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## **MICRONESIAN-FLAVORED AMERICAN SCHOOL LEADERSHIP FOR INCLUSIVE EDUCATION IN GUAM**

### **Abstract:**

Guam has a long history of European colonialism. Being the largest island in Micronesia, Guam was the only U.S.-held island in the region before World War II. Guam's special education is subject to relevant US laws. On the other hand, the Micronesian cultures and values influence their practices together with limited resources and its geographical isolation from major cultures. Guam has adopted the resource room model originated from the US as the key feature of its inclusive education due to the impact of the Individuals with Disabilities Education Act. School leadership has long been recognized to play a significant role in the practice of inclusive education. Little is known about the practices of inclusive education in Guam in the international literature. This author has thus recently conducted a qualitative study to examine the inclusive education system, strategies adopted by the school leadership, and teacher working conditions. Data reflected that the school district leadership has played at least an equally, if not more, important role in the implementation of inclusive education in Guam. The law and the district direction are central to the current practices of inclusive education. Implications for inclusive education development, policies, personnel preparation, and further research were discussed.

### **Keywords:**

Micronesia, Guam, Inclusive education, school leadership, resource room

**JEL Classification:** I21, I28, I25