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Article

Inclusive Leadership: Good Managerial Practices to Address Cultural Diversity in Schools

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Abstract

Educational inclusion of foreign pupils has become a priority objective in recent years in many countries worldwide. Attending to the cultural diversity of pupils and providing an inclusive educational response is now a main goal of education systems. In this context, educational leadership is a key factor for school improvement. Management teams face the difficult mission of responding to the diversity of people that make up the educational community in a scenario marked by the expansive increase in migrant families and the scarcity of inclusive and intercultural government programmes. This article explores good management practices for cultural diversity management in six early childhood and primary education centres in Spain and Chile from an inclusive leadership approach. Factors that influence the development of inclusive leadership and the process deployed to carry out diversity management are examined. Through a qualitative methodology, six case studies were carried out using the interview, participant observation, and document analysis as instruments. The main outcomes show the importance of leaders in promoting an inclusive collaborative culture, in classroom practices focused on the knowledge and cultural capital of foreign pupils, the development of organisational and didactic strategies based on the recognition and participation of the educational community, its commitment to social justice, a management of diversity based on collaboration, and a shared concept of educational inclusion. The conclusions show four common dimensions in the good practices of each country: professional development of the community, school participation, inclusive school culture, and positive management of diversity.

Keywords

cultural diversity; diversity in schools; inclusive leadership; management teams

Issue

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1. Introduction

Responding to the diversity of migrant students and building inclusive schools are nowadays essential needs for the different education systems worldwide. Inclusive education has thus become an essential issue in the international scope (Ainscow, 2020). Specifically, goal 4 of the 2030 agenda for sustainable development calls upon us to ensure inclusive and equitable quality education and

promote lifelong learning opportunities for all (Agenda 2030, 2015). To achieve this aim, school practices based on inclusive values are needed, establishing a clear and common concept of inclusive education for the entire educational community (Booth & Ainscow, 2015).

One of the urgent issues in terms of inclusion is the management of cultural diversity: an inherent element of today’s schools and one which therefore requires educational practices that meet the needs of foreign pupils

and migrant communities (Essomba, 2006). Although social and educational policies try to promote attention to diversity from an intercultural perspective, we note that this does not always translate into practices that bring with them the principles and values of interculturality and inclusive education.

Managing cultural diversity is therefore an essential task, particularly for management teams, who must oversee a greater number of tasks, roles, and responsibilities (Rönström & Scott, 2019). However, some studies reveal that management of cultural diversity is left in the hands of professional specialists, falling back into deficit-centred models that emphasise the role of the expert and move away from inclusive approaches (Gómez-Hurtado et al., 2018).

The specialised literature on inclusion acknowledges the relevance of the leadership of school management teams for the development of inclusive and intercultural schools (Essomba, 2006; Morrissey, 2021). However, to date, there is insufficient evidence of effective inclusive leadership practices for managing cultural diversity. For this reason, it is interesting to add research to discuss the role of the management team in the inclusion of foreign pupils and the promotion of interculturality. To this end, the focus of this article is to highlight good practices of management teams in promoting and addressing cultural diversity, understanding this as the set of cultural differences that coexist and interact in the school and which, in the case of this study, are mainly based on the foreign population (Jiménez, 2014).

It is precisely in this current scenario that this work presents the outcomes of research which, although carried out in two distant and different geographical contexts (Santiago de Chile and Andalusia in Spain), and despite the fact that Spain has more experience and a longer track record in the migration–school relationship, share important conditions and concerns regarding the management of cultural diversity (Gurpegui & Mainer, 2013; Jiménez & Valdés, 2021): (1) The migratory phenomenon is consolidated in their respective education systems; (2) the absence of a universal policy for the inclusion of foreign pupils has created a scenario of self-directed response by schools; and (3) in both countries, educational measures for the attention to diversity have been affected by the gradual incorporation of market-based education, to the detriment of public education. In line with the above, it is empirically relevant to explore the practices of school leaders in managing cultural diversity. This is in addition to the fact that two research teams, one from each country, share a concern for the role that inclusive leadership plays in the implementation of educational practices that contribute to the development of interculturalism and inclusion (Valdés & Gómez-Hurtado, 2019). It is based on this shared concern of both research teams and the interest in developing a collaborative alliance that, thanks to the funding of the respective research efforts, this study was conducted.

