ISSN:2308-5703
Impact factor:13.5 *International Multidisciplinary Online Journal* October, 2026

SYSTEMIC, COMPETENCY-BASED AND PERSON-CENTERED APPROACHES TO THE MANAGEMENT OF INCLUSIVE EDUCATION

Bakayeva Nilufar Baxriddinovna
Principal, Secondary School No. 19, Bukhara City, Uzbekistan.
doi:https://doi.org/10.5281/zenodo.23874559

Abstract. The effective management of inclusive education requires more than the formal integration of learners with diverse educational needs into mainstream schools. It demands a transformation of the entire institutional management philosophy. This paper explores the relationship between systemic, competency-based and person-centered approaches as complementary methodological foundations of inclusive education management. Particular attention is given to the transition from fragmented administrative decisions towards an integrated model in which institutional structures, professional capacities and individual learner needs are managed as interconnected elements. An original TKS (System–Competence–Person) model is proposed as a conceptual framework for improving the responsiveness, coherence and human-centered character of inclusive school governance.

Keywords: inclusive education, systemic approach, competency-based approach, person-centered approach, educational management, institutional transformation, learner diversity, integrated governance.

Introduction

One of the fundamental challenges in inclusive education is the discrepancy between the declared principle of equal educational opportunities and the actual conditions experienced by learners within schools. A school may formally introduce inclusive classes while maintaining organizational structures, teaching practices and assessment procedures that do not adequately respond to individual differences. This contradiction demonstrates that inclusion cannot be achieved through isolated pedagogical interventions; it requires a coordinated transformation of institutional management.

Scientific discussions in CIS countries increasingly emphasize the need to combine systemic management, professional competence development and individual-oriented educational practices. Research by Ukrainian scholar O. Khoteniuk highlights inclusive competence as an essential dimension of the educational institution leader's managerial activity, while studies by A. N. Autayeva and M. Zh. Nametkulov emphasize the importance of integrated management strategies and leadership in establishing inclusive school environments.

Main Discussion

The systemic approach considers inclusive education as a complex institutional structure in which management, teaching, psychological support, infrastructure, assessment and family participation are mutually dependent. From this perspective, a problem affecting one learner cannot be addressed exclusively through the efforts of an individual teacher. The school administration must identify institutional barriers, coordinate available resources and ensure consistency between educational objectives and support mechanisms. The principal's responsibility is therefore to establish a coherent system rather than manage disconnected activities. The competency-based approach shifts attention from the formal distribution of managerial responsibilities towards the actual capacity of school personnel to perform inclusive educational functions. It requires the development of leadership, communication, diagnostic, organizational, legal and reflective competencies. The important criterion is not simply whether teachers and administrators possess theoretical knowledge, but whether they can apply it to real situations: adapting educational processes, organizing multidisciplinary support,

preventing discrimination and resolving complex institutional challenges. The person-centered approach introduces a fundamental change in the logic of management. Instead of expecting every learner to adapt to a standardized educational environment, the institution adapts its educational opportunities to the learner's individual characteristics, abilities and needs. This approach requires the school leader to ensure that individual educational trajectories, accessible communication, psychological safety and meaningful participation become integral elements of institutional planning. The scientific value of combining these approaches lies in their mutual complementarity. The systemic approach establishes the institutional architecture of inclusion; the competency-based approach provides the professional capacity to operate that architecture; and the person-centered approach defines the human purpose and expected value of managerial decisions.

To integrate these methodological foundations, the author proposes the TKS (System–Competence–Person) model. Its distinctive feature is the principle of a

three-dimensional management cycle:

System dimension: identifies institutional barriers, coordinates resources and establishes interconnected support mechanisms.

Competence dimension: develops the professional capacity of school leaders, teachers and support specialists to implement inclusive practices.

Person dimension: evaluates whether managerial decisions genuinely improve the learner's access, participation, safety and individual development.

The model operates through a continuous feedback mechanism: individual educational needs inform institutional planning; institutional objectives determine professional development priorities; and the results of professional practice are evaluated through changes in learners' actual educational experiences. Thus, the learner becomes not merely the recipient of managerial decisions but the central reference point for evaluating management effectiveness. The practical implementation of the TKS model may involve institutional inclusion audits, competency-based professional development, individual support planning, multidisciplinary coordination and learner-centered evaluation indicators. Importantly, the effectiveness of inclusion should be measured not only by the number of learners enrolled in mainstream schools but also by their participation, progress, sense of belonging and access to meaningful educational opportunities.

Conclusion

Systemic, competency-based and person-centered approaches should not be treated as independent management strategies. Their integration creates a comprehensive methodological foundation for transforming inclusive education into a sustainable institutional practice. The proposed TKS model connects organizational coherence, professional capacity and individual educational needs within a single management cycle. Its central innovation is the transition from measuring the formal implementation of inclusion to evaluating its real impact on each learner. This perspective can strengthen the strategic quality of school management and promote an educational environment in which diversity is recognized as a natural characteristic of the learning community.

References

1. Khoteniuk, O. (2024). Inclusive competence of the head of an educational institution with inclusive education as an integral component of managerial activity. Exceptional Child: Teaching and Upbringing, 114(2), 68–84. https://doi.org/10.33189/ectu.v114i2.175.
2. Autayeva, A. N., & Nametkulov, M. Zh. (2025). Features of school management in the context of the integration of inclusive education into secondary schools. Gumilyov Journal of Pedagogy, 153(4), 35–51. https://doi.org/10.32523/3080-1710-2025-153-4-35-51.

3. A'zamova, R. (2026). O'zbekistonda nogironligi bo'lgan bolalar uchun inclusive school leadership modelni yaratishning pedagogik-boshqaruv asoslari. Наука и инновации, 4(66), 40–43. https://doi.org/10.70413/si-v04-i66-s54694.
4. Booth, T., & Ainscow, M. (2011). Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education.
5. Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? Journal of Educational Change.