, values conflict, and unplanned transitions (Brown, 2015).

6.1. Reflection and Reflexion tool

The tool has been developed from the findings of this study and is presented as Table 6.

Table 6. Careers Coaching for Social Justice, SEND and Inclusion: Reflection and Reflexion Tool

This tool has been developed from research findings (Robinson et al., 2020) to support reflection on values. This reflection and reflexion tool holds the following principles:
- The tool can support careers coaching.
- It is for professionals who engage in careers conversations with school leaders (Executive Headteachers, Headteachers, SENDCos, other leaders) to support professional development, improved performance, enhanced job satisfaction/fulfilment and the management of career crises.
- It is for school leaders who are committed to the pursuit of social justice and a common good for all.
- Its purpose is to support crystallisation of values such that school leader are motivated and inspired to act in pursuit of their aspirations for social justice.
- It uses value constructs that are prevalent among leaders working close to the action of school improvement for inclusion.
- The value constructs are not hierarchical.
-

The reflection tool can be used to support reflections on the relevance, relative priority, and challenges of these values in professional work related to school improvement for inclusion.

Value Construct 1: Co-constructivism. The distribution of power, ownership, and accountability in pursuit of the common good School leadership for inclusion is a collaborative, collective and socially situated project and adopts a distributive stance on power and responsibility. It means developing partnerships and coalitions; distributing shared responsibility for pupils with additional needs (e.g. pupils with disabilities); developing shared responsibility for the inclusion of learners with SEND (all leaders, middle managers, teachers and community stakeholders); enabling others to take leadership roles and working in partnership with others to improve inclusive practice in the school and beyond. Inclusive leaders value co-operation, collaboration and collective work and construct all teachers as teachers of SEND, and all members of a learning community as relevant owners of inclusive practice with responsibilities for enabling fairness and equity for all toward a common good.
Value Construct 2: Collectivism: Inclusion as a collective vision and mission. School leadership for inclusion is energised by leaders who engage in transformational leadership and can inspire others to construct a shared vision and mission for inclusion. Inclusive school leaders recognise the importance of culture, and value the contribution everyone makes to the construction and enactment of the inclusive mission.
Value construct 3: Learning centred and learner-centred pedagogy in the least restrictive environment Leaders in inclusive schools take an instructional stance to prioritise collaborative development of high-quality assessment, planning, teaching, and curricula that support personalised education in the least restrictive environment. Inclusive school leaders are learner centred, valuing assessment led, responsive approaches to effective practice with a desire to place CYPs with SENDs in the least restrictive environment in a context of diligent, reflective and thoughtful practice where pupils can be participants.
Value construct 4: Transformative professional learning School leadership for inclusion pursues the development of a positive learning culture where teachers can develop self-efficacy and professional efficacy through high quality, collaborative professional development activities focussed on inclusive practice. Inclusive leaders' value transformative professional learning over transmissive approaches.
Value construct 5: Reciprocal Vigilance Systems of monitoring, tracking and evaluation are robust in inclusive schools and leaders promote mutual ownership of them so that all relevant member of the learning community check on how far responsibility has been distributed, how far practice has been transformed, how well needs are being met and how far their vision has reached into positive outcomes for pupils.

Value construct 6: Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence
Leaders in inclusive schools attend to detail in ensuring that information and management systems support distributed responsibility, and that money is spent strategically to meet the needs of all learners. Leadership teams are well structured to support collective and individual action in the context of manageable workloads.

6.2. Crystallisation

The 'Reflection and Reflexion Tool' (RRT, see Table 6) can be adapted to support reflection and reflexive work on values. Crystalised values are those used by individuals to judge their own behaviour in the context of an imagined best-self. Where values are crystalised they are more accessible and useful to the individual and through gaining a clearer sense of 'who I am' professionals can operate *homo faber* with enhancements to self-determination and social determination (Yates, 2020). In this sense, the process of crystallising values attunes the individual to an imagined ideal, shapes the actions and behaviours that bring their professional lives in greater harmony with their values.

In connection to school improvement for SEND and inclusion, leaders can be supported in crystalising their values through the following activities. The activities do assume that individuals have an underlying commitment to social justice for CYP with SENDs and are interested in pursuing the common good through their work within and beyond school.

> *The admired 'other'.* In relation to the pursuit of inclusion, the individual can be asked to describe those people or practices that are most and least admired in their professional sphere. The coach can support the individual in exploring how these projections reflect underlying values and an ideal self. In emancipatory careers coaching, these considerations can extend to the admired 'school' and the admired 'society'

Imagined end states. Again, in relation to inclusion for SEND, the individual can be asked to project into the future and describe what they hope will have changed in their school and society as a result of their work and its influence.