Using a qualitative approach and based on a multiple case study (six schools), the results allow us to understand the relationship between leadership and inclusive and intercultural practices with new empirical evidence (Section 4). Finally, Section 5 attempts to show how this international research makes an interesting contribution to the field of study between migration and school, insofar as it explores elements which, despite the abundant literature available, have not been submitted to the in-depth study required.

2. State of the Art

2.1. Managing Cultural Diversity in School

Consolidation of the migratory phenomenon in current educational systems, as is the case of Spain in Europe or Chile in Latin America, combined with the diversification of nationalities of origin and the absence of formal models for cultural diversity management, has created a scenario where schools adopt a self-taught response to the issue of schooling foreign pupils (Jiménez et al., 2020). Along these lines, it is possible to point out that schools experience the inclusion of foreign pupils as a kind of “tutored abandonment” (Jiménez & Valdés, 2021). In other words, this occurs in a scenario characterised by a lack of resources, training, and spaces for accompaniment. This self-taught effort has given rise to a set of school practices to respond to the needs of these pupils, including welcome classrooms, hiring interpreters, programmes for Spanish as a second language, interactive groups, and welcome protocols, among others (Valdés et al., 2019). Recent literature highlights that the self-taught logic in migration issues leads to a set of difficulties related to design, implementation, and evaluation. In addition, it is relegated to teachers and certain professional specialists who apply assimilationist or monocultural actions (Jiménez, 2014; Stang-Alva et al., 2021), which is why it is necessary to extend the set of school stakeholders and position school leadership as a key aspect in addressing cultural diversity.

We understand cultural diversity management from an inclusive and intercultural perspective. In other words, one that allows students belonging to majority and minority and/or foreign cultures to be brought together in the same educational context and in the same system of activity, without the need for pupils to be separated by levels or even by establishments, as in segregationist schools (Carrasco & Coronel, 2017), or served under a compensatory logic, as in the assimilationist school (Jiménez, 2014). Thus, the school, through its commitment to the educational inclusion of all pupils, manages to appropriately and harmoniously resolve the tension presented by multicultural educational contexts between the development of comprehensiveness and attention to diversity, avoiding inequality and exclusion (Jiménez & Valdés, 2021).

In order to move towards a school that manages diversity interculturally, it is necessary to position management teams committed to inclusion. To this end, school leadership has been considered by the scientific community as one of the key elements to promote the development of educational improvement (Weinstein & Muñoz, 2019). Although we are currently witnessing a political and educational moment where diversity is valued and celebrated (Ainscow, 2020), we still come up against practices and different forms of exclusion that occur in relation to the management of diversity and culture within schools. This therefore brings with it formative, paradigmatic, and cultural challenges for management teams (Gardiner & Enomoto, 2006). In this context, it is not enough to exercise good school management, i.e., to give sustainability to the organisational conditions of an educational institution, but to advance in leadership, which is characterised by articulating and achieving shared objectives and goals with other people in the school through contextualised practices (Valdés, 2020). Thus, educational leadership should promote the development of measures to address cultural diversity in the school based on mobilisation of the educational community and collaborative working (Hajisoteriou, 2012). In this way, school management teams have the mission of becoming promoters who work to build culturally responsive schools.

School leadership as a key agent in addressing cultural diversity means that management teams are essential in developing practices that respond to and manage the needs of immigrant pupils (Andersen & Ottesen, 2011), opting for inclusive and culturally responsible leadership that promotes the values of an inclusive society, thus fostering the development of policies of equity, equality, inclusion, and social justice (Ainscow & Sandill, 2010; Blackmore, 2006; DeMatthews, 2015; Devine, 2013; Stevenson, 2007).

