

Chapter-2

The Role of the School Principal in the Design of Learning Spaces and the Evaluation of Inclusion

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Abstract

This paper explores the vital role of school principals in the design of learning spaces and the evaluation of inclusion within educational environments. Recognizing the significant relationship between architecture and pedagogy, it articulates how principals can promote inclusive education by establishing and maintaining learning spaces that are accessible, flexible, and conducive to diverse learning needs. By collaborating with educational stakeholders and employing innovation in teaching practices, principals can create learning ecosystems that prioritize the well-being and success of all students. The paper also emphasizes the importance of evaluating inclusive practices through self-assessment tools, such as the Self-Evaluation Report (RAV), to identify strengths and address areas for improvement in fostering an inclusive educational atmosphere. Ultimately, it posits that effective school leadership is instrumental in advancing a culture of inclusion, benefiting not only the academic but also the social and emotional development of every student.

Keywords: educational environments, inclusive education, learning spaces, school principal
