INDEX FOR INCLUSION
IN THE CZECH PRIMARY SCHOOLS

TEACHERS SELF-EVALUATION
IN PRIMARY SCHOOLS
RESEARCH

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CONTENT

INTRODUCTION

Since the early 90s of the last century, the Czech educational system has gone through many changes which were a response to the evolving requirements of the newly established democratic society. Changes are initially manifested in the refusal of all old, the introduction of new innovations, changes, inspirations from abroad and other educational systems; gradually finding its own ways using foreign and domestic experience and set in the Czech environment. The Czech schools have entered the idea of autonomy in legal, economic and educational area. Changes have been enshrined in many legislative documents, in particular through a main document – **Act No. 561/2004 Coll. Preschool, basic, secondary, higher vocational and other education (Education Act)[1]**, in which education is officially based on the principles of equal access to every citizen.

Educational autonomy was supported by the statutory definition of the so-called two-level curriculum. The curriculum at national level in primary education introduces the Framework Educational Programme for Basic Education which is compulsory and also the starting point for the development of school curricula and schools can be profiled according to their current conditions, visions and objectives by them. On the one hand it allowed the selectivity of basic education – in mainstream schools there were set up classes with extended education concentrated on a certain area of education (languages, mathematics, computing, sports classes etc.), classes for gifted, on the other hand many schools **recognized that it is better to create a suitable environment for education of all pupils in their community and began to openly report their education philosophy to the idea "School for All"**.

Teachers or other school staff, parents or school authorities did not have many experiences with the creation of an inclusive environment; there were not many theoretical and practical resources. RNDr. Pavla Polechová, CSc. has spread the ideas of inclusion in Czech together with teachers of innovative schools, has shared the international project INCLUSIVE since 2000 and who also participated in edition of publications *Jak se dělá škola pro všechny* and *Školy v pohybu*. It was the first publication which allowed teachers to look at the principles of inclusion in practice.

General acceptance of the idea of inclusion by some schools can be mentioned to a following example of thesis which we chose from

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[1] every citizen of the Czech Republic or another EU member to education without discrimination due to race, color, sex, language, belief and religion, nationality, ethnic or social origin, property, birth, health status or other status of a citizen, consideration of educational needs of individuals, mutual respect, respect, tolerance of opinion, solidarity and dignity of all trainees.

their educational programs, by which the school expresses their interests: *we focus on creating a safe climate by eliminating of all manifestations of humiliation of children; realize vivid activating educational process that develops and strengthens social skills and attitudes of children, especially their ability to cooperate on the basis of mutual respect; education is based on understanding, respect and development of individual needs and interests of each pupil; we offer a stimulating and creative environment that stimulates the most capable pupils, encourages the less gifted pupils, protects and supports the weakest pupils and ensures that every child can develop optimally through education tailored to individual needs in accordance with its requirements for education; prepares the conditions for education of pupils with special educational needs.*

From examples it is clear that teachers in their formal curriculum define educational strategies based on the terms of respecting of all pupils and declare development according to their **capabilities**.

What is the reality? How are teachers at the Czech schools prepared for an environment respecting diversity of pupils and at the same time how do they use these differences in the educational process? How do teachers evaluate any conditions in their school and to what extent is their view reliable? How do they implement the intentions of their school curriculum in practice?

The research team of Department of Primary Education Masaryk University in Brno was looking for answers of above questions: Mgr. Jana Kratochvílová, Ph.D., Mgr. Jiří Havel, Ph.D., PhDr. Hana Filová, Ph.D. and external collaborator RNDr. Pavla Polechová, CSc. under the sub-project of research plan MSM 0021622443 "Special needs of pupils in the context of the Framework Educational Programme implemented at the Faculty of Education of Masaryk University" (the main project executor Prof. PhDr. Marie Vítková, CSc.). The overall design of the research project of above mentioned team is described in the first chapter.

Other parts of publication describe further results of **self-evaluation activities of teachers** of selected sample of schools who in the school year 2007/2008 evaluated to what extent and how they fulfil the conditions of education "School for All". Data were obtained through a questionnaire of "Framework for Self-evaluation of Conditions of Education" which is abroad known under the title **"Index for Inclusion"** and has been translated into over than 20 languages.

This publication offers experiences with the implementation of the above research tool in practice in the Czech Republic and closer analyses and interprets the data obtained. The presented results show the complexity of the current process of transformation of Czech schools focused on implementing the ideas of inclusion in the real life of schools and the differences between schools.

Let are all of the findings challenge and inspire for teachers in creating such educational conditions which ensure a good quality of education for all their pupils to develop their personalities in all their qualities of life in the sociable and supportive environment.

Jana Kratochvílová

1. RESEARCH OF INCLUSIVE ENVIRONMENT IN PRIMARY SCHOOLS

In the partial internal project of the research project called: **"Filling the Content of the Curriculum Framework for Education of Pupils with Special Educational Needs in Primary School and Possible Education Strategies for Working with Pupils with Special Educational Needs Resulting in Integrative / Inclusive Didactic"**, we asked whether the Czech educational system is ready to implement and support inclusive education in general, what conditions and requirements are defined by the state towards inclusive education, whether schools are ready to accept and provide support to all pupils, for whom the inclusive education is a benefit and whether we, as educators of teachers, are ready and able to adapt the current study programs and the content of their disciplines into practice?

Inclusive education is perceived as "an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO-IBE, 2008).

Under the third paradigm of diversity (Sliwka 2010, in Evropská agentura pro rozvoj speciálního vzdělávání, 2011), differences are seen as a resource for individual and mutual learning and development.

We accept **four characteristic features of inclusion** from Ainscow (2005):

- Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity.
- Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice.
- Inclusion is about the presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.

To be able to answer these questions that we mentioned above, we formulated the basic objectives resulting in the overall design of empirical research for the six-year period 2007-2013 (see diagram research in Appendix 1). Progress of research we divided into four stages, in terms

of time and in terms of research goals. To approach readers we will show a brief description of the research although later in this publication we consider only the partial phase of our project.

Stage No. 1: 2007–2008

a) Content analysis of school curricula of sampled schools. Here we focused on how individual schools in their formal curriculum (which they have newly framed and started to implement in schools since the school year 2007/2008) limited the care for children with special educational needs and what conditions they formed for them.

b) Content analysis of educational legislation which defines the requirements for schools due to care of children with special educational needs (Education Act, regulations, guidelines of Ministry of Education, the curriculum for basic education Framework Program for Basic Education).
Type of research: qualitative.
Method of research: content analysis of school programs and legislation.

The research results are contained in the publications of the team members in years 2007–2009 and in the monograph entitled: *Analysis of SEP of basic schools as a mean of qualitative development of inclusion in Czech school* (Kratochvílová, Filová, Havel, 2007a, 2007b; Kratochvílová 2009; Kratochvílová, Havel, 2011).

Outcomes:

▪ transmission of the results of content analysis to schools for reviewing the school curricula and description of the conditions of education of pupils with special educational needs on a qualitatively higher level in them, realizing all connections in real curriculum;

▪ presentation and publication of results at conferences and monographic work (see above).

Stage No. 2: 2009–2010

a) Self-evaluation of the conditions for inclusion of education in real life of schools. That was carried out by a team of teachers through questionnaires.
Type of research: Mixed design: quantitative and qualitative.
Method of research: questionnaire called "Framework for self-evaluation of conditions of education" which was created by British original "Indicator for the Inclusion of Children", content analysis of the arguments from the questionnaires.

b) Team observations of expert teachers in action with an emphasis on education of pupils with special educational needs: didactic pro-

file – the choice of strategies, methods, forms of work, principles, tools and arrangements for teachers working with pupils with special educational needs.

Type of research: Mixed design: quantitative and qualitative.

Method of research: observation (own observation system), content analysis of the record from observation "5 positive" (5P).

Research results from this stage are contained in publications of the team members in 2009–2011 and in the monograph entitled: *"Self-evaluation of Inclusive Environment in Primary Schools"* (analytical study – results of Framework for Self-evaluation Conditions of Evaluation), 2009.

Outcomes:
- publications of partial results in the journal called "Komenský" and presentations at conferences;
- a set of eight workshops realized at schools for the purpose of exchange experiences in education of pupils with special educational needs and external evaluation of the strengths of an inclusive environment.

Stage No. 3: 2011–2012

a) Evaluation of data from observations.

b) Creating a simpler tool for monitoring the conditions of education supporting the inclusion and its verification and evaluation – a review of existing instruments.

c) Observation of expert teachers in action with an emphasis on teaching strategies supporting inclusive environment.

Type of research: Mixed design: quantitative and qualitative.

Method of research: content analysis of data from observations, a quantitative evaluation of the level of care of children with special educational needs in the real life of school, quantitative and qualitative analysis of the results of a new self-evaluation tool.

Planned outcomes:
- Publishing the results of observation, conference presentations.
- The final form of the questionnaire for self-evaluation of conditions of education – the new version.
- Monograph contains the results of self-evaluation conditions of school No II.

Stage No. 4: 2013

a) Final conference with international participation.

b) Monograph summarizing the findings of the research of conditions of inclusive education in primary schools.

Analytical study presented in this publication is built on the content analysis of educational programs which we realized on a sample of eight primary schools in years 2007 and 2008.

The aim of this study is to present research results. Its aim was to find teachers' views on practical security conditions for inclusive education in participating schools, i.e. school and class climate, applied the principles and strategies of education and didactic resources "Schools for All", a school which elementary schools often declare in their school programs and this idea becomes a part of the overall philosophy of the school.

According to the extensive research investigation we offer the chosen data in this publication which, we believe, could point to the complexity of the issue of inclusive education, the differences in understanding, but also to ensure conditions for all pupils in their schools and the difficulties that arise from subjectivity of evaluation of individual schools.

2. RESEARCH DESIGN

The aim of our research was to determine what conditions teachers create to their pupils in primary schools in education from the view on inclusion and how they evaluate these conditions and verbalize. The starting point for our investigation has become the following **research questions**:

1. How do teachers evaluate the level of ensuring conditions of an inclusive education in their school? (Quantitative approach)
2. Are teachers able to agree to the self-evaluation conditions at work in a team?
3. How do teachers understand the offered indicators of inclusion?
4. What arguments do teachers choose for defend of their evaluation? (Qualitative approach).
5. What arguments do teachers use for improving the situation? (Qualitative approach)

For finding answers to these questions, we have chosen quantitative and qualitative approach and the corresponding research tool.

2.1 RESEARCH TOOL

For **the self-evaluation of conditions of inclusion education** of schools, we have chosen an exploratory method used with the questionnaire *"Framework of self-evaluation conditions of education"*.

The Framework of self-evaluation of conditions of education was developed from an adaptation of the British original. The first adaptation for the Czech environment was performed in the summer of 2002 by a group of twenty teachers from schools involved in international project INCLUSIVE (international project focused on multicultural education): ES Chrudim, Dr. Malík; ES Krnov, Opavská, ES Ivančice-Řeznovice and individual teachers from other schools under the supervising of RNDr. Pavla Polechová, CSc. British draft was the structure, forming a crucial part of the publication, whose name we could loosely translate as *Index for Inclusion*[2]. Material prepared by a team of several research institutes in close cooperation with school has been available in every British school since 2000 and has contributed to the creation of such school communities in which all pupils and students live and learn together and through their individual specific (health limitations, ethnicity, home background etc.) reach the maximum possible success. This principle does not have to be understood dogmatically – the starting points are education together and inspire resulting from the use of differences. However, the best interest of the child is the main aspect.

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[2] Booth, T. & Ainscow, M. (2002) *Index for Inclusion: Developing Learning and Participation in Schools.* Centre for Studies on Inclusive Education (CSIE).

The whole questionnaire was divided into three main parts:
A. the creation of school culture and climate supporting inclusion,
B. the creation and cultivation of rules for dealing with supporting inclusion,
C. support and develop inclusion of everyday life.

The original version of the questionnaire included a total of 45 criteria for evaluation. Each criterion was followed by so-called "quidance question" (479 in total). Czech version of 2002 was modified under the leadership Pavla Polechová, included 42 criteria and the "guidance questions" were greatly reduced in the number 195. For our research needs we have taken over a modified Czech version and we realized slight modifications. Some criteria and guidance self-evaluation questions we have ruled out, some questions we have put conversely. Administered form of the questionnaire contained a total of **40 inclusion criteria** finally (items for evaluation). The criteria were specified together by **186 self-evaluation questions** (sample of self-evaluation questionnaire is in Appendix 2).

Research tool of 2007 is divided into **three basic areas** (as well as the original British version):

➢ Part A is aimed at evaluating the school culture which reflects the mutual cooperation between all members of the community – students, teachers, parents; mutual respect and values related to respecting individuals and their differences. This part contains 11 criteria with 46 guidance questions.

➢ Part B refers to the specific principles and conditions of inclusion education, rules and safety for all students. It contains 14 criteria with 48 guidance questions.

➢ Part C defines the indicators of inclusive didactic and affects the process of teaching and learning directly. It contains 15 criteria with 92 guidance questions.

The level of evaluation of inclusion criteria respondents expressed on **the seven-point scale** (1 – not at all, 7 – completely). To each of criteria respondents attributed the **arguments** in the first column which they justified their chosen level for the evaluation of a current state and the **means to achieve an optimal state** in the second column. Therefore, it is a tool supporting self-regulation in improving the quality of their schools.

The real evaluation activity and benefit for school teams consisted of (more than in actual scoring criteria on a scale 1-7) searching and *finding specific evidence* i.e. arguments as a basis for scoring evaluation of each statement and particularly *in the setting of further objectives and funds to their fulfilment*. Therefore, it is essential if the argument – the answer to the current situation – school filled or not. First, respondents had to think about the arguments and second, it allows them to return

to **self-evaluation tool** in presence or in future and think about it for further school improvement. From teachers' feedback, we found that the tool itself is demanding:

a) to the time of respondents;
b) to the communication of team and the arguments;
c) to the formulation of new objectives and actions;
d) and probably also on understanding the importance of some criteria of inclusion and guidance questions of teachers themselves in Czech schools. One outcome from the research is that teachers' arguments sometimes did not correspond to the content of the criterion.