Among the practices that stand out in the construction of an inclusive school, reference is made to the collaboration of the whole community and the construction of a common meaning of inclusive education (Ainscow et al., 2006). However, we sometimes find that school managements show lack of interest in responding to cultural diversity and the development of measures that meet the needs of all students in the school, manifesting an assimilationist vision and a “false inclusion” whereby the lack of use of specific measures in favour of the inclusion of pupils is justified, preferring, on the other hand, the figure of the specialist as a professional who attends and responds to cultural diversity (Gómez-Hurtado et al., 2018), thus committing to compensatory education (Díez, 2014). From this standpoint, it is perceived that cultural diversity is not a school-wide issue (Devine, 2013; Lumby, 2006).

According to Gómez-Hurtado and Coronel Llamas (2021), school administrations should become more involved in the management of cultural diversity, which would allow the development of a school culture sensi-

tive to issues related to differences and equity, where management teams set up coordination mechanisms between teachers and other educational community stakeholders involved in cultural diversity management, thus promoting that immigrant students do not feel socially and academically isolated by performing specific tasks related to their inclusion process.

The commitment to inclusive leadership can lead us to a safe path where culturally diverse students feel part of the school and are part of the processes that take place in it.

2.2. Inclusive Leadership as a Response to Cultural Diversity

The research takes pains to emphasise the role of leaders as essential and fully involved in promoting, designing, and implementing inclusive practices in schools (DeMatthews, Billingsley, et al., 2020; DeMatthews, Serafini, & Watson, 2020; León, 2012; León et al., 2018; Ryan, 2016; Valdés, 2018; Valdés & Gómez-Hurtado, 2019; Yildirim, 2021). The leadership exercised by the management team in relation to diversity management has a fundamental role to play (Ainscow & West, 2006; Booth & Ainscow, 2015; Fernández-Batanero & Hernández-Fernández, 2013; Fernández-Batanero et al., 2014; Leithwood, 2005; León, 2012).

School leadership is acknowledged as a fundamental aspect in school improvement and in the consolidation of pupil learning (Ainscow & Sandill, 2010). Leadership practices arise from interactions among school members based on common interests and the context in which they are developed (Spillane & Ortiz, 2017). The concept of leadership practices is thus dynamic and contextualised (Uribe & Celis, 2012), as these practices are formed through the collaboration that takes place between people in an organisation, which is why their definition is linked to the context in which they are carried out (Spillane, 2005).

The implementation of good leadership practices has led to significant processes of change and transformation in schools (Hallinger & Heck, 2011). However, in the case of this article, we consider that school improvement must necessarily be inclusive (Valdés, 2018) and that the consolidation of pupils’ curricular learning is not the only relevant dimension, especially from the point of view of inclusion and interculturality. Therefore, we are committed to the development of inclusive leadership (Valdés & Gómez-Hurtado, 2019) that guides the management of cultural diversity, celebrates difference, advocates for diverse learners, and culturally develops the school at the personal, contextual, and curricular levels (Ladson-Billings, 2014). Commitment to inclusive leadership can be a sure path to genuine and timely care for migrant communities and the rest of their members.

According to González-Falcón (2021), one of the current challenges for school management consists of becoming more involved in the management of cultural

diversity. On occasion, we find that school administrations show a lack of interest in responding to cultural diversity and developing measures that address the needs of all pupils in the school. They rely on an assimilationist vision and a simulacrum of inclusion reinforced by the figure of the specialist as a professional who attends and responds to cultural diversity (Gómez-Hurtado et al., 2018), while settling for a compensatory education. It thus follows that cultural diversity is not a school-wide issue (Devine, 2013) and that inclusive leadership is therefore not a priority.

