

## ABSTRACT | SUMMARY

In an action learning program over 3 months, leaders of kindergartens/day care centers developed their leadership in relation to including handicapped children – a new task for them and their staff.

## RATIONALE | BACKGROUND

The inclusion of handicapped children in kindergartens and schools in Denmark is the result of a law passed by Parliament in 2012, with the intention of stopping increasing expenditures for special classes and schools. At the same time it is part of an international discourse on inclusion.



## TARGETGROUP | CONTEXT

Leaders of kindergartens  
Meeting the challenge of including handicapped children - until now they have been segregated in special kindergartens.  
In particular leading their staff - part of them recently educated in inclusion.



## OBJECTIVES

- Inclusion of 80 % of the handicapped children in the municipal kindergartens
- Development of staff's competences in inclusion pedagogy
- Development of leaders' 'inclusion leading'-competences

## INFORMAL LEARNING ACTIVITIES

In between four course afternoons, the leaders worked individually and in their teams with 'leading inclusion' as action learning.



## EVALUATION

The leaders assessed their competences in settings with peers at the second and the last course day of the action learning program. The evaluation was introduced as an activity concerned with reflection on leadership.



## RESULTS

A LEVEL5 reference system for 'leading inclusion' was formulated, tested and adopted in 2 other action learning programs for leaders. The majority of leaders found the cubes useful and identified with the descriptors and results. 6 out of 36 were skeptical concerning describing and measuring competences, or the assessment of leadership competences without the staff having been asked.