Difficulty of tool consists primarily in formulating relevant arguments. This illustrates the fact that we completely miss the two arguments of school so **the qualitative analysis of the arguments** has been evaluated only from six schools. We are aware of demanding tool for time of respondents, team communication, reasoning, formulating goals and to understanding some of the criteria. All of these statements could affect the access of teachers to self-evaluation activities. These results led us to attempt to create a new simpler form of evaluation tool which we could offer to schools in the Czech conditions (see Chapter 5).

2.2   RESEARCH SAMPLE

Educators of primary school attended this self-evaluation process; finally there were eight elementary schools. It was a deliberate choice in which we focused on equitable representation of rural or urban schools. Although in the first phase original research sample formed ten schools for analysis, we were not able to retrieve completely filled materials from two chosen subjects. Positive contrast even after was preserved a balanced representation of elementary schools from Brno and rural schools. The other schools we numbered as 1 to 8 just for our processing. Schools from Brno (i.e. schools number 1, 4, 6, 8) are mostly *fully organized*, there are also two *kindergartens* integrated in. Number of students is *from 217 to 649*.

In contrast, three schools explicitly stated that they also educate *foreigners* and *children of various ethnicities*, so it also brings a wide range of social and cultural background of pupils. Number of *teachers* is between *16 and 41*. In schools with integrated kindergarten the number of teachers is also increased due to teachers of kindergarten. Specifically there is noticed nearly *100% of the qualification* in schools in Brno (in some cases teachers are still studying).

It was also found a *pedagogical enthusiasm* and a wide participation in the actions of *teachers' lifelong education*. Specific activities towards the readiness of teachers for working with pupils with special

educational needs (SEN) or with exceptionally gifted pupils were not noticed.

From rural schools there was one fully organized and three schools were listed among *small schools*. In all the mentioned subjects is also *kindergarten* integrated in! The number of pupils is between *45 to 165 pupils*. In view of social and cultural background of children it deals much more homogeneous environment than in contemporary urban schools in general. Number of *teachers* was quoted between *3 and 13*. It is necessary to add one or two teachers from kindergarten. *Qualification* varies between *90 and 100%* (and some teachers are still studying in further education). Even in rural schools with high activity at events of teacher's *lifelong education* do not focus on specific activities towards working with pupils with SEN or with exceptionally gifted pupils. Some of the observed rural schools (number 5 and 7) are directly involved in the organization and methodological guidance of further education of teachers.

2.3   SELF-EVALUATION PROCESS IN THE SCHOOLS

Our goal was not to evaluate educational conditions only individually, but rather as a result of teamwork in their evaluation. Therefore, the condition for completing the questionnaire was teamwork **of teachers in school** due to a reducing the subjective evaluation by individuals and thus strengthening validity and reliability. Participating respondents had to evaluate together each of the forty common criteria on a scale 1–7 (1 – not at all, 7 – absolutely yes) based on some conventional wisdom which was the result of discussion held over the guidance questions, improve clarity the criteria of quality. Quantitative expression they had to rely on arguments which they justified their evaluation.

Through the questionnaire the schools evaluated their level of readiness to be a school for all. Each educational staff discussed whether they can accept and use the differences of their pupils to develop their full potentials as well as enrichment of others. The questionnaire was evaluated together – **by team.** The result was a questionnaire **for primary level.** At an incomplete school and at a small school, all teachers had to participate on filling the questionnaire, at fully organized school was enough a team consisted at least five teachers (one teacher representatives the 1st, 2nd, 3rd, 4th and 5th class).

Respondents had to receive the following **instructions** in advance:

1. read the criterion together and read its guidance questions;
2. write the current situation at their school (the first stage) and the fact demonstrated it into left column;
3. write goals that the school will follow in the next period (two years) and their means of fulfilment into right column;

4. the level of achievement of arguments in the present – i.e. evaluate the current situation by checking the numbers on the numeric scale;
5. save the resulting form of *Frameworks*, print it for their needs and send us.

It was highlighted to schools that the benefit of work does not lie only in scoring the indicator on a scale from 1 to 7, but mainly in searching and finding specific evidence, i.e. arguments as a basis for scoring evaluation of each statement and then in setting goals and means for their fulfillment. The tool could be also used for self-evaluation of school activities.

3. RESEARCH RESULTS

Due to the nature of the research tool it is possible to get **quantitative** data (level expression by degree) and **qualitative** data (content analysis of arguments for sub-criteria) which are very important for evaluation the objectivity of the chosen degree. For this reason the results of research are interpreted quantitatively according to chosen aspects closely tied to the results of qualitative investigation. Our aim was to capture, if possible, all aspects that led the educational staff to the specific classification or argumentation. All the possible views, which we analysed, we present at the same order as they were formed and some of them were also partially published (Havel, Filová, Kratochvílová 2009; Havel, Kratochvílová 2009; Havel, Filová, Kratochvílová 2010a, 2010b).

3.1 EVALUATION ACCORDING TO THE AVERAGE

The first aspect for evaluating the obtained data is the usual quantitative aspect, i.e. the arithmetic average of all items. Generally, we can say that big differences have been appeared in the **self-evaluation** of school and in their argumentation:

A. At the quantitative evaluation of indicators – average school evaluated the best 6,7 on their own; the worst degree by self-evaluation was 4,7.
B. At the qualitative – the content justification of self-evaluation – i.e. in the chosen argumentation.

According to the score, which school gave to itself, **school No. 7** evaluates itself as **the most positive** (rural school). This school has the highest point **average** for each question, exactly **6,7**. Just to it, there is one urban school with point average 6,6 according to the view on self-evaluation. These two schools indicate the middle and most frequently occurring value (median and modus) the highest possible, i.e. 7. They also indicate the same minimum evaluation of questions – 5 points.

An elementary **school No. 2** (rural school) evaluates itself **such as worst** (or the most modest) **with average only 4,7** points, the middle value (median) and the most frequently occurring value (modus) is only 5 points. Just in front of them, there is a school No. 6 (urban school) with much more optimistic evaluation. School No. 5 (rural schools), whose argumentation belongs to one of the most elaborate and most specified, is self-evaluated on the third position with 6,5 points evaluation. General overview of the achieved values is shown in Table No 1.

Table No. 1: Ranking the schools in order of decreasing average

AVERAGE	6,7	6,6	6,5	6,2	6,2	6,0	5,9	4,7
MODUS	7	7	7	7	7	7	6	5
MEDIAN	7	7	7	6	7	6	6	5
MAXIMUM	7	7	7	7	7	7	7	7
MINIMUM	5	5	3	4	5	4	2	1
SCHOOL NUMBER	7	1	5	8	3	4	6	2

From considered database of criteria we were also interested in criteria evaluated (from point of view of average) the best and the worst. These results are presented in the following text.

The best evaluated criteria

B 1.2	The school tries to accept all pupils from the catchment area.
C 1.12	Each pupil has the opportunity to participate in leisure activities of the school.
A 2.6	The school tries to minimize any discriminatory practices and acts of discrimination.
B 2.1	All forms of support of optimal development of child are consistent.
B 2.7	There are reduced pressures to a disciplinary exclusion.
B 1.4	It is helped to all new pupils to feel comfortable and safe at school.
B 2.3	Working with pupils with SEN is based on inclusive principles.
B 2.5	Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such.

So schools see themselves as the best in criterion **B 1.2 – The school tries to accept all pupils from the catchment area**. In this criterion the maximum value for all schools is at grade 7, which is not in accordance with the information included in given item or in connection with another criterion: *"Wheelchair access is a part of a plan for improving the school building...".; "...physically disabled pupils have not been interested in our school yet. If that happened, they would be sent to school... that is designed as a barrier-free".* Although the school justifies this situation by attitude of the municipal council, it should not to indicate the maximum value into criterion B 1.2. Only schools No. 1 and 6 should aspire to maximum value of this criterion for similar reasons. According to the arguments, it is obvious that not all schools "can" be a school for all in a broad sense. However, it should correspond with self-evaluation.

The second best evaluated criterion is **C1.12 – Each pupil has the opportunity to participate in leisure activities of the school.** Only school No. 2 is more critical and comments its degree 6 by words: *"expand the offer of leisure activities"* which does not apply to access for all, it is not obvious. Otherwise, most of the arguments are adequate: *"They are adapted to opportunities for all pupils"; "They have the opportunity to participate in activities according to their interests"; "All actions of the school educational program are available to all students regardless of their results or disability and their background."*

Although the criterion **A2.6 – The school tries to minimize any discriminatory practices and acts of discrimination** seems like the third best evaluated criterion, but used arguments do not correspond, they are not specific enough: *"School is more than trying to eliminate discrimination of any form. The school has experts in prevention of socially pathological phenomena"; "We are working on eliminating experienced stereotypes"; "The school tries to minimize any form of discrimination. Tasks are allocated to pupils according to their ability; everybody is handy for something else."*

The fourth best evaluated criterion is **B 2.1 – All forms of support of optimal development of child are consistent.** Either there are not the arguments usually adequate. Answers such as "Yes" do not tell anything about the situation. As an acceptable, we can include the following: *"year leadership, consultation of all teachers in the classroom"; "Every teacher is actively involved in finding ways to help the child with barriers in learning. They share experiences and results of their observations of the child together." "Class teacher transmits information about pupils to other teachers."*

Argumentation of criterion **B 2.7 – There are reduced pressures to a disciplinary exclusion** – is obvious, that problems are often solved in the bud and in broader partnership of stakeholders in observed schools. This is a positive finding and totally, it is the fifth best evaluated criterion. But the argument: *"There has been no disciplinary exclusion in schools till now,"* is perhaps a scuffle "heads in the sand." After all there are situations at primary education, when the pupil is excluded by variety activities or when the pupil is punished. On the contrary, a very solid argument is the resolution: *"we prevent a problematic behaviour of pupils by consistent observation."* So we just note that it is necessary to work simultaneously on parental education, too.

Demographic develop causes that the vast majority of primary schools do not prevent to acceptance any of new pupils due to existential reasons currently, at any time. The arguments set out the criterion **B 1.4 – It is helped to all new pupils to feel comfortable and safe at school** show that they have a relatively well-developed system of introduction and adaptation of new pupils. The fact records to situation

that kindergartens are much more often part of the elementary schools which requires the existence of *"common objectives, strategies, events, trips etc..."* To a large extent they used *"social and communicative games to pull-in a new child into the collective of a class or a group work."* Conversely unique, but very interesting, is a system when *"each new pupil has a mentor."* It is also pleasant, that some schools (despite the apparent satisfaction with the level of this criterion) declare its decision to *"develop a comprehensive program for new pupils."*

At the seventh best evaluated criterion **B 2.3 – Working with pupils with SEN is based on inclusive principles** is showed, how teachers recognize that they cannot access to pupils with special educational needs by the same "template". The inclusive principles presented by schools almost miss the moment when the methods and forms of this education would be used for example for improving experiences of all pupils or at least as prevention.

Last one of the best evaluated criteria, which we show, is **B 2.5 – Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such.** It is very pleasant that the observed schools evaluate their readiness in this area as high because pupils, for whom Czech is not the native language, in our schools increase significantly. But! The general formulations which were completed into scoring – for example, *"maximum effort to support these pupils",* are not relevant again. It is also evident that in most schools are educated only pupils with Czech language so this situation is not really dealt in schools. However, teaching staff should be ready for future which is related to lifelong education, of course.

At first view, it is clear that among **the best evaluated criteria** dominate those which were showed in area B focused on applying the principles of maximum participation in the creation and development of an inclusive environment in school. It can be said that our schools are well prepared to educate a broad spectrum of children with special educational needs or the principles of inclusion are often treated superficially with some obvious, because it should be like that? Or even does the education go already quite well? The answer will not be so easy. The acquired knowledge is necessary to be clarified by other research tools – for example observation of conditions of inclusion in education of elementary schools.

In the following text, there are chosen and commented arguments of criteria that were evaluated according to the average as the worst.

The worst evaluated criteria

B 1.3	**Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?**
C 1.11	**The access to homework contributes to learning of all pupils.**
C 1.10	**Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil.**
A 2.1	**Achieving of maximum results is expected of all pupils.**
C 1.6	**Self-evaluation and evaluation support the performance of each pupil.**
B 2.4	**Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils.**
A 1.2	**Pupils help each other.**
C 2.3	**School staff produces or makes available sources (materials) to support learning and active participation of all pupils, teachers and parents.**
C 1.5	**Pupils work during lesson together.**

The worst evaluated criterion **B 1.3 – Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?** Low average value significantly affects the school No. 2 which gives a single leader used "one" throughout the research. In addition, this criterion appears the highest dispersion of values. As an acceptable argument, we can offer: *"The school has a wheelchair access inside and outside. Two students attend the school in a wheelchair."* We cannot accept such an argument: *"In school, there is no need to provide a wheelchair access at a present time"* or *"school is locked because of safety of pupils, access after the ring is always allowed by the staff"* – There was probably a misunderstanding of the questions concerning the accessibility of "all".