We share Morrissey's (2020) position that different types of leadership are necessary to build an inclusive school. The literature on good practices of inclusive leadership focuses on the fact that the actions of inclusive leaders target those pupils who present learning problems or are in priority conditions of exclusion, connect with the educational community (whether inside or outside the school), install a shared discourse of inclusion, create environments of mutual support and collaboration between teachers and non-teaching professionals, and professionally develop the people who work in the school context through training, instances of reflection and training, etc. (Glenda et al., 2014; León et al., 2018; Porakaria et al., 2015; Valdés, 2020). However, the information is less specific in relation to cultural diversity management, and it is therefore useful to provide new empirical evidence to discuss the inclusion of foreign immigrant pupils in better terms.

3. Method

The research presented here is part of two projects financed by competitive tenders from the countries involved (Spain and Chile). The main objective was to explore good management practices in cultural diversity and attention to immigrant pupils from an inclusive leadership perspective. The study is framed within a qualitative methodology. Specifically, through six case studies in six early childhood education and primary schools in Spain and Chile, comprising four basic schools in the metropolitan region (Chile) and two early childhood education and primary schools in Andalusia (Spain). The cases were purposively selected based on the following selection criteria: (1) their track record in practices of attention to cultural diversity and (2) the flow and enrolment of immigrant pupils in the schools. To gain access to the schools, letters of introduction were first sent out, then an initial interview was held with the school principals to explain the purpose of the study, and then the fieldwork was carried out. A case study with purposive sampling was used (Patton, 2002) with three key criteria for the selection of schools: (1) their track record in practices of attention to cultural diversity; (2) having an inclusive and intercultural educational project; and (3) a high enrolment of foreign pupils (over 30% of the total roll). The case study method was used, as according to Flick (2015) and Velasco and Díaz de Rada (2018) it has

the advantage of providing greater possibilities to further the practices in the cultural manifestations of the participating spaces and allows the use of a wide range of techniques depending on the study objective.

The instruments used were developed by the two teams of researchers and validated beforehand. In the case of the individual in-depth interviews, a thematic script was prepared with topics of theoretical interest using the key dimensions of the inclusive leadership style as reference (Valdés & Gómez-Hurtado, 2019). The interviews lasted approximately one hour, were held in the participants' workplaces and the saturation interviewing technique was used (Morse, 1995). Interviews were first conducted with formal leaders (principals and management teams) and then with informal leaders (support teachers and non-teaching professionals). In addition, participant observations took place in formal and informal spaces along with analysis of official documents (see Table 1). The research teams stayed in the schools for 12 weeks, where 36 visits were made (three per week). In the case of the interviews, the participants signed an informed consent of willingness and anonymity, documents approved by the ethics committee of the institution sponsoring the research.

For data analysis, an inductive process of analysis and coding was carried out using Atlas.ti statistical software. This categorisation and analysis process was applied by contrasting the data gathered in both research projects, deriving four common categories: (1) fostering of intermediate and informal leadership; (2) engagement in diversity management; (3) development of organisational strategies based on collaboration; and (4) developing a culture of inclusion. To meet the validity and plausibility criteria outlined by Flick (2015), we conducted a triangulation of researchers. This involves sharing the quotes and codes between the people in charge of both projects in order to minimise any over-interpretation. The result of this triangulation revealed majority agreement in the categories that will be presented in the results. In addition, the validity criterion also entails making visible the actions that the analysis has facilitated to promote transformative agency and empower educational collectives to act. This criterion is observed in the results and was confirmed after the research through a process of delivery and analysis of outcomes with the schools.

These categories, which at the same time function as shared and underlying dimensions, also make it possible to project a series of good practices, which are presented in the next section on results.

4. Results

In this section, we report on four dimensions common to all management team practices. We shall describe each dimension and exemplify the most relevant practices of school leaders.