Peak experiences. These are the experiences that may provide the greatest amount of joy, satisfaction, and happiness. In some ways, peak experiences are points in time when values congruence has been achieved, meaning that the individual is close to an imagined best-self.

Imagery. The coachee can construct an image of a future related to inclusion to make visible their desired end states and provide insights into their values.

Following an open process of crystallisation, the reflection and reflexion tool can be adapted to be:

> *A rating scale* – the coachee can use a rating 1-5 to evaluate how close each value construct is to their imagined end state, how close the value construct is to their personal values and how fully the value construct is manifested in the school/community/policy/society. This rating can also include consideration of levels of challenge and possibility related to each construct.

> *A basis for reflective writing* – where a value construct has relevance to the coachee, reflections on movement toward living the value construct more fully can be recorded in writing or other digital forms.

6.3. Prioritisation

The RRT could also be adapted to help the individual reflect on how they spend their time in their professional lives. What do they find themselves prioritising and what would they like to prioritise less? How does their prioritisation thwart or enable the achievement of their

desired end state as this relates to inclusion and SEND? This process can support reflection

on the values they would like to spend more time serving and how that might be achieved

through changes to their work approach or pattern. The nature of emancipatory careers

coaching is that it expands this discussion into consideration of how an individual is

connected to others and to pursuit of the common good. Exploration of how these changes

might a) benefit others and b) influence wider social change is of value in this context but

must emerge through the individual's own frame of reference.

6.4. Role relationships

As values become more crystalised, individuals can be supported by auditing the roles they

currently fulfil and how these roles might be reconfigured to enable them to transition into a

more satisfying career and one that allows them to be congruent with their own values and

mission. This can be achieved in a number of ways; listing the roles currently fulfilled,

estimating the amount of time spent on each, identifying the values that are satisfied by the

individual and collective activity associated with these roles and identifying roles that are

taken up voluntarily as compensations for deficiencies in satisfaction. The six values

constructs contained in the RRT, can be used as a reference point or shared language for

reflecting on this activity and considering changes.

6.5. Values conflict

Conflicts related to values can occur when the values held by the individual are not

manifested or perpetuated in their working lives due to conditions within the workplace

and/or beyond it. In the case of inclusion, this is particularly relevant because prevailing

policies can tend to incentivise inclusive practice or promote medicalised positions on

disability that influence attitudes to who should be included and how far schools should go to

include them (Florian, 2015). The individual can be supported in reflection on events where this conflict was experienced and how their work as a leader might contribute to changing the conditions of the workplace such that inclusive values are more integrated.

6.6. Unplanned transitions

One of the realities of professional life in schools, is that policy is always changing as are pupil populations and society more widely. In some cases, these create career crises or instabilities for the individual where progress made in harmonising their values with work are disrupted. The activities proposed above can be used in this context to refocus an individual and help them to make decisions in the context of development conversations in their career journey.

7. Conclusion

Our research has identified six values constructs which are live and relevant to school leaders working close to the action of school improvement for SEND and inclusion. In summary, the six value constructs are:

Co-constructivism: a stance on power, ownership and accountability that is distributive. The distribution of power ownership, and accountability in pursuit of the common good.

Collectivism: a stance on inclusion as a collective vision and mission

Learner centredness: a stance that is learning-centred and learner centred and pursues the least restrictive environment in a context where pupils and parents are participants.

Transformative professional learning: a belief in the power of collaborative, continuous professional development.

Reciprocal vigilance: a commitment to being fair and robust in approaches to tracking the reach of distributed ownership and impact across individuals and groups in the school community.

Operational diligence: a commitment to efficient and fair systems of resource and information management and leadership competence.

The value constructs combine to represent a co-operative and collaborative conceptualisation of effective school leadership for inclusion and social justice. This is founded on a theory of inclusive leadership that is values-led, social and collectivist but with serious attention to management competence, systems efficiency, and shared accountability. In this sense, inclusive leadership is expounded through abstract values and commitment to more concrete and pragmatic forms of action.

The 75 school leaders working together to improve schools for SEND and inclusion in the City Project, held collective notions of effective leadership in the texts the produced. Prevalent value constructs foregrounded collective action, shared responsibility, and democratic cultures in pursuit of a common good. We have argued that emancipatory careers coaching offers a fitting framework for the kind of support that leaders working in this milieu need because it speaks directly to the identity and values dimension of their work and is holds a *homo faber* conception of an individual within society. As such, emancipatory careers coaching can support the flourishing of *self-determination* and *social-determination* for professionals who want to change their schools, education, and society into a fairer, more equal spaces for people with SEND. We have offered an adaptable tool that can be used to support careers coaching for professionals who are seeking to transition their work in support of social justice. With the addition of this tool, the paper has offered an evidence-based

proposal for how to apply emancipatory careers coaching in the context of inclusive school

leadership for SEND and inclusion.

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