As the second worst evaluated criterion sounded **C 1.11 – The access to homework contributes to learning of all pupils**. There is evaluated to 7 points only one school, its comment is not answering the partial questions under this criterion. There are often used one-word answers "Yes" or merely repeating the question, not their own meaningful argument. An example of a good argument is: *"we differentiate homework, we enter optional tasks, use the class library, internet classroom." "Homework is entered in that way that all pupils can satisfy it. Some tasks are awarded on a voluntary basis; sometimes pupils have the opportunity of their choice."*

The third worst evaluated criterion is **C 1.6 – Self-evaluation and evaluation support the performance of each pupil.** For this item is characterized a really high dispersion of value between schools. School

No. 7 and No. 5 are the best self-evaluated, the quality of comments of school No. 5 is substantially higher than the quality of comments of school No. 7. As a very adequate we can evaluate arguments such: *"Pupils regularly evaluate not only the results of their activities, but also the learning process and the causes of success or failure. They are looking for ways how to make a change in their own learning." "Regularly used self-evaluation of pupils allows them to reflect their knowledge, skills, level of key competencies. At the end of group work we perform evaluations (writing – a questionnaire, or oral)." "Information books are based on weekly and monthly self-evaluation (pupils' books are replaced)."*

In the fourth worst evaluated criterion **C 1.10 – Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil** were self-evaluated only 3 of 7 schools with an assistant. Of course it tapers view of their support of pupil learning. The importance of assistants will probably grow which can be documented by the fact that one school declares its resolve *"to provide more teaching assistants."*

Also at criterion **B 2.4 – Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils** which is the fifth worst evaluated it seems that observed schools can handle. They create functional individual educational plans *"based on pupil's testing in the PPCC and SPC."* It is also necessary to remind that the source of critical information also should be parents or interested members of the teaching staff. One school also declared intention to *"create individual programs for pupils with disabilities (problems) of behaviour."*

Another low evaluated criterion is **A 1.2 – Pupils help each other.** Mutual assistance in the imagination of teachers is often linked to the use of cooperative learning. With some exceptions (implementation of personal and social education) schools little comment on the moral profiling of pupils and educational activities of school, in general. Another thing, that is gradually getting into public awareness of the majority of schools, is a message that everyone is different, has different talents, interests and needs – and that is the beauty and adventure of social co-existence.

Among the worst evaluated criterion also belongs **C 2.3 – School staff produces or makes available sources (materials) to support learning and active participation of all pupils, teachers and parents.** There is an exchange of materials between teachers and mutual enrichment in many schools. We can find differences in various ways to enable resources to parents and pupils. From these arguments, it is obvious the diversity of teaching approaches and strategies which teachers implement in realization of education supporting the inclusion. Group of them can be an inspiration for teachers to their own self-reflection related

to the question: How do I (teacher) contribute to the idea of "School for All" in my class, i.e. schools with friendly faces?

The last mentioned criterion is **C 1.5 – Pupils work during lesson together.** This item is closely related to social and personal competence defined in the FEP. From the statements is clear that teachers pay great attention to the cooperation of pupils in the classroom and in the school. The statements are much more specific, mentioned activities in the arguments go to cooperation, mutual assistance and respecting the rules of communication in joint activities as well as their presentation. It is also necessary to note that there are significant differences in the argumentation of schools.

The above examples show how difficult is to find suitable arguments to the chosen criteria. It requires understanding the whole issue of inclusive schools and very carefully considers the situation in school. If there is no comparison between schools, their statements are very different in terms of degree of subjectivity. For this reason, we offer a battery of criteria and arguments to participating schools that may serve to understand the issue and reflect on their access and conditions (see Chapter 5 – A set of arguments of schools to partial criteria).

3.2   EVALUATION ACCORDING TO MAXIMUM AND MINIMUM VALUES

Team of respondents could evaluate the sub-criteria up to grade 7; it means that this criterion school fulfils "Wholly" or grade 1 with meaning "Not at all". **Frequency of use of individual grade** in the evaluation criteria is shown in table No. 2.

Table No. 2: Percentage frequency grades in the evaluation criteria

TOTAL	320	97%
7	140	44%
6	89	28%
5	55	17%
4	18	6%
3	2	1%
2	2	1%
1	1	0%

In 44% of cases schools are self-evaluated in the submitted criteria by **maximal degree** 7, 28% degree 6 and 17% degree 5. Other grade 4, 3, 2, 1 occupy almost insignificant percentage. The highest evaluation degree of 7 appears three times more often than it would correspond to

a uniform distribution (14,3%). It may mean that schools create excellent conditions for inclusion or simply overestimate themselves. All criteria received at least one maximum value 7. Only in five cases we observed lower values than degree 4.

These criteria received degree three:

B 1.5 Does the school create its classroom so the respect of all pupils equally is clear? (School No. 2)

Low evaluation appears probably from one reason – school No 2. makes its class technically, i.e. according to the number of pupils. In most schools pupils with special educational needs are integrated into heterogeneous classes and re-education is implemented for example through their dedicated work with special educators or directly differentiated work by these pupils in ordinary classes.

B 2.4 Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils. (School No. 5)

The school also declares its intention: *"to create individual programs for pupils with disabilities (problems) of behaviour."* Perhaps the evaluation may increase when it finds the ways how: *"to study the possibility to create individual programs, to find ways, how to record them efficiently and easily find ways to record the progress of the child."*

These criteria received degree two:

C 1.6 Self-evaluation and evaluation support the performance of each pupil. (School No. 2)

The school in arguments quite critically notes that *the current methods of evaluation do not reflect individual pupil development too much. In the future it intends to create such evaluation methods that will contribute to the recording of development of the individual pupil.* However, the school does not state the specific design.

C 1.10 Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil. (School No. 6)

The school argues that it has only one assistant and in the future it wants to ensure more assistants.

These criteria received degree one:

B 1.3 Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access? (School No.2)

The need of barrier-free access the school does not solve, this issue will be solved at the moment of actual needs. We believe that this issue should be dealt with the promoter in advance.

In the following table No. 3 is clearly shown what the minimum value schools used to quantify the criteria. At the same time there is documented that all schools used the maximum value.

Table No. 3: Sorting schools in order of decreasing minimum

AVERAGE	6,6	6,2	6,69	5,95	6,23	6,47	5,9	4,73
MODE	7	7	7	7	7	7	6	5
MEDIAN	7	7	7	6	6	7	6	5
MAXIMUM	7	7	7	7	7	7	7	7
MINIMUM	5	5	5	4	4	3	2	1
SCHOOL NUMBER	1	3	7	4	8	5	6	2

3.3   EVALUATION ACCORDING TO MODE

We calculated the modus to determine the characteristics of the position in the evaluation scale. We were interested, which values are used most frequently by schools and also which criteria are most often evaluated by certain degree. These data are inserted into the table number 4 and follow-up summary.

Table No. 4: Chosen schools according to mode

School Number	7	1	5	3	8	4	6	2
MODE	7	7	7	7	7	7	6	5
Frequency of using modus	30 times	26 times	22 times	20 times	18 times	14 times	24 times	17 times

The table shows the number how many times each school used a value of modus. Modus acquires a grade 7 mostly (in 60% of criteria), grade 6 (in 32,5% of criteria) and level 5 (in 7,5% of criteria). It means that schools evaluate in the sub-criteria usually very positive on their own. A comprehensive summary of evaluation of individual criteria is listed below. Our comments, you can find in the third chapter.

List of criteria with a mode 7:
A 2.2   Teachers, school management, pupils and their parents / guardians share a philosophy of inclusion
A 2.3   Does a school use a variety of pupils?
A 2.4   Workers and pupils are respected as individuals and as members of groups who perform a role

A 2.6   School tries to minimize any discriminatory practices and acts of discrimination

B 1.1   Every school staff has the same conditions for acceptance and professional growth

B 1.2   School tries to accept all pupils from the catchment area

B 1.3   Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?

B 1.4   It is helped to all new pupils to feel comfortable and safe at school

B 1.5   Does the school create its classroom so the respect of all pupils equally is clear?

B 2.1   All forms of support of optimal development of child are consistent

B 2.3   Working with pupils with SEN is based on inclusive principles

B 2.4   Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils

B 2.5   Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such

B 2.7   There are reduced pressures to a disciplinary exclusion

B 2.8   Barriers to school attendance are removed

B 2.9   It minimizes the risk of bullying

C 1.1   Education respects the diversity of pupils

C 1.2   Educational process is accessible to all pupils

C 1.3   Education develops understanding of the differences

C 1.4   Pupils are actively engaged in their own learning

C 1.7   Discipline in the classroom is based on mutual respect and compliance rules created together

C 1.8   Teachers plan, teach and reflect on their work in partnership

C 1.10 Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil

C 1.12 Each pupil has the opportunity to participate in leisure activities of the school

C 2.1   Professional and human qualities of each employee are fully known and utilized

C 2.2   Differences between pupils are used as a source of teaching and learning and mutual enrichment

List of criteria with a mode 6:

A 1.1   Everyone is welcome (there are arrangements to ensure that everyone can feel good)

A 1.2   Pupils help each other

A 1.3   Employees of school support and help each other

A 1.4   Employees of school and pupils respect each other

A 2.1   Achieving of maximum results is expected from all pupils

A 2.5   Employees of school create optimal conditions for education of each pupil

B 2.2   Further education helps teachers to work with diversity of pupils

C 1.5   Pupils work together during education

C 1.6   Self-evaluation and evaluation support the performance of each pupil

C 1.9   Teachers are interested in learning support and active participation of all pupils

List of criteria with a mode 5:

C 1.11 The access to homework contributes the learning of all pupils

A 1.5   Between teachers and parents / guardians of pupils is a partnership

B 2.6   Rules and procedures for the emotional and spiritual support of pupils are linked with the development of the educational program and procedures supported learning

C 2.3   School staff produces or makes available means (materials) to support learning and active participation of all pupils, teachers and parents

3.4   EVALUATION OF VARIANCE OBTAINED VALUES

We were also interested in **dispersion** (variance) **of measured values** of the individual criteria in the data processing. The following table No. 5 shows, in which statements schools were varied most.

Table No. 5: Criteria with the largest variance

Criteria	1	2	3	4	5	6	7	8	**Variance**
B 1.3. Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?	7	1	7	5	x	4	7	4	**4,29**
C 1.10. Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil	7	x	x	7	x	2	x	5	**4,19**
B 1.5. Does the school create its classroom so the respect of all pupils equally is clear?	6	3	7	7	7	7	7	7	**3,45**
C 1.6. Self-evaluation and evaluation support the performance of each pupil	6	2	6	5	7	5	7	6	**2,25**

Criteria B 1.3 and C 1.10 are among the items **with the largest variance**, they also belong to items with the best evaluated criteria according to average (see description on page 17-20). In contrast, criteria C 1.6 and B 2.4, belong among the worst evaluated criteria according to average (see note on page 20-23).

The above mentioned criteria have been already interpreted and it does not need to deal with their content. These findings lead us to the question: "Why the criteria are evaluated differently by schools?" Is it according to reason the conditions in schools are so different or is it the misunderstanding of contents of the specified criteria and thus distorted the real situation?

Criterion **B 1.3 – Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access? –** has two guidance questions: *Is a wheelchair access also a part of a plan for improving the school building? Does the school seek permanent progress in the accessibility of school?* We can find the arguments in the second of above questions but without the knowledge of the context: *"School is locked because of safety of pupils, access after the ring is always allowed by the staff."* The lowest degree (1) was chosen by school which in its arguments indicates that it does not have disabled pupils currently and if it is necessary they will solve this situation. It is also within the competence of a school founder and building a barrier-free access is a long-term issue.

Increased objectivity of the evaluation could help to **reformulation of the criteria** and guidance questions in the future which could lead to increased objectivity. For example criterion B 1.3 could be defined as follows: *The part of school is also a wheelchair access.* Guidance questions: *Is there a concept of school and school founder for building a barrier-free access? Is it real to build a barrier-free access (in terms of architectural and economic)?*

The large variance of values in criterion **C 1.10 Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil** is given by the situation that assistant was only in one school at the time of research. Other schools could not tell anything to this criterion, but some of them set the value by degree 7. School with assistant evaluated this criterion by degree 2.

A further significant variance in criterion **B 1.5 Does the school create its classroom so the respect of all pupils equally is clear?** is caused by the evaluation school No. 2. It is a small school with compound classes where the main aspect of the distribution of pupils is the number of pupils in class. Ways how to divide pupils into ordinary classes are very limited.

A very diverse evaluation can be seen in criterion **C 1.6 Self-evaluation and evaluation support the performance of each pupil**.

This corresponds to a very different level of an argumentation of schools. The lowest evaluation gave itself the school No. 2, which states that the existing methods of evaluation do not reflect individual pupil development too much, but also illustrates the efforts to solve this situation in the future. The highest quality of comments achieves school No. 5 which is justifiably evaluated by degree 7.

In the following groups of criteria (see table No. 6) we can see that the variance in the degree of evaluation of schools is minimal. Most of the criteria received grade 7 and 6 from the schools. Zero variance becomes in criterion **B 1.2 School tries to accept all pupils from the catchment area.** School No. 7 (small school with compound classes) takes pupils outside of their catchment area, if parents are interested in.

From argumentation of criterion **C 1.12 Each pupil has the opportunity to participate in leisure activities of the school** is clear that there is a rich range of leisure activities in schools which is sufficiently varied and is "supposedly" open to all. From argumentation, we did not find how much is open to pupils from poor social backgrounds, how their participation in these activities is dealt with financially and whether the claims are indeed real.

Table No. 6: Criteria with the lowest variance

Criterion	1	2	3	4	5	6	7	8	**Variance**
A 2.6 School tries to minimize any discriminatory practices and acts of discrimination	7	6	7	7	x	6	7	7	**0,2**
B 2.1 All forms of support of optimal development of child are consistent	7	6	7	7	7	7	6		**0,2**
C 1.12 Each pupil has the opportunity to participate in leisure activities of the school	7	6	7	7	7	7	7	7	**0,11**
B 1.2 School tries to accept all pupils from the catchment area	7	7	7	7	7	7	7	7	**0**

We have already mentioned that the other two criteria **a 2.6 School tries to minimize any discriminatory practices and acts of discrimination and B 2.1 All forms of support of optimal development of child are consistent,** are usually evaluated by the maximum possible degree but the arguments of school do not correspond with so high evaluation.