Table 1. Systematisation of data production.

| Techniques | Chile | | | Spain | | | Total |
|--------------------------|----------|----------|----------|----------|----------|----------|-------|
| | School 1 | School 2 | School 3 | School 4 | School 5 | School 6 | |
| Individual interviews | 6 | 6 | 7 | 4 | 8 | 8 | 39 |
| Participant observations | 16 | 16 | 16 | 12 | 24 | 24 | 108 |
| Documents reviewed | 2 | 1 | 1 | 3 | 1 | 1 | 9 |

4.1. *Fostering Intermediate and Informal Leaderships*

This dimension refers to a set of practices related to the professional development of the community with a defined focus on inclusion and interculturality and based on the promotion of informal leaders, intermediate leaders—defined as individuals embodying roles of both leader and follower—and other relevant actors for decision making within the school space. Some of the most common practices are as follows: hiring people with an inclusive profile, placing good teachers in conflictive courses, detecting talents and taking advantage of them for the organisation, managing skills training for teaching and non-teaching professionals, and encouraging emergent and informal leaderships. This last point is particularly key for cultural diversity management in the participating schools and should be emphasised. The management teams from the six schools promote the positioning of the professionals involved in the inclusion of foreign pupils.

The role of teachers who teach Spanish to immigrants in Spain (hereinafter ATAL teachers) or special education teachers in Chile is highlighted as an essential element in the educational response to foreign pupils. The management teams agree on a positive assessment of the functions to be performed by these teachers with foreign pupils. The ATAL teacher in Spain is a reference for immigrant pupils, “a very important reference for them; even some non-immigrants want to go to the ATAL teacher,” said a teacher (school 5). They tend to be professionals who are actively involved in the response to immigrant pupils and lead or participate in tasks. These include adaptation of foreign pupils to the school, didactic and linguistic support in the specific classroom or in regular classrooms, and mediation with families. The actions carried out by these teachers are supervised and supported by the management team: “The ATAL teacher acts as a key connector between the different teachers and the community to promote intercultural actions” (principal, school 6). The special education teacher in Chile is also a relevant reference, as in the absence of a national strategy to address cultural diversity, special education teachers make their knowledge, resources, and schedules available to migrant pupils, with the support of the principal and the head of the technical teaching unit: “The specialist teacher is providing a lot of support there with the migrant children, with their assessment, in the collaborative work with psychologists and psychopeda-

gogues; the group of special education teachers gives us a lot of support there” (principal, school 1).

As we were able to demonstrate in both countries, in these schools there is a characteristic appearance of key intermediate leadership in the work with immigrant pupils. In the case of Chile, in the work of special education teachers, and in Spain, of the ATAL teachers. Despite the empowerment of these professionals, there is a risk that, in some cases, they may represent a model of experts in the face of diversity, which would imply an individual and specific response rather than a collective and inclusive one.

4.2. *Involvement in Diversity Management*

This dimension brings together a series of practices aimed at making differences visible, making resources available to the community, addressing needs from a pedagogical perspective, celebrating diversity, and implementing actions to compensate for curricular gaps or needs of foreign pupils. In the case of a Chilean school, the creation of a reception classroom, created and installed by the principal and coordinated by the head of the technical unit, is noteworthy. The reception or welcome classroom corresponds to the creation of a specific space for learning the schools’ vehicular language. It is managed by a teacher of Dominican-Haitian origin. It is a device designed for students who have not been previously enrolled in our education system and who consequently have a very poor command of Spanish, a situation that prevents them from following the normal educational processes in their respective classrooms. As the principal from school 2 points out: “It is a strategy that helps improve core curricular learning and she [the Haitian teacher] works in coordination with the technical director.”

In the case of Spain, the actions promoted by school management to encourage the collaboration and participation of immigrant families in schools are highlighted. Among them, coordination with the school parents’ association to organise training activities to meet the needs and demands of immigrant families (learning Spanish, cultivation of the mother tongue, computer literacy, etc.), advice on functioning and formulas for participation in schools, the holding of intercultural days or weeks, or the creation of the figure of a parent tutor in class to support pedagogical actions: “In the promotion and development of actions with immigrant families, the

ATAL teacher continues to be a key figure, who mediates between them and the school families' association or the management team" (field note 7, school 6).

In both countries, the management team is concerned with trying to improve the educational attention given to immigrant pupils and increasing the pedagogical and human resources that make it possible to better manage cultural diversity. The approach continues to rely on ATAL teachers, but also promotes the collaboration and participation of families. However, the compensatory actions aimed at immigrant pupils and their families stand out more than those based on their experiential and cultural background. Opportunities that positively manage cultural diversity and contribute to the promotion of inclusion and interculturality among all members of the educational community are thus lost (González-Falcón, 2021).

4.3. Development of Collaboration-Based Organisational Strategies

This dimension refers to a set of collaborative practices and strategies designed to address cultural diversity in schools. They are driven and coordinated by school management, as they affect bureaucratic structures and educational management. Some of the most representative actions are as follows: schools open to the community, support networks, intercultural teacher assessment guidelines, and welcoming protocols, among others.

One of the most important common actions promoted by the management teams in Spanish and Chilean schools is the development of reception plans and protocols that respond to the needs of foreign pupils arriving at the school. In the development of these plans/protocols, both the linguistic facilitators in the case of Chile and the ATAL teacher in the case of Spain play a fundamental role as the educational and emotional link between the school and the child who joins the centre. The management teams develop internal links with certain educational agents that coordinate specific actions in the educational process. The protocols are an internal institutional management tool that takes care of culturally diverse pupils and both their design and execution call for tasks and roles of different school professionals (such as psychologists, intercultural mediators, or social workers, etc.). The following quote is from a social worker who participated in the creation of a protocol:

You see, there are several parts. There is a part that is purely administrative and which has to serve as a kind of guide to what should be done by someone who has just arrived in this country with the intention to stay. Then you talk to them about visas, consulates, documentation... Apart from that, there are their rights, with the possibility of being a priority, with the right they have, and on the other hand, there is the educational issue, which has to do with the fact that the children arrive and we have to see what level they should

go into, if they have their studies legalised, and all of this is overseen by the head of the technical unit. (social worker, school 1)

The organisational strategies of the management teams operate not only internally, but also with different outside agents, which corresponds to another of the concrete actions promoted by the management teams to attend to cultural diversity. The participation of associations, local authorities, delegations, NGOs, and universities means the creation of collaboration networks that allow better attention and response to the needs of foreign pupils: "We have a close relationship with associations; we work very well with the city council, the social services as well, although in terms of actions, you could say they were more of a cultural nature" (counsellor, school 5). In addition, the management teams are committed to creating meeting spaces where aspects related to intercultural issues are reviewed. The main actors are the teaching staff, ATAL teachers, the management team, and the school guidance counsellors.

The development of collaboration strategies with different internal and external agents is undoubtedly one of the main concerns of the management teams in both countries. In Spain there is a more consolidated network in this sense, also fostered by greater institutional support than in Chile. Headway is being made, particularly in the creation of schooling and educational care protocols, although in the participation processes there is less involvement of pupils and families, and the issues are less focused on the celebration of cultural diversity.

4.4. Developing a Culture of Inclusion

This dimension brings together a series of discourses and practices that seek to prioritise inclusive values (such as trust, fairness, and respect) in school decisions, work in community and create a healthy and safe environment for professional development. This is especially evident in the concerns that management teams have about addressing diversity. In other words, leaders defend certain school practices because of the values involved. Values such as rights, love, honesty, and trust were particularly promoted by the management team of a Chilean school and accepted and supported by the rest of the staff:

Yes, the human quality of the people, the collaborative work, the complementary nature of everything, because we all have to take care of everything, you know? We all have the confidence to address a superior... It is a very trusting job, very much a team effort, and if something doesn't work out, we are very self-critical; since the work was everyone's responsibility, never blaming anyone. And they always approach it as a way to improve. (head of technical unit, school 4)

The principal of one of the schools' notes: "Promoting values is also worked upon in the pedagogical area" (field

note 1, school 3). This implies that even the most technical decisions, such as curricular adaptations, are guided by values, especially those related to the school's educational project.