In accordance with the results (minimum variance), there is a question whether do the above criteria have their foundation in the questionnaire? Whether or not the text needs to be rephrased or some of them remove from the questionnaire directly. The criterion **B 1.2 School**

tries to accept all pupils from the catchment area can be an example which is a duty by a law in our conditions. The criterion we could rephrase in the following example:

- *The school is creating the conditions for acceptance of all pupils from the catchment area (which would be associated with barrier-free access, school facilities...).*
- *The school receives pupils from other area than the catchment because of the request of parents, if capacity is possible.*

4. CHOSEN INDICATORS OF INCLUSION

Education supporting inclusion requires a stimulating and friendly school environment, mainly based on mutual **respect** among staff and pupils and appropriate method of communication among pupils and teachers. At the same time, it aims at **develop of the inner potential of each pupil** and at supporting **of integration into social environment in a classroom** and **ensuring safe climate.** To the above mentioned aspects of inclusion we also focused on analysing the obtained data and we collected five other very important categories relevant for an inclusive environment, to which we pay more attention in the next subchapters. Each category mentioned below is characterized by the criteria selected from all three parts of the questionnaire called *"Framework for self-evaluation conditions of education"* and its content is described by the guidance questions related to that criterion. At the same time we present a clear quantitative evaluation of individual criteria. The obtained values are commented by examples from a qualitative analysis of teachers' argumentation, as in previous chapters. The same criteria presented in the following chapters again, we do not comment but refer to their description.

4.1 INDICATORS SUPPORTING COMMUNICATION

How much schools ensure the conditions for inclusive education it depends on communication among all members of the community to which education relates. It is not just about communication between teachers and pupils, pupils themselves, teachers between themselves but also the broader communication beyond the school. The level of communication affects mainly the climate of class and school, relations with the external environment which influences the communication backwards. For this reason, we proceeded to extensive analyse the indicators, which we believe, are closely linked to communication and have direct influence. In this study, we focused on the evaluation of criteria and answers to partial questions of **A and B parts of the research tool** that is more **closely linked to communication.** For evaluation of quality indicators, we used a quantitative approach, answers to partial questions we processed qualitatively. Analysis of the arguments of the respondents *"current state and its reasoning"* and formulations of partial measures for self-evaluation *"means of achieving an optimal state"* shows the chosen degree of scale for evaluation the criteria of quality of inclusive school. In this article, we analyse 11 criteria of quality with 34 additional questions. Even though, some of them were described in partial chapters of this study above, we analyse them in more details again.

Part A / Creating a positive school climate

Creating a school culture and climate supporting the inclusion is very closely related to the level of a teaching professional communication. The starting point for building inclusive schools in this section (A) is a creation of the school community (pupils, teachers, other school staff) and the value system recognizing and promoting inclusion. From the offer which provided us a complete self-evaluation questionnaire, we chose 6 items as criteria of monitored quality due to a need of analysis of levels of communication in a building positive school climate (see table No. 7).

Table No. 7: List of chosen criteria and partial questions from part A

Number of item	Criterion	Characteristic (Guidance questions)
A 1.1	**Everyone is welcome (there are arrangements to ensure that everyone can feel good)**	Is the first contact of people, who are interested, with school friendly and welcoming? Is the information about school available to everyone, regardless of his native language? Is behaviour of teachers, decor and school environment friendly and welcoming? Do common areas of school tell about all members of the school community? Can pupils co-decide about the appearance and facilities of their classrooms?
A 1.3	**Employees of schools support and help each other**	Does the teaching staff exchange experiences, information and materials among themselves? Are all teachers and their assistants involved into the planning and evaluation of SEP?
A 1.4	**Employees of schools and pupils respect each other**	Do employees act together with respect regardless of their role in school? Have the opinions of pupils got a real impact to what is happening at school? Are teachers interested in name, under which pupil wants to be called? Do the pupils know, who to go for, when they have a problem? Do teachers and pupils formulate the common rules of coexistence and do they respect them?

A 1.5	**Between teachers and parents / guardians of pupils is a partnership**	Are there various opportunities, in which parents can discuss both the progress of their child and the fears associated with it? Do all parents feel that their children are respected at school? Does the teachers appreciate knowledge and ideas, which parents have about their children? If parents are concerned about something, does the school deal with it?
A 2.2	**Teachers, school management, pupils and their parents / guardians share a philosophy of inclusion**	Is a creating of positive climate considered such as important as learning outcomes? Is supported a cooperation of all pupils? Is the work of all pupils presented at school and classrooms? Is a "diversity" of pupils understood as an enrichment of school and society – not as a problem?
A 2.5	**Employees of schools create optimal conditions for education of each pupil**	Do teachers avoid building the pupils "with special educational needs" and the others into opposition? Do teachers perform a systematic diagnostic activity as the basis for creating appropriate conditions? Do teachers evaluate in cooperation with pupils (self-evaluation) their individual progress and do they plan their further development? Does the school try to minimize all forms of institutional discrimination, whether they are connected with age, race, social status, gender, disability or student's results?

Degree of **achievement of a specific criterion** on a scale we presented in the following table No. 8. Own interpretation of the arguments is documented by citations of participating respondents.

Table No. 8: Quantified evaluation of criteria (Part A)

Number of item	Criterion	Average	Mode	Median	Maximum	Minimum
A 1.1	Everyone is welcome (there are arrangements to ensure that everyone can feel good)	5,86	6	6	7	5
A 1.3	Employees of schools support and help each other	6,14	6	6	7	4
A 1.4	Employees of schools and pupils respect each other	6,29	6	6	7	5
A 1.5	Between teachers and parents / guardians of pupils is a partnership	5,86	5	6	7	5
A 2.2	Teachers, school management, pupils and their parents / guardians share a philosophy of inclusion	6,14	7	6	7	5
A 2.5	Employees of schools create optimal conditions for education of each pupil	6,00	6	6	7	5

Ad A 1.1 – Everyone is welcome (there are arrangements to ensure that everyone can feel good)

This indicator is interestingly reflected on a more general nature of the criteria. Of course it confirms the quality of comments which have a considerably wide range – from evaluation of barrier-free physical environment of school to highlight the various ways of communication with the outside school environment (including the offer of cooperation with parents), such as: *websites provide an availability of information about school... parents routinely obtain information through colloquial hours,*

class meetings and individual interviews... In the school there is a wheel-chair access to the building outside and inside. Some schools talk about their *"open to general public"* but it is not specified. The other school is based on *repeated visits to children in the first class in kindergarten, their involvement in education and work in the classroom,* thus justifying "welcome" preschool children; *but mainly on the friendly and welcoming behaviour of the participating teachers and nice decoration of environment and common areas on which both teachers and children intensively participate.* Overall, the above arguments do not mean an average value 5,86 too much. This criterion has the lowest value of the research study (together with the criterion 4).

Ad A 1.3 – Employees of schools support and help each other

As for how teachers cooperate with each other it gives two lines quite naturally – the daily co-existence and respect and professional co-operation.

Professional experiences of the school staff have been concentrated around the processing of SEP in recent years but very important is also the common everyday methodical cooperation, exchange of opinions, materials etc. It is interesting that this line of professional cooperation is not expressed by two schools at all. In other schools, cooperation takes place in planning and evaluation of the educational process, e.g. *all teaching staff is involved in the creation of SEP and school evaluation – especially during the summer holidays – week trip. A school staff shares experience with each other, plans projects together, transmits materials.* As for the line of everyday co-existence and respect, most schools say there are nice relations among workers which are proved by the participation of all workers at many school events.

One school indicates that this area has considerable reserves, for improving it helps cooperation on creation of SEP. The average value of this criterion reached **6,29.**

Ad A 1.4 – Employees of schools and pupils respect each other

We can say that the most transparent characteristic of this criterion is the formal and informal existence of school rules and respect to them by pupils, teachers and school management. Mutual respect in communication between participating is one of the features of inclusive schools and does not relate to the acceptance of the "otherness" but widely cultivated and decent conduct of each member of the community. To create a positive school climate is essential how the leaders of school show the relation to people at all levels of management. Thence comes **a feeling of ensuring of each member** without whom an inclusive school could not exist in principle. Rules, socially sophisticated behaviour and discipline are not only signs of a good school, but also a condition its good educational results.

Many comments to this criterion have a general character of the declaration, or reference to mutual respect, respect and esteem in school regulations (internal school regulations) in communications of chosen schools. That may mean this relationship is an integral part of the school climate, but also that enough is the "formal treatment" of this requirement. In a similar way, some schools describe their institution as *a safe environment for children.* Less clear is whether someone really cares about the problems of pupils and whether their comments somehow reflect on a real run (life) of school. If the reaction to these questions appeared in the comments, they are usually reticent links of individual cases dealing under the current needs and opportunities, most often with classroom teachers so anything that would concern about the wider school culture. Only in one case, school indicates that *classroom teachers work systematically with the opinions and needs of pupils, lead discussions and create conditions for pupil's reflection of school life.* On the other hand, we can ask what respect teachers use from pupils' side, how they solve conflicting educational situation and what character of educational measures has the specific school. Despite the above notes, we found that this criterion has **the highest value** of the whole set of items related to school climate and creating a value system supporting inclusive education – **6,29 points** from 7. However, the scoring does not fit to argumentation.

Ad A 1.5 – Between teachers and parents / guardians of pupils is a partnership

In terms of opening up opportunities for communication, we can consider the question: "Are there various opportunities in which parents can discuss both the progress of their child and the fears associated with it?"

Most schools provide **various possibilities of mutual contact with parents**, both through official meetings (class meetings, individual consultations...) and through various social and sporting events: *Parents have many opportunities to discuss with teachers about the progress of their child (class meetings, classroom consultations, open days, school events and at any time outside lessons). Teachers appreciate their knowledge, opinions and comments about children. If parents have comments about the activities of the school, teachers discuss it at pedagogical councils.* Only one school in this context mentioned *the Council of school in which are parents' representatives.* One school in its SEP claims to be open for the parental participation, but it does not show further information which it would specify this fact.

Interestingly, four schools did not respond the other questions that are listed in table No. 7 of this criterion at all. It seems that the awareness of teachers (at least class) about the characteristics, specificities and needs of individual children, which can provide parents, schools do not take into account but they lose a good source for inclusion. **The**

proposals used parental cooperation for education and for material and financial support to schools miss in argumentation. The average value of **5,86** of this criterion is one of the lowest.

Ad A 2.2 – Teachers, school management, pupils and their parents share a philosophy of inclusion

Creating a positive school climate is considered as an important condition of school work, however, schools do not compare its importance with importance of educational results. They often talk about the need for "satisfaction" of all children (in their diversity) in school.

The philosophy of inclusion is not expressed specifically by staff of four schools. Two schools reported very specific and clear argumentation: *it is discussed the necessity of inclusion and the benefits of inclusion for each child with parents together or individually – we learn from all. The school is an open system of furniture for every child, the opportunity to use tools (handling, calculators, library, computers,...) to their personal development and to seek help*; two schools moved in general level in which they did not respond to that question, but rather repeated: *Diversity is perceived as a rewarding opportunity for education, not as a problem.*

Ad A 2.5 – Employees of schools create optimal conditions for education of each pupil

This criterion superficially shows that schools are aware of their **professional mission.** Their effects depend on the fact that the diagnostic work of the teacher is starting point of its impact on students; in one case, one school says that the *difficulties in learning of a larger number of pupils represent the feedback for evaluation of their work and reflection on it* (professional self-reflection) *for the class teacher*. Generally, *teachers do not enforce or do not prefer any pupil, all of them they take as individuals and they take care about their needs*. In this context, it is also mentioned the Convention on the Rights of the Child. Again, there are large differences in the argumentation of schools in terms of specification.

Part B / Are we really School for all?

In the second part of the self-evaluation questionnaire (Part B) participating schools evaluated their measure of **readiness to be School for all.** Individual educational staff discussed whether they can accept and use the differences of their pupils to develop their full potentials as well as enrichment of others. In 14 criteria they attempted a description of the current situation and also to justify their view.

We chose five criteria of quality with answers to individual questions, which we believe **they indicate the communication within the educational staff as well as communication with the external environ-**

ment of the school. The above criteria are presented in table No. 9, accompanied by typical questions that respondents answered during filling.

Table No. 9: List of chosen criteria and partial questions from part B

Number of item	Criterion	Characteristic (Guidance questions)
B 1.2	**School tries to accept all pupils from the catchment area.**	Is an inclusion of all pupils from the local communities presented as part of the school rules? After a pupil is accepted by school, is his belonging to the school community obvious as for other pupils?
B 1.3	**School consults with organizations, which associate people with handicap, how the school should provide the wheelchair access.**	Is a wheelchair access a part of the plan for improving the school building? Does the school try to a permanent progress in the accessibility of school?
B 1.4	**It is helped to all new pupils to feel comfortable and safe at school.**	Has the school got a (minimum) induction program for all pupils? Are introductory programs for pupils functional regardless when the pupil begins to attend the school (both at the beginning of the school year or during)? Does school try to find out how the new pupils feel at school? Is there any support for pupils who have particular problems in the beginning with orientation in the school building? Are pupils familiarized with the school in advance before entering it?
B 2.5	**Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such.**	Is a support for pupils, for whom the Czech language is not a native language, seen as the responsibility of all teachers at school? Are the results of a high level expected also from pupils for whom the Czech language is not a native?
B 2.7	**There are reduced pressures to a disciplinary exclusion.**	Is there a meeting of teachers, pupils, parents, in which participants try to solve problems flexibly before they reach the top? Is recognized an association between symptoms of scorn to pupils on the one hand and loss of interest, alienation, lack of discipline leading to disciplinary action on the other?

Degree of **achievement of specific criteria** on a scale is presented in the following table No. 10. Own interpretation of the arguments is documented by citations of participating respondents.

Table No. 10: Quantified evaluation of indicators (Part B)

Number of item	Criterion	Average	Mode	Median	Maximum	Minimum
B 1.2	School tries to accept all pupils from the catchment area	7,00	7	7	7	7
B 1.3	Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?	5,17	7	6	7	1
B 1.4	It is helped to all new pupils to feel comfortable and safe at school	6,57	7	7	7	5
B 2.5	Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such	6,40	6	6	7	6
B 2.7	There are reduced pressures to a disciplinary exclusion	6,57	7	7	7	5

Ad B 1.2 – School tries to accept all pupils from the catchment area

Interested teachers agreed on the maximum values of evaluation of this criterion as a single, i.e. **7,00** in average! They believe their own school creates a suitable environment for the education of all pupils, including pupils with special educational needs. Explicitly, they create the space of equal access to education. However, they often illustrate the arguments which do not explain high evaluation too much. In addition,

demand for acceptance of all pupils from the catchment area is given by the legislation.