The promotion of inclusive values and principles is also present in the Spanish schools analysed. In both cases, there are direct allusions to this in the educational and management projects of both schools. As stated by one of the principals (school 6): "We advocate the promotion of empathy, altruism, and equity, as they are indispensable for an inclusive school." In this sense, the number of complementary activities related to education in values is noteworthy and, specifically in one of the schools, the implementation of specific initiatives for the development of prosocial behaviour among the pupils. In them, pupils voluntarily help each other to achieve different academic, sports, cultural or leisure, and free time objectives (explaining content, teaching chess, playing instruments, teaching cooking, etc.). In this way, friendly relationships among peers are encouraged, not from a strictly academic point of view, and collaboration inside and outside the school is promoted, a factor which, as we will see below, constitutes a cornerstone of the inclusive school.

5. Discussion

The question of how to manage cultural diversity from the perspective of inclusive leadership opens up a suggestive set of discussions of a different kind. We have organised them along three axes: discussions of a theoretical-conceptual nature, of a practical-projective nature, and of a methodological nature.

First, the results show that, despite the abundant educational research currently available, it is necessary to delve deeper into the different forms of collaboration that are established in schools. The self-taught logic that characterises the response of Chilean schools not only operates at the institutional level but is also replicated in certain actor-professionals who also, on their own individual initiative, make decisions related to cultural diversity management and implement strategies for its improvement. This raises a troubling tension between an approach focused on collaborative leadership and professional encapsulation. As Erausquin and D'Arcangelo (2018) point out, professional encapsulation can become extremely harmful if it becomes entrenched in the school culture, insofar as it does not consider the multiplicity of voices that characterises the school as a system of activity (Sannino et al., 2016). As we have presented, there are practices that are in line with collaborative work where different professional voices converge, practices that require maximum acknowledgement if they are to be maintained and expanded to other dimensions of school management.

In relation to the above, it is not only necessary to strengthen internal forms of collaboration, in which leadership is clearly key, but also to complement them

with external forms of collaboration. As Chaiklin and Hedegaard (2013) represent with the three quarters metaphor, educational agents do not necessarily have all the knowledge, skills, or procedures necessary to bring about the transformations that the reality of each school poses in a situated manner. Thus, the necessary completeness (the remaining quarter) is obtained by working together with other professionals, through the construction of relational agencies (Yamazumi, 2009). In this sense, and from a comparative discussion of the results, if there is something that the Chilean school should learn from the Spanish school it is precisely its capacity to link itself with its surroundings, forge alliances with other schools in the district, set up channels of collaboration with universities, and so forth. This type of inter-professional agencies that give rise to the emergence of new inclusive leaderships are key to better respond to the educational needs of pupils belonging to foreign minorities.

Second, in order to move towards a more transformative model of research that goes beyond a merely descriptive contribution, we define the practical actions that can have an impact on the reality of the schools examined. In this sense, and always from the standpoint of inclusion as a process in continuous development (Ainscow, 2020), the analyses carried out allow us to highlight some significant achievements, as well as the need to advance towards more inclusive management practices. In all schools, both Spanish and Chilean, intermediate leadership stands out. The management teams have been able to deploy different actions to collaborate with other internal and external agents and delegate their leadership to other members of the educational community. Specialist teachers stand out, and especially Spanish teachers, who—even in collaboration with others—centralise these functions. Although their role is considered a key factor in the inclusion of immigrant pupils and the promotion of interculturality, it is necessary to emphasise the participation and leadership of other teachers and informal leaders, such as families and pupils themselves (González-Falcón, 2021). In this regard, it is pertinent that management teams make progress in talent detection, beyond the teaching staff, to support inclusive pedagogical practices. Practices that cannot consider only compensatory proposals that would reinforce the deficit theory (Gómez-Hurtado et al., 2018), but must also foster a positive conception of diversity, acknowledging the contributions that everyone can make to improve educational and inclusive processes. In this respect, it is important not only to increase the material and human resources from outside the school, but also to train teachers and members of the educational community themselves in order to empower them as innovative and transforming agents of their own contexts. From the school management, and as supported by the specialised literature, ongoing training programmes on inclusive intercultural competencies aimed at teachers and the rest of the community could be promoted. This way, progress could also be made in

the active participation of pupils and families. Not only in the different schooling protocols and programmes for educational attention to immigrant pupils, but especially in the formulation of an authentic inclusive culture. Participation would assume its most systemic formulation, advancing from collaboration with teachers to the formulation of proposals, initiative taking, and leadership of pupils and families. Participation is advocated not only in academic aspects but also in collaborative networks with the territory and in which the diversity of routes, processes, experiences, languages, and cultures of the school is celebrated as a value to be highlighted for the school and its community.

Third, from a methodological point of view, we believe that the study of leadership in educational inclusion needs to move towards a more participatory research format (Nind, 2017) that not only considers the school actors as research subjects, but also as active participants in the research, as co-constructors. Although our respective data production processes involved the participation—and voice—of students, teachers, and other education professionals, they were not involved in the research design or data analysis. We consider this a challenge for future research from an ethical-political perspective, as we must leave the logic of extractive investigation behind in order to move towards a more participatory kind of research. This is not only because of an ethical-political issue that is undoubtedly currently gathering momentum, leaving behind the logic of extractive research, but also because it enhances the quality of the data produced (Muñoz-Proto et al., 2020). The voices, approaches, and points of view of the members of the educational community are better incorporated and processes of reflection, self-evaluation and transformation are encouraged. Processes that will become more systemic and systematic with other complementary formulas such as shadowing, and which go beyond the textuality of the speeches and the emic perspective of participant observations. Formulas, in short, that make it possible to include the school's day-to-day activities, spontaneity, and the emergent and unscheduled tasks of the principals.

6. Conclusions

The research carried out has revealed some of the key factors linked to the development of inclusive leadership in cultural diversity management. The importance of school management and various leaders in promoting a collaborative inclusive culture, the development of organisational and didactic strategies based on the recognition and participation of the educational community and the commitment of schools to social justice, prosocial behaviours, and values such as friendship and companionship are emphasised. Management teams are increasing their strategies and commitments in favour of educational inclusion, although it is still necessary to be attentive to practices that may degenerate

into mere compensation and the sole action of specialists. In this sense, the commitment to the articulation of collaboration and cooperation networks with the different members of the educational community is clear. The participation of families and, especially, of immigrant pupils in schools, is a priority focus in cultural diversity management. In this sense, management teams should emphasise educational practices focused on the knowledge and cultural capital of foreign pupils, as well as on the recognition and celebration of cultural diversity (González-Falcón, 2021). The school must reinforce its role as a promoter of equality, culture, education, and social justice, as pointed out and reinforced by Theoharis (2007). The school must reinforce its role as a promoter of equality, culture, education, and social justice. It must stimulate processes of social and educational change and transformation, and in this task the role of management teams continues to be fundamental.

In this regard, we also call for a more proactive role of the academic community, committed to a twofold dimension: (1) formative research (Englund & Price, 2018) on the one hand, anchored locally and whose results can be put at the service of school improvement in the same context in which they were produced (Jiménez et al., 2017) and (2) comparative analyses on the other hand that help, not to generalise results, but rather to further the understanding and keys to the phenomena studied. In short, researching and acting from a more participatory, inclusive, inter-professional, and transformative perspective. Research conducted from this perspective will contribute to our knowledge of leadership and inclusion, and to the discussion on the preparation and training of inclusive leaders (DeMatthews, 2015).

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Conflict of Interests

The authors declare no conflict of interests.

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