In essence, it is a criterion reflected a good communication of schools towards the wider public and also to some extent it reflects the current way, to the inclusive school. The item contains two typical questions that should facilitate a justification of their evaluations to the respondents.

To the guidance question whether: "Is inclusion of all pupils from the local communities presented as a part of the school rules?", they answered, for example: *The school is open to every child. The school accepts all pupils from the catchment area and incorporates them into the team (the school community). The school accepts all pupils under the same terms. Each child is treated as individuality.* One school says: *An exception may be only a pupil who transfers during the school year due to major educational problems. About this student discussion is led with the class teacher. If he would seriously disrupt the social climate in the classroom and the teacher feels that the situation in the class has been already unbearable, the school can refuse to accept the pupil.* Such reasoning is certainly understandable, but somewhat it contrasts with the response other schools: *The school is struggling with a lack of pupils, so of course all pupils from the catchment area are accepted and pupils living outside who are interested in education in our school.*

On the second **guidance question**: "Is obviously same as for other pupils after pupil's acceptance by the school his belonging to the school community?", only one school answered in the questionnaire: *After a pupil is accepted by the school his belonging to the school community is obviously same as for other pupils.* Without further explanation it is only a statement that copies the original question. It turns out that the vast majority of schools are not trying to present their opportunities in the education of pupils with different educational requirements and needs. One of the monitored schools says confidently: *Educators are trying to create optimal conditions for all but there is a lack of accurate explanation.*

Ad B 1.3 – Does the school consult with organizations, which associate people with handicap, how should the school provide the wheelchair access?

A criterion contained in this section is entirely the most transparent features of inclusive schools. In terms of **communication**, as in the previous case, it is a certain "message" of school **towards the wider public.** At the same time, it is clear that modifications are very expensive and also considerable technical and spatial requirements are placed to them. In the table of this criterion, we can find both extreme values in boxes of minimum and maximum and overall achieved average **5,17** is the lowest of all the items in the second part of the questionnaire.

In responses of guidance question: "Is a wheelchair access a part of a plan for improving the school building?", very contradictory statements appeared in accordance with the reported values on the scale. Some schools would need a stimulus from the outside: *At school there is not currently required to provide wheelchair access. If necessary, the school will ensure disabled access.* However, the question is raising whether the school ensures it and how long it will take when the school has not thought about it yet. Another of the monitored schools has been already moving in this direction at least: *During building of the new facilities it has been already stood by this issue. These new facilities are already built as a wheelchair. Other fixes lead to barrier-free access, ground floor is available and school is built in the panel so the access is too difficult.* A completely different approach is included in the statement: *Wheelchair access is not a part of a plan for improving the school. Disabled pupils are not interested in our school. If that happened, they would be sent to another school which is designed as a wheelchair accessible.* Only one of monitored schools is resolved like this: *The school has wheelchair access inside and outside. Two students attend the school in a wheelchair. We are ready to educate disabled children.*

On the second guidance question: "Does the school try of the steady progress in the accessibility of school?", only one school answered again. However, it is obvious that in this case the question was not understood: *The school is due to the safety of students locked, access after the ring is always allowed by staff.* Generally, we can say that for the progress in this area of cooperation with the founder of the school is necessary. Besides, it is illustrated by the response of one of the schools*: Headmaster presents material requirements at the municipal council. However, it seems to them to build a barrier-free access as economically unprofitable*. It appears that economic performance is one of the main causes of the large variance in reported answers. Rather than conceptual work, the current demand from parents of disabled children and the willingness of all interested to solve this problem play a key role.

Ad B 1.4 – It is helped to all new pupils to feel comfortable and safe at school

The value of the third of the chosen criteria is directly dependent on the quality of communication within a particular teaching staff. The significance of this criterion suggests five accompanying questions for evaluating its quality. Teachers should know the strengths and weaknesses of the educational environment in their school best, they should be interested in the newly coming pupils – about their feelings, problems, and needs. The average value of this criterion 6,57 is relatively high. However, from more detailed characteristics implemented or planned efforts to help pupils is not evident clarity and specificity in responses to the questions.

Answers of the first guidance question: "Do schools have an introductory program for all pupils (minimal)?", are not specific too much. One school says: *We try to smooth transition of children from kindergarten to primary school and children from other schools, their friendly welcome and seamless orientation in the school building.* However, it is not told, what the effort is. Rather more illustrative are these statements: *Pupils are familiar with the teachers, the school environment, with older classmates at kindergarten. For pre-schoolers is set up the club "Pre-schooler" whose goal is a better adaptation of these children to school work. The school organizes information sessions for pre-schoolers, older pupils are guides to first-graders. New students are admitted based on the ritual of garden parties; we help them to integrate with activities and activities at the exit at the beginning of the school year (trip Butterfly). The school provides familiarization trips for pupils of newly formed teams, autumn schools, demonstrations for kindergarten.*

Therefore, it follows that schools the most frequently use mutual, whole class or whole school events or stays for supporting a good adaptation of pupils and for supporting a favourable climate for the education. Particular attention is also paid for cooperation with kindergartens. Intensive cooperation with kindergartens throughout the year can be a good school "advertising". The optimum situation is appeared if the nursery school is a part of primary school: *Children come to school from their own kindergarten. We have common goals, common strategies, joint actions and trips. Teachers of primary school are involved in education in kindergarten.* Although this school wants: *To complete introductory program for newly arrived pupils during the school year.* Although this note tells nothing about the work in this area but refers to the thinking and it is better than the satisfaction of a current status.

Typically, respondents expressed other questions in a less extend. To the second: "Are introductory programs for pupils functional regardless of when the pupil begins to attend the school (either at the beginning of the school year or during)?" only two schools indicated these responses: *Every child is aware of the building, employees, rules of moving around the building and internal rules of the school. Before the arrival of a new pupil to the team (and throughout the year) the class is prepared for the acceptance of a new pupil, the conditions are set to feel welcome.* In both sentences it is a very general communication which did not convince us about the existence of a sophisticated introductory program and even less about its functionality.

Also to the third guidance question: "Does the school try to find out how the new pupils feel?", we found just two answers what is due to the seriousness of the problem somewhat surprising. Both statements do not fit with the task too much: *Pre-schoolers go to the school to the club called: "Zero Year" with their teacher from kindergarten and they get used*

to their future primary teacher and school environment. Through community circles. The first answer is in our opinion still binds to the first guidance question and the second answer refers to the method requiring good communication within the team but which in essence is not an investigative method but a tool for promoting cohesion and climate.

The fourth guidance question of characterizing the criterion number three: "Is there any support for pupils who have particular problems in the beginning to be oriented in the school building?", it brought following answers: *Patronage of pupils of 9th classes above first-graders; walks of first-graders around the school building according to nature science; new students of higher classes are guided through the school building and informed about the running of schools. The school organizes information sessions for pre-schoolers.* In particular, patronage of older pupils above newcomers was repeated in the questionnaires of many of schools. Elsewhere, other schools do not deal with support for pupils too much: *Due to the size of our school newly arrived pupils do not have any problem with the orientation in the school building.* Although, adults can also have problems with orientation in another building. Therefore, we recommend more empathy and focused attention on this issue which may seem somewhat trivial for adult in certain conditions.

To the last guidance question: "Are pupils familiarized with the school in advance before entering it?", only two schools expressed "traditionally": *The initial introduction will take place in cooperation between kindergarten and first class, at the date of registration they can observe school. The day of open doors. Newly arrived students have the opportunity in advance to familiarize themselves with the school environment and with the style of education at the day of open doors.* We believe that particular day or days of open doors are the current trend which allows to school to declare its openness and readiness to accept all pupils as well. It should be also noted that many answers to this question can be already traced in the preceding paragraphs. This item has shown that teachers do not dispute the importance of help to pupils at least to feel comfortable and safe in the school but they do not pay much attention to creating such conditions.

Ad B 2.5 – Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such

Also the fourth of the chosen criteria was evaluated relatively high in average **6,40**. Arguments are not sufficient in favour of this value.

Further statements were again associated with guidance questions: "Is a support for pupils, for whom the Czech language is not a native language, seen as the responsibility of all teachers at school?" And again, these claims were less demonstrable. For example: *All teachers take into*

account the language barrier. We try to do maximum support for these pupils. We cooperate with the Centre for the integration of minorities. Pupils work under an individual education plan. From these responses we cannot really get the specific knowledge. In addition, most of schools have not solved this situation "yet": *In our school there are only pupils with Czech as a native language. Currently, pupils from a foreign language environment do not attend our school, if they attended our school, their support would be seen as the responsibility of all teachers.* Similar claims were very frequent so there is no choice then to ask again what will happen in those schools when this situation occurs actually.

Answers to the second guidance question: "Are the results of a high level expected also from pupils for whom the Czech language is not a native?", are accompanied by statements: *Appropriate to their abilities and capabilities. We believe that there was any reason not to expect the results of a high level from these pupils*. With those statements we can agree, especially in a situation when in our schools the number of children with a native language other than Czech is increasing and it is really surprising.

Ad B 2.7 – There are reduced pressures to a disciplinary exclusion

From a broader perspective it is a criterion reflected the quality of communication both outside and especially inside of the teaching staff. Sensitive assessment of disciplinary problems is often a tip on the scales of the authority of the school as an institution now, by extension, individual teachers of pupils. The fact that educators realize it, is probably also reflected in the high value placed on the scale. It reached in average **6,57**.

Its basic guidance question was: "Is there a meeting of teachers, pupils, parents, in which participants try to solve problems flexibly before they reach the top?" Generally, school groups corresponded logically: *On the class meetings and consultations in addition to the educational field is also discussed the issue of behaviour that we try to prevent disciplinary exclusion. Immediately, we solve these problems in cooperation with the family. Consistent observation of pupils we precede a problematic behaviour*. Or a few key words: Regular consultations, class meetings, and colloquial hours throughout the year and class hours, educational committee. In any case, this means that for the ensuring solution of disciplinary offenses is necessary to work actively and cooperate well with parental public. Not all of them admit it: *At our school, we do not find greater difficulties (loss of interest, alienation). There has been no disciplinary exclusion at school until now*. Such statements cannot be considered as an answer to the question.

And the same problem can be found in the responses to another question: "Is recognized an association between symptoms of scorn to pupil on the one hand and loss of interest, alienation, lack of discipline

leading to disciplinary action on the other?" The answers perfectly do not cover outlined the essence of the problem: *Teaching art and tact. Problems are prevented by offering various activities, creating a class order together and respect of individual differences or timely solution of the emerging problem. Problems are solved in the beginning with the child first, if necessary, in cooperation with parents. Teaching staff accepts to pupils with respect.* Aware and sensitive solutions of specific disciplinary problem may be a decisive impulse to correct the pupil.

Overall, in the criteria focused on communication, all schools evaluate themselves relatively high in the quantitative assessment indicators scale (average value) – from seven-point scale the incremental indicators have value: 7; 5,17; 6,57; 6,40; 6,57. In the quantitative evaluation of the schools, there are not very large differences in the partial criteria. Usually the difference is one to two degrees. The exception is the criterion No. 3 in the part A and criterion No. 2 in the part B where is higher difference between maximum and minimum value.

4.2   INDICATORS SUPPORTING COOPERATION

One of the **features of inclusive schools is cooperation** at all levels: cooperation between pupils, cooperation between educational staff, cooperation between school management and other workers, cooperation with the external environment, especially with professionals who assist during integration of children with special educational needs in the schools and classes. Important is also cooperation with parents. In the analysis of conditions of inclusion, we have focused on cooperation between pupils and cooperation between adults who directly influence the education of pupils.

a) Cooperation between educational staff and other experts

Creating a **school culture and climate supporting the inclusion** is very closely related to a level of professional educational communication; cooperation is also very closely linked with it. In the broader definition, it is not only the cooperation between educational staff, but the cooperation of all the staff and at the same time also the cooperation within the microenvironment of the school. In particular, cooperation with parents, members of local community and many experts who can contribute to the creation of an inclusive school environment. From the analysis of educational programs in primary schools was found out, that teachers most often ask for methodological support of staff of pedagogical and psychological counselling centre and very closely cooperate with special educators.

Three large urban schools have a comprehensive **school counselling department**. Apart from the school counsellor and special educator they also have well trained teacher for prevention and one school directly employs the school psychologist. The situation in the functioning of school counselling centres is in one case illustrated by **special education centre** that *provides a comprehensive special educational care directly at school*. One school also mentions the benefits of such a department *in the integration of different cultural backgrounds and socially disadvantaged pupils, but after counselling and education of gifted pupils*.

Only occasionally schools explicitly refer to the direct cooperation with staff from the departments of medicine and social care. A very similar situation is also in the area of help of experts of education of gifted pupils. The starting point for building an inclusive school, in addition to the above professional support, especially is **cooperation between educational staff.** These are headmaster and deputy principal for pedagogical activity, teachers (in different functional positions), teacher's assistants (their job is to help teachers with educational activity and communication with pupils and parents, eventually with their community, support for pupils in adapting to school environment, support for pupils at education and preparation for it, eventually to help pupils with serious disabilities in self-service and moving at school and school events), educators in the after-school club and professional school counselling staff (special educator, psychologist, school counsellor, teacher for prevention).

Especially, more important is **everyday consultation**, assistance and cooperation between teachers and pupils' assistants, if they are in the classroom; cooperation between all teachers as well as cooperation between teachers, assistants and professional staff of school counselling department. Sharing pupils' teaching objectives, finding common strategies of an individual development, exchange of diagnostic data from the learning process and its results in subjects and the best methods of work can help teachers and assistants to find a way to help individuals overcome the difficulties faced by the best possible way.

From the offer, it provided us a complete self-evaluation questionnaire; we selected four criteria for the need of analysis the **level of cooperation between teachers** which include personal and procession aspects. Personal aspect particularly applies to the much desired cooperation between teachers and between teachers and assistants. Procession aspect presents a global looking at education, sharing its planning, implementation and evaluation. The chosen criteria are shown in table No. 11.

Table No. 11: List of criteria assessing the cooperation at school among educational staff

Number of item	Criterion	Characteristic (Guidance questions)
A 1.3	**Employees of school support and help each other**	Do employees act together with respect regardless of their role in school? Does the teaching staff exchange experiences, information and materials between themselves? Are all teachers and their assistants involved into the planning and evaluation of SEP?
C 1.8	**Teachers plan, teach and reflect on their work in partnership**	Do teachers cooperate in planning lessons, preparation of projects and other activities for pupils? Do teachers sometimes teach in teams (e.g. in pairs, projects, training seminars)? Do teachers always use a team teaching as an opportunity for joint reflection on pupil learning? Do teachers modify their teaching in response to feedback from colleagues? Do teachers, who work together, provide to pupils a good model for their cooperation? Does teaching staff solve the problem together, if occurred concerns about the state of a pupil or group?
C 1.10	**Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil**	Are assistants for pupils with SEN involved in planning the curriculum and its evaluation? Do assistants for pupils with SEN try to ensure pupils maximally to be most independent on their direct support?
C 2.1	**Professional and human qualities of each employee are fully known and utilized**	Are teachers encouraged to further development of their knowledge and skills? Do teachers offer their special skills and knowledge to others? Do teachers discuss about the possible origin of pupils problems with each other? Do teachers have the opportunity to learn from practice and experience of their colleagues from other schools?

The level of **achievement of specific criterion** on a scale is presented in the following table No. 12. Own interpretation of the arguments is documented by quotations of participating respondents.

Table No. 12: Quantified evaluation of criteria evaluated the cooperation among educational staff

Number of item	Indicator	Average	Mode	Median	Maximum	Minimum
A 1.3	Employees of school support and help each other	**6,14**	6	6	7	4
C 1.8	Teachers plan, teach and reflect on their work in partnership	**6,14**	7	7	7	4
C 1.10	Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil	**5,33**	7	7	7	2
C 2.1	Professional and human qualities of each employee are fully known and utilized	**6,29**	7	7	7	4

Ad A 1.3 – Employees of school support and help each other

This criterion we have already presented in chapter focused on a **creating favourable school climate**. We pointed out that the cooperation of teachers is based on two lines: the daily co-existence and respect, professional cooperation (see page 34).

This criterion has a relatively high average value of 6,14, also it has a considerable variance in the range 4 to 7. Smaller rural schools indicate **very close cooperation and sharing experiences between all employees** which is also caused by the frequent involvement of educators into teaching (especially educational subjects): *Creating a common "database" of ideas, suggestions, information, didactic means, pictures, games etc. Accessibility for all teachers. Educational staff plans the Educational program and prepare the evaluation (each according to their specialization). In daily contact, they exchange experiences, information, materials. If someone attends a course or seminar, he*

tells to others the obtained information they could use in their work. One urban school states that teachers prepare "example" hours for each other, which they reflect. Other large urban school quite critically admits **the reserves in this area**, *which they will try to remove by the development of teamwork.*

Ad C 1.8 – Teachers plan, teach and reflect on their work in partnership

This criterion belongs to the group of criteria with mode 7. Its value is from 4 to 7. Two schools did not present any arguments to its evaluation; other schools cooperate ***especially in the project days*** *and many school events, organization of the school year, trips, Children's Day and other events*. The same type of cooperation is also shared by one urban school, self-evaluated critically by degree 4, and states they would like to try team teaching in the future. This school also mentions the close cooperation with students of the Faculty of Education, Masaryk University, who visit school within the school practice. Team teaching sometimes appears only at one school.

Ad C 1.10 – Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil

This indicator was evaluated as the fourth worst in total. The reason was that only three schools could comment on this evaluation due to having an assistant in the time of making self-evaluation questionnaire. Although two schools were self-evaluated by the highest degree 7, significant arguments for this evaluation were not provided. The third school was evaluated by degree 2 and wants to get **more assistants** for pupils with special educational needs in the future.

Ad C 2.1 – Professional and human qualities of each employee are fully known and utilized

In this criterion, all schools were self-evaluated by the relatively high degree 6 or 7. This corresponds to the average of self-evaluation. Only one school chose for the evaluation degree 4. In the argumentation for their choice of evaluation of schools, they state ***all teachers*** *are supported in further education and have the opportunity after agreement with the school management to be educated according to their interests (if their education is connected with needs and philosophy of the school)*. Some teachers act as tutors in events of further education of educational staff. Some schools have a system of mentors and also meet informally. At all schools they discuss about successes and problems of pupils and they transmit their experience and advice how to solve problems. If necessary, they ask teachers from other schools for help. One school would be very glad to cooperate closely with other schools.

We would like to add to this criterion that during **the research project** has developed a close cooperation between participating schools through mutual visits, observations, changing experience and problem solving, which all schools evaluated as a great benefit.

b) Cooperation among pupils

In each class plays an important role, to what extent is supported the mutual assistance between pupils and their cooperation. If pupils carry the responsibility for common results, they learn many cooperative skills, including respect to others. They learn to accept their diversity and use their potential for joint activities.

In the monitored schools is shown that teachers quite differently perceive the fact that **every pupil is different**, has different talents, interests and needs. Personal and social specific of individuals try to **use effectively to mutual enrichment of all** and also to improve the quality of living together. From the answers is clear that especially teachers of small schools pay a great attention to cooperation between pupils in the classroom. They often direct to cooperate and help each other, less to the division of work and cooperative learning.

In the self-evaluation questionnaire were included two criteria selected to explicit analysis of **level of cooperation between pupils**. The first (A 1.2) refers primarily to the axiological dimension of cooperation between classmates and mutual respect for the achievements of others. The second criterion (C 1.5) monitors the current level of use of cooperation and mutual assistance in the educational process. Chosen criteria are clearly presented in the table No. 13.

Table No. 13: List of criteria evaluating the cooperation among pupils at school

Number of item	Criterion	Characteristic (Guidance questions)
A 1.2	**Pupils help each other**	Do pupils help each other? Do pupils understand that from various pupils could be expected different (maximum) performance?
C 1.5	**Pupils work together during education**	Do pupils perceive an offering and use of assistance from classmates as a common part of the lesson? Are there set up rules, how to take turns in contributing to discussion, how to listen and how to request closer explanation both from other classmates and from adults? Are pupils taught how to build joint outcomes from the different contributions of individuals and groups? Do pupils share the responsibility for help to overcome the problems that some pupils have during lessons? Are pupils involved in evaluation of quality of teaching? Do pupils help to each other to set immediate targets of their education?

The level of **achievement of specific criterion** on a scale is presented in the following table No. 14. Own interpretation of the arguments is documented by quotations of participating respondents again.

Table No. 14: Quantified evaluation criteria have snack collaboration among pupils

Number of item	Indicator	Average	Mode	Median	Maximum	Minimum
A 1.2	**Pupils help each other**	**5,7**	6	6	7	4
C 1.5	**Pupils work together during education**	**5,5**	6	5,5	7	4

Ad A 1.2 – Pupils help each other

This indicator is one of the lowest evaluated criteria in general (see page 22). According to teachers, pupils **help each other** or at least they are encouraged and they get enough space, on the other hand, there is **no**

more tolerance for individual performances. Most children understand different performances, so it can be expected by different pupils, but most of them feel that as an injustice.

From the filled questionnaires concluded that pupils are encouraged to cooperation and mutual assistance from the beginning of the school attendance. Pupils usually work in groups in the classroom or project education. Teachers bind the development of mutual help to pupils closely to the form of group work. However, they do not comment on **moral profiling of pupils** so much and education of school in general. Only three schools argue they *lead pupils to be able to empathize with the feelings and situations of others*. Contrary, in the most school, they apply forms of personal and social education explicitly; to pupils clearly understand the principles of individualization in school and society. This imbalance predicts one of the lowest averages between items **5,7** (value from 4 to 7).

Pupils can better understand the diversity of **evaluation based on individual options** (disabled, socially disadvantaged, specific learning disabilities or behaviour). A very positive role also plays the *creation of uncompetitive environment* or *free choice of different tasks*. In small school classes, there are the optimum conditions for cooperation and mutual help to pupils of different age groups.

Ad C 1.5 – Pupils work together during education

Also this indicator belongs to the worst evaluated. Teachers, in the monitored schools, are aware of different degree that the level of cooperation between pupils is closely linked with the **development of their social and personal competencies**. From their statements it is clear they are trying to pay considerable attention to this issue. Their statements in the questionnaire were supported by arguments aimed at cooperation, mutual assistance and respect for rules of communication in joint activities and in their presentation.

The mentioned difference between schools also brings a considerable variance of the minimum and maximum values (from 4 to 7) so it means a relatively low average 5,5. To the undisputed positives also belongs that in more than half of *schools pupils perceive the offer and use of assistance from classmates as a common part of lesson*. There are **clearly set out rules of communication**, especially for group work.

The half of school perceives a systematic leading of pupils to mutual **evaluation and self-evaluation** as an important sign of cooperation. This applies both to activities of individual and the whole groups; the most systematic process is chosen by one of schools which *systematically requires a similar form from all teachers*. It is emphasized that *pupils are involved in mutual evaluation of results and the whole lessons*. The mentioned systematization is highlighted by statement of other school

that *pupils have been taught to the rules of communication in a group since kindergarten.*

4.3 INDICATORS SUPPORTING INDIVIDUALIZATION AND DIFFERENTIATION

A necessary condition of inclusion is the application of **differentiation and individualization in education** ensured that all pupils can learn optimally and can achieve their maximum through their differences. Application of individualization and differentiation in education is explicitly expressed in the FEP BE for all groups of pupils with special educational needs (with the exception of pupils with social disadvantage). However, it is a fundamental requirement of inclusion, which should concern every student. The starting point of individualization and differentiation is a diagnostic activity of teacher in classroom leading to define **the learning objectives (according to individual).** Teacher tries to achieve these objectives in cooperation with pupils through the educational content at a specific time and with using selected teaching strategies and appropriate evaluation of teaching. A teacher can differentiate education in terms of content, timing, methodology and organization (Kratochvílová, Havel, Filová, 2011, p. 24).

Scheme No. 1: The process of individualization and differentiation

Assessment
Self-assessment
(evaluation)

Teaching strategies

Setting learning objectives
(individual and group)

Subject matter
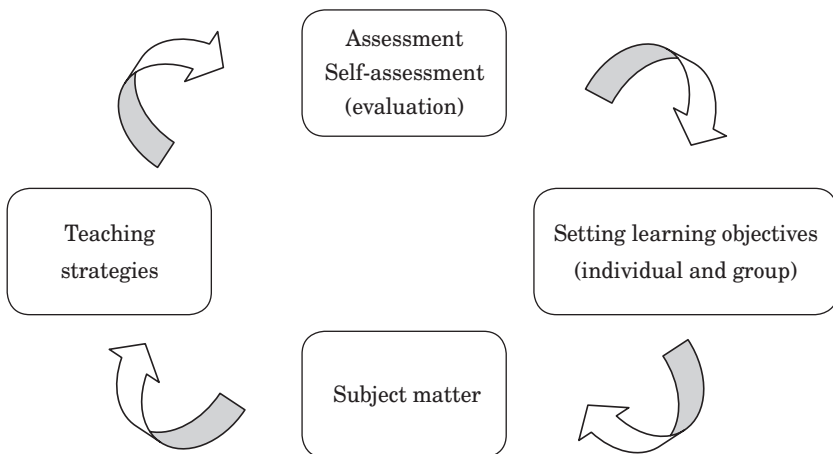
To the group of criteria relating to the principle of individualization and differentiation, we chose the following criteria and their indicators.

Table No. 15: List of criteria evaluating the principle of individualization and differentiation

Number of item	Criterion	Characteristic (Guidance questions)
A 2.5	**Employees of school create optimal conditions for education of each pupil**	Are difficulties in learning perceived as anything what can be caused by the school? Do teachers avoid building into opposition the pupils with "special needs" and the others? Do teachers carry out a diagnostic work in the classroom, which is the basis for the creating suitable conditions? Do teachers evaluate an individual progress of pupils and plan their further development in cooperation with the pupil (self-evaluation)?
B 2.4	**Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils**	Do the individual educational programs of pupils with SEN contribute to improving their learning?
B 2.6	**Rules and procedures for the emotional and spiritual support of pupils are linked with the development of the educational program and procedures supported learning**	Are all teachers and assistants trained how to react to signals of loss of interest, alienation and lack of discipline?

C 1.1	**Education respects the diversity of pupils**	Is it possible for teachers to let pupils explore anything new in teaching? Are varied experiences of pupils used in lessons? Do lessons reflect on the differences in knowledge of pupils? Is reflected a different speed during lessons, which pupils perform tasks with? Do pupils have opportunities to apply different learning styles in lessons? Are the objectives of activities clearly set? Do lessons sometimes start by a common experience that can be developed in different directions? Are there included activities in lessons that can be performed individually, in pairs, groups and whole class? Are there different activities in lessons including discussion, interpretation, writing, drawing, problem solving, used of library, audio-visual technology, practical activities and information technology? Does an educational program allow different concepts of subjects and use of different learning styles? Are pupils allowed recording their work in different ways, e.g. using their native language with translation, drawing, photograph or audio recording?
C 1.2	**Educational process is accessible to all pupils**	Is it built on language experiences in lessons that pupils gain out of school? Do teaching equipment, teaching texts and textbooks reflect on the background and experience of different groups of pupils? Do pupils, for whom the Czech language is not a native language, the opportunity to speak and write in their native language? Does teaching reflect on the differences in knowledge and work pace of pupils? Are teachers aware that the differences between pupils in momentum and skill are natural?

C 1.6	**Self-evaluation and evaluation support the performance of each pupil**	Do used evaluation methods allow all pupils to reflect on their knowledge and skills? Do used evaluation methods allow all pupils to reflect on their level of key competencies? Are there opportunities for evaluating the results of group work? Do used evaluation methods contribute to the development of all pupils? Do pupils receive a feedback telling them what they have learned and in what and how they can continue? Is there a monitoring the results according to different groups (boys/girls, pupils from ethnic minorities, disabled pupils etc.) to specific problems can be identified and solved?
C 1.11	**The access to homework contributes the learning of all pupils**	Does the homework always follow a clear objective? Is homework entered with respect to skills and knowledge of all pupils? Are there opportunities to do homework in different ways? Does homework develop skills and knowledge of all pupils? Are the requirements for homework modified, if the discussion shows that some requirements are not relevant or not appropriate for all students? Do pupils have opportunities to do homework in the school area, before teaching, during lunch break or during free time? Are pupils supported by homework to take over responsibility for their own learning? Is homework achievable without help of parents? Do pupils have an opportunity for co-operation in doing homework? Do pupils have a choice of homework to could fill it based on their knowledge and interest developed by it?

The level of **achievement of specific criterion** on a scale is presented in the following table No. 14. Own interpretation of the arguments is documented by quotations of participating respondents traditionally.

Table No. 16: Quantified evaluation of criteria assessing the principle of individualization and differentiation

Number of item	Indicator	Average	Mode	Median	Maximum	Minimum
A 2.5	Employees of school create optimal conditions for education of each pupil	**6**	6	6	7	5
B 2.4	Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils	**5,71**	7	6	7	3
B 2.6	Rules and procedures for the emotional and spiritual support of pupils are linked with the development of the educational program and procedures supported learning	**5,71**	5	5	7	5
C 1.1	Education respects the diversity of pupils	**6**	7	6	7	4
C 1.2	Educational process is accessible to all pupils	**5,86**	7	6	7	4
C 1.6	Self-evaluation and evaluation support the performance of each pupil	**5,43**	6	6	7	2
C 1.11	The access to homework contributes the learning of all pupils	**5,29**	6	5	7	4

Ad A 2.5 – Employees of school create optimal conditions for education of each pupil

From the relatively high values (average is 6), which individual schools attributed to this indicator, implies that schools are aware of their professional mission. According to the humanistic concept of education they derive their force from **diagnostic activity of teacher** which is starting point of his influence to children. One school says that the *difficulties in learning of a larger number of pupils represent the feedback for evaluation of their work and reflection on it* (professional self-reflection) *for the class teacher*. Teachers carry out the diagnostic work with a view to integrate children with special needs among others. Subsequently, they reflect and look for ways for these children *how to create optimal conditions for education.*

Only marginally, can be guessed from other comments that schools pay attention to a **monitoring personal development of pupil** as an evidence of his success, which is a sign of an informal approach to the individualizing education in terms of inclusive schools. In general, teachers *do not promote or prefer any pupil, all of them they see as individuals and take care according to their needs*. In this context, there was also a mention about Convention on the Rights of the Child and the important note that *pupils with special needs are not built up a contrast with others*. A necessary condition for the integration of each pupil is **cooperation with experts** (special-pedagogical centres, pedagogical-psychological counselling centre etc.) and *systematic interest in the opinions of involved children*.

Ad B. 2.4 – Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils

Also at this indicator, it seems that schools can handle. This illustrates the relatively high average value 5,7. Monitored schools state they create **individual education plans** *based on pupil testing in the pedagogical-psychological counselling centre or special-pedagogical centre*. It should be noted that the source of well-prepared plan should also include parents, members of involved educational staff and as well as pupils, if possible. Just like that, it will be a useful document supporting the development of pupils.

One school also declares the intention *to create individual programs for pupils with disabilities (problems) of behaviour*. On the other hand, considerable variance of values attributed to this indicator (see table No. 16) suggests that some schools are aware of some weaknesses in this area. For example, they have to pay more attention to **increasing the professional knowledge of their staff**, because just like that it may lead to *faster detection of special educational needs and thus to faster*

elimination of barriers in learning. It is sympathetic that even though all schools state the relevant arguments, they still look for ways *how to create an individual program best, how it should look like in content and formally to effectively and simply record the child's progress and allow formulating the other strategies of development*. If teachers, in certain cases and situations, are not sure about measures for pupils, they will **consult** *with special educational teacher of the pedagogical-psychological counselling centre, educational counsellor or with other teachers*.

Ad B 2.6 – Rules and procedures for the emotional and spiritual support of pupils are linked with the development of the educational program and procedures supported learning

From the arguments presented in this attribute is clear that all monitored schools try to develop a **communication with parents about problems and needs of their children**. Interestingly, one school claims that *the knowledge of parents and children is used to overcome these problems, but sometimes does not bring the expected effect*. This means teachers acquire knowledge from parents and children, but then they cannot actually use it. It may correspond to the claim from another school, it is *necessary to be more educated in this area*. Therefore, it is desirable to maximally encourage the participation of teachers in training and further education in the area of supporting learning, gaining the interest of the pupil.

The high average of 5,7 and the relatively small variance between minimum and maximum value (from 5 to 7) suggests that schools pay a lot of attention to this criterion of inclusion. **Self-confidence** of all pupils is tried to *be strengthen by including topics of personal and social education, gentle and understanding approach, highlighting their skills in other areas*. The **cause of problems** is often identified by regular contact with the child's parents. Problems can be reflected by loss of interest, alienation, indiscipline symptoms (monthly consultations in three). Teachers *together with parents look for ways and opportunities how to help the child*.

Ad C 1.1 – Education respects the diversity of pupils

Despite the high average 6, it is clear that the arguments on this item was often general or did not apply to a given indicator. For example, to guidance question: *Is it possible for teachers to let pupils explore anything new in teaching*? Teachers chose just short answers: *see SEP, essence of active learning, elements of Dalton, block teaching*. However, block teaching is an organizational form, not the method in which pupils would have to discover something new (if it is possible, precisely in the chosen method). Among general answers, we can assign the statement that *teachers use different teaching styles*, but we do not know which ones.

But important information is that in lessons there are used the ***pupil's experiences gained outside the school***.

More specific statements appeared in one school *that lessons include activities that can be done individually, in pairs, groups and with the whole class. During lessons there are various activities including discussion, interpretation, writing, drawing, problem solving and use of library, audio-visual technology, practical activities and information technology. Education is mostly supported on methods in which students experiment, discuss and learn from each other*. An important attribute is **the choice** (order of tasks, individually, in groups, use of tools and techniques), **consideration of the individual pace of students**. Pupils learn to record their work in different ways, from which they can choose the best one: *common notes, mental map, audio record for children with dysgraphia etc*. Two schools stated that *pupils are supported on the best activities for them by differential task assignment*. In line with current trends they declare the general ***support of gifted pupils.***

Ad C 1.2 – Educational process is accessible to all pupils

Also with the current state of this indicator of inclusion, our schools are quite satisfied (average 5,8). However, in these statements, the evaluation was not based on proper arguments again, but rather on the feelings and impressions (*we know...*). It is very valuable that teachers are aware of differences between pupils in momentum, skills, knowledge or work pace. But there should be given, how they work with these differences, so **what is going on in the educational process**.

From general formulation we chose – *Teachers respect the individuality of all pupils and **adapt education** so that everyone has the opportunity to feel success and to integrate into business. The school uses various sources of information, does not draw only from textbooks*. Slightly more specific are the claims *there are prepared tasks of different intensity or the evaluation is mostly based on evaluation of the personal progress of individual*.

Ad C 1.6 – Self-evaluation and evaluation support the performance of each pupil

In all monitored schools, teachers focus on **evaluation of pupils' knowledge and skills and on authentication the development of their key competencies**. Systematically they lead pupils to self-evaluation or evaluation of group work. The attention is not paid to monitoring the results according to different groups (with the exception of one school where the results of boys / girls are obtained by tests). In some schools, there is also evident the mutually complementary system of teacher's evaluation and pupil's self-evaluation. Self-evaluation is often implemented not only verbally and randomly but also in writing form and in

the system of gaining regular information about pupils view on their own results, the learning process and the causes of success or failure. However, it does not correspond to all because this item belongs to those with the highest variance (see table No. 16).

Schools are especially aware that *the current evaluation methods do not reflect an individual development of pupil too much*. Therefore, there is a gradual **reduction in the importance of marks**. Teachers with their pupils create the evaluation criteria and gradually *establish information books based on weekly and monthly self-evaluation* (pupil's registers are replaced). Part of diagnostic is also different types of self-evaluation: orally, in writing, words, graphs etc.

Ad C 1.11 – The access to homework contributes the learning of all pupils

This item is one of the worst evaluated items throughout the questionnaire (see table No. 16). Although, in some schools there is clearly promoted **the idea of voluntary and election of homework**. Sometimes pupils are to leave the method of execution. So homework is more practicing or vice versa detecting the new information. Mostly it is an input, in which cooperation is not required from parents.

All schools clearly define the homework. A common feature is that *the homework always follows a clear objective, pupils know its meaning*. Homework usually follows **practicing or extension a topic**. Infrequently, they force pupils to obtain further information (from parents, literature, the Internet...). Sometimes they also create an **opportunity to cooperation**. It is important that *homework is entered with respect to skills and knowledge of all pupils*. Homework is filled by pupils at home in most of schools. Most homework is achievable without help of parents, only in some homework pupils have a possibility to cooperate. However, two schools declare that *pupils have opportunities to do homework in the after-school clubs*. Especially, this is a benefit for pupils from socially disadvantaged backgrounds.

4.4 INDICATORS SUPPORTING MAXIMUM EXPECTATION FROM PUPILS

In developing and creating (supporting of all qualities of pupils' life) conception of education, it is necessary to **each pupil would be perceived as a person** and teachers would work sensitively with statements, whom they express their **expectations towards child**. According to Mareš and Křivohlavý (1995) *teacher's expectations may be a form of so-called self-fulfilling predictions, under the certain circumstances. Teacher, who expects some results from pupils, tries to do his best... It is necessary, that teacher formulates for pupils such objectives based on his diagnostic activities*

which will become a challenge for them (Mastery Learning – Bloom, In Mareš, 2001, pp. 403-411) *and will be available for them.*

From the skills of teachers and pupils to work with teaching objectives, is divided the choice of teaching strategies of teachers, defining learning tasks for pupils, activities mediating specific curriculum and adequate methods of evaluation, which returns to a specific aim. Necessary is the **targeting leading of pupils to work with the learning objectives by teacher**. In the personally developing model of learning is essential to be familiar with objective, to which, both teaching activities of teachers and learning activities of pupils, should reach. Teacher should enter with its clear wording in front of pupils and would be able to transfer it into a language understandable for pupils. An appropriate motivation, feedback and belief in pupil achievement, which teacher is also able to explicitly express, he supports pupils to achieve their maximum results. Indicators, largely determining the leadership of pupils, we incorporated into table No. 17.

Table No. 17: List of criteria assessing the maximum expected from pupils

Number of item	*Criterion*	*Characteristic (Guidance questions)*
A 2.1	**Achieving of maximum results is expected from all pupils**	Does each pupil feel, that in attended school, is possible to achieve the best results? Are all pupils motivated and encouraged to expect they can achieve very good results? Are all pupils treated as well as the possibilities of their results are unlimited? Is evaluated the pupil's success in comparison with his individual abilities rather than in comparison with other pupils? Are pupils tested when they are adequately prepared? Are pupils encouraged to acknowledge the results of others? Do employees try to repress degrading using labels indicating poor performance? Is there an effort to overcome the fear of failure which some pupils have?
B 2.5	**Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such**	Is a support for pupils, for whom the Czech language is not a native language, perceived as the responsibility of all teachers at school?

C 1.4	**Pupils are actively engaged in their own learning**	Are all pupils encouraged to be responsible for their own learning? Is it clearly explained in lessons what pupils should learn? Does equipment in classrooms, such as classroom bookcases, exposed materials allow self-learning? Are plans of educational program communicated to pupils in the ways they can work faster, if they want it? Can pupils independently use library and sources of information technology? Are pupils taught how to make notes from the interpretation and books and how to organize work? Are pupils taught how to present their work in spoken, written and other forms, individually or in groups? Are pupils encouraged to summarize orally or in writing what they have learned? Is it consulted with pupils the support they need? Is it consulted with pupils the quality of lessons? Are the knowledge and skills that pupils gained outside the classroom, used and appreciated in lessons?
C 1.6	**Self-evaluation and evaluation support the performance of each pupil**	Do used evaluation methods allow all pupils to reflect on their knowledge and skills? Do used evaluation methods allow all pupils to reflect on their level of key competencies? Are there opportunities for evaluating the results of group work? Do used evaluation methods contribute to the development of all pupils? Do pupils receive a feedback telling them what they have learned and in what and how they can continue? Is there a monitoring the results according to different groups (boys / girls, pupils from ethnic minorities, disabled pupils etc.) to specific problems can be identified and solved?

C 1.9	**Teachers are interested in learning support and active participation of all pupils**	Do teachers monitor the progress of all pupils in lessons? Do all pupils feel they are treated fairly? Are there efforts to look at teaching and provided support through the eyes of pupils? Are assistants of teacher focused on improving the active participation of all pupils? Are attempts to removal the barriers in learning and active participation of one pupil perceived as opportunities for improving the learning of all?

The level of **achievement of specific criterion** on a scale is presented in the following table No. 18. Own interpretation of the arguments is documented by quotations of participating respondents.

Table No. 18: Quantified evaluation of criteria assessing the maximum expected from pupils

Number of item	*Indicator*	*Average*	*Mode*	*Median*	*Maximum*	*Minimum*
A 2.1	**Achieving of maximum results is expected from all pupils**	**5,57**	6	6	7	4
B 2.5	**Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such**	**6,4**	6	6	7	6
C 1.4	**Pupils are actively engaged in their own learning**	**5,86**	7	7	7	4
C 1.6	**Self-evaluation and evaluation support the performance of each pupil**	**6,29**	6	6	7	2
C 1.9	**Teachers are interested in learning support and active participation of all pupils**	**5,43**	6	6	7	5

Ad A 2.1 – Achieving of maximum results is expected from all pupils

In the overall evaluation of the questionnaire, this indicator was among the worst evaluated (average 5,5). As though teachers only slowly realized that there is no absolute maximum, only personal. Some schools told about increasing attention for **diagnostic work** and mentioned the need for further education of teachers in this area. According to our opinion, it is the personal character of teachers, in connection with their acceptance of **humanistic philosophy of education**. Very useful is also a focus on pupil's self-evaluation which enables children to evaluate their own strengths and weaknesses and consciously work on their development and also take responsibility for their own learning.

Exactly half of the monitored schools in some form say that *their teachers follow the possibilities of setting the personal maximum of all children*. **To achieve personal maximum** of individuals, they try to use an inner motivation. In evaluating they *prefer orientation on the own progress of children* (so-called individual relational norm) than their mutual comparison and competition. *In the classes are minimized the materials that have the character of labelling (black dots etc.), emphasis is placed on development of self-evaluation skill*.

At one school is used a *verbal evaluation*. This school also in its arguments to this indicator exactly states that pupils *are classified only after a careful discussing topic*. There is a question, whether everybody has enough time for it and whether they can come to the new topic truly individualized. In this context, other school states that there *are offered extra challenges* for gifted pupils and *individual tasks* for more practicing for slowly children. *We focus on the support in overcoming learning uncertainty or fear of failure for weaker pupils*.

Ad B 2.5 – Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such

This indicator, selected to the characteristics of environment in which **are expected the maximum efforts by all pupils**, is included to the best evaluated criteria by its evaluation. Achieved average 6,4 and a small variance between minimum and maximum (6-7), reduces some general formulation: *We try to do a maximum support for these pupils*. Such an argument cannot be considered as an answer to the guidance questions.

From the list of arguments is also evident that **in most schools are only educated pupils with the Czech native language**, so this situation is not dealt with in schools. However, teaching staff should be prepared for the future, which is related to further education again. Therefore arguments lack the specificity: *Currently pupils from foreign-*

language environment do not attend our school. If so, their support would be seen as a responsibility of all teachers. Or: *We believe that there would be any reason not to expect results of high level from these pupils (assuming their reflection, for example in the Czech language).* Only one school indicated that they *have been already working with the Centre for Integration of minorities.*

Ad C 1.4 – Pupils are actively engaged in their own learning

This item is closely related to one of the key competencies of the current curriculum for basic education, the **responsibility for learning**. Monitored schools are convinced that their pupils are led to participate in the projects, realization and reflection of their own learning. It is evidenced by the relatively high average reached the value nearly 6,3. Answers of individual schools are different in the extent of specificity and generality again. From the relatively large number of arguments, it seems to know the considerable effort in developing of all pupils in the sub-items of learning competencies at all school. *Pupils are encouraged to be responsible for their own learning – actively participate in setting the criteria for evaluation, self-evaluation and planning their further learning (in the process of teaching during lessons, consultations in three).*

An important argument is that *during lessons is explained what students should learn, what is the aim of their work*. Just like **that each pupil can monitor and regulate his own learning process**. Equipment is also important. *Equipment in the classroom allows an autonomous learning. Pupils can independently use the library and sources of information technology*. Three schools explicitly state that *their pupils are taught how to make notes from textbooks and how to organize their work*. Pupils are also taught how to present their work in spoken, written or other form, individually or in groups. One school adds that *within the differentiated learning allows pupils the choice of learning content, as well as forms and methods*. Part of strategy is also *a free choice of tasks and solution of practical situations.*

Ad C 1.6 – Self-evaluation and evaluation support the performance of each pupil

Although all monitored schools, in the arguments mentioned in the previous item, expressed in the sense that their pupils are led to self-evaluation supporting their learning competencies; there is shown that they are not fully aware of **the importance of formative method of evaluation and self-evaluation for the growth of their performance**. It is evidenced by the low average reached the value 5,4 and also the fact that this average is evaluated as a one of the worst indicators. This indicator, we also included among these ones characterizing the

level of individualization and differentiation necessary for the effective inclusion (see Chapter 4.3).

Only two schools work purposefully and systematically with pupil's self-evaluation, which is documented by the argument that *pupils regularly evaluate not only the results of their activities, but also **the learning process and the causes of success or failure***. They are looking for opportunities what a change they should make in their own learning. According to Zimmerman and Schunk (in Mareš, 2001, 505-525) the self-evaluation is one of the six components having a significant influence on the development of self-regulated learning (in addition to teaching strategies, practical implementation of the self-regulatory strategies, feedback on the effectiveness of self-regulation strategy, self-monitoring, social support). Without self-evaluation, self-reflection, awareness of personal capabilities and self-conception, pupil cannot manage to his learning. The success of pupil during learning and its control are influenced by his own potentialities and external sources, especially parents, teachers and classmates.

It is necessary to bring to life of our classes more comprehensive look at the evaluation, whose integral part is the autonomous self-evaluation of pupil, which is not implemented occasionally, but is a part of the whole system, model of a ***comprehensive developing evaluation*** (Kratochvílová, 2011).

Ad C1.9 – Teachers are interested in learning support and active participation of all pupils

Teachers of monitored schools in their arguments describe the monitoring of development of all pupils and the use of knowledge from monitoring for planning their development. At the same time there is information about how much **depends on the number of pupils in the classroom**. Only in two schools is appeared the view to teaching by pupils' eyes or getting feedback from pupils, which *may be one of the starting points for planning other learning activities*. Other teachers actually lose an important motivational element in the learning process. This imbalance is likely to cause an average value 5,8.

The fact that the schools are aware of the importance of this indicator of the actual inclusion is documented in the arguments such as*: We try to look at teaching and provided support through the eyes of students.* Or: *Teachers monitor the development of all pupils during lessons*. An important attribute of learning support of pupils may be a situation, in which *attempts to removal the barriers in learning of one pupil are perceived as **opportunities for improving the learning of all***.

4.5   INDICATORS SUPPORTING RESPECT AMONG PUPILS AND EDUCATIONAL STAFF

In the concept of curriculum (FEP BE) has become the concept of child/pupil the basis for the new conceptual thinking about whole educational process. More and more we are aware of **pupil's personality**; everything in education for the future begins from him. If we look at the child as a person creative, curious, with the need to develop, explore and create; person individual and social; person critical, open; active, acting; compact, person responsible and capable self-regulation, then we have to dealt with him by appropriate way.

Respect is generally **unconditional acceptance of each individual**. Acceptance and respect due to the fact that I am, I exist. In inclusive school is required the respect at all possible levels: pupil – pupil, pupil – teacher, teacher – teacher, teacher – non-teacher, headmaster – employee etc. **Respect** affects the climate of the class, school climate and contributes to the understanding differences between individuals and different groups. Indicators of this condition we included in the following table No. 19.

Table No. 19: List of criteria assessing the respect among pupils and educational staff

Number of item	Criterion	Characteristic (Guidance questions)
A 1.4	**Employees of school and pupils respect each other**	Are teachers interested in name, under which pupil wants to be called? Is a school interested in opinions of pupils how the work of schools could be improved? Have the opinions of pupils got a real impact to what is happening at school? Do pupils have a possibility to express themselves in an appropriate form to all events at school? Do the pupils know, for whom to go when they have a problem? Do pupils feel confident that their problems will be solved effectively? Do teachers and pupils formulate the common rules of co-existence and do they respect them?
A 2.3	**School uses a variety of pupils**	Is diversity perceived as an enriching opportunity supporting learning, not as a problem? Are all pupils respected and treated equally (regardless of the jobs and position of their parents? Is a diversity of native languages and different backgrounds of pupils perceived as an enrichment of the school and society? Are pupils with special educational needs respected as well as pupils without special educational needs? Are pupils, who perform worse results, respected equally as well as pupils with excellent results? Is a work of pupils – all – presented in school and classroom? Are the results of girls and boys equally supported and appreciated?
A 2.4	**Workers and pupils are respected as individuals and as members of groups who perform a role**	Are all pupils respected for themselves rather than the quality of their results?

B 1.5	**Does the school create its classroom so the respect of all pupils equally is clear?**	Is with groups of pupils treated fairly in the sense of using school equipment, location of classes, the allocation of teachers and other employees? Does the school try to divide children into classes with respect to their results or disability? If pupils are connected in some subjects according to their abilities, are there known ways how to prevent the loss of their interest and self confidence? If pupils are connected in some subjects according to their abilities, do they have equal opportunities to change the group? Are groups in each class from time to time changed to support social cohesion? Are elective subjects into curriculum assigned on the basis of the interest of pupils?
C 1.3	**Education develops understanding of the differences**	Are pupils encouraged to explore ideas and views differing from their own? Are opportunities provided to pupils to work with pupils who are different in sense of background, ethnicity, disability or gender? Does educational program try to develop understanding differences in the area of backgrounds, cultures, ethnicities, gender, disability, sexual orientation and religion?
C 1.7	**Discipline in the classroom is based on mutual respect and compliance rules created together**	Are pupils involved in setting the rules of life in the classrooms? Are pupils encouraged to self-discipline? Do teachers cooperate in solving disciplinary problems of pupils and share the experience and knowledge that would help them in overcoming? Do pupils help to solve problems in the classroom? Is consulted with pupils how to create more pleasant atmosphere in the classrooms? Are there clear procedures, understandable both for teachers and pupils, how to react to inappropriate behavior?

The level of **achievement of specific criterion** on a scale is presented in the following table No. 20. Own interpretation of the arguments is documented by quotations of participating respondents.

Table No. 20: Quantified evaluation of criteria assessing respect among pupils and educational staff

Number of item	Indicator	Average	Mode	Median	Maximum	Minimum
A 1.4	Employees of school and pupils respect each other	**6,27**	6	6	7	5
A 2.3	School uses a variety of pupils	**6**	6	6	7	5
A 2.4	Workers and pupils are respected as individuals and as members of groups who perform a role	**6,27**	7	7	7	5
B 1.5	Does the school create its classroom so that it is clear the respect of all pupils equally?	**6,27**	7	7	7	3
C 1.3	Education develops understanding of the differences	**6,17**	7	6,5	7	4
C 1.7	Discipline in the classroom is based on mutual respect and compliance rules created together	**6,29**	7	7	7	5

Ad A 1.4 – Employees of school and pupils respect each other

Mutual respect in communication between participating is one of the features of inclusive schools and does not concern only acceptance of "otherness", but generally cultivated and decent conduct of each member of the community. It can be said that the most transparent characteristic of this indicator (the average value nearly 6,3) is **the existence of formal and informal school rules and respect for them** both by pupils, teachers and school management's side. For creation a positive school climate is essential the way, how the school management is reflected in relation to people at all levels of management. From there comes a feeling of certainty and security of each member, without who an inclusive school could not in principle exist.

Rules, socially sophisticated behaviour and discipline are not only **signs of a good school**, but also a condition for its good educational results. Many comments on this indicator have a character, communications of schools involved, of general declaration or reference to *mutual respect, respect and esteem in school code* (internal school code). It can mean that this relationship is an integral part of the **school climate**, but also *sufficient is the formal treatment of this requirement*. In a similar way some schools declare their institution as an *environment safe for children*.

Less clear is, whether someone is truly **interested in the problems of pupils** and whether their comments are somehow reflected in the real run (life) of school. If the reaction to these questions appeared in the comments, they are usually reluctant link that *the individual cases are dealt with under the needs and current opportunities, most often with classroom teachers*. So nothing that would concern the wider school culture. Only one school states that the *class teachers work more systematically with the opinions and needs of pupils, they discuss and create conditions for pupil's reflection on a school life*. On the other hand, we can also ask what respect teachers enjoy by the pupils, how **they solve conflict educational situations** and what character of corrective measures they have.

Ad A 2.3 – School uses a variety of pupils

Also in this indicator has been achieved a relatively solid average 6. However, we are afraid, that many schools declare their **tolerance towards differences** of pupils formally. Only one school explicitly admits that this issue is related to each member of community separately, i.e. teachers. The basic argumentation for equal chances is presented by *the Charter of Human Rights, the Convention on the Rights of the Child, as well as internal school code*.

In the arguments of other schools were also appeared formulations towards pupils: *All pupils are perceived and accepted at school equally, regardless of their belonging to different cultures, family background and parental status, economic security. The diversity of cultures, language etc.* ***promotes mutual enrichment of all members of the school community***. *All interests of pupils are welcomed and used – in the common area of school are present information and formal familiarization with various cultures. Worse achievement is not a reason for discrimination against pupils in the classroom or school. Boys and girls have equal chances, their results and creations are presented equally*.

Ad A 2.4 – Workers and pupils are respected as individuals and as members of groups who perform a role

Also from the average value, which was achieved in this indicator (nearly 6,3), can be concluded that our schools are really trying to build

a climate of mutual respect between pupils and teachers. The formulation of this item likely caused that most schools state just minimum or formal comments. **Acceptance of all members of the school community** is apparently common in our schools. We also found a small shortage of our research tool "*Framework for Self-evaluation*" which does not offer the full coverage of the item by guidance question for rigorous argumentation. Even this may be a reason why the school staff did not comment on it.

If we want to characterize the most significant feature in the **building of mutual respect for all members of the school community**, it will be probably *focus on the positive aspects of individuals and the effort to take account of their talents and problems*. One school declares, they help individuals to find *their own strengths* and emphasize, that *everyone in the school community can find a place where he feels safe*. It can also be derived further positive feature, namely individual's personality is more important than his actual results.

Ad B 1.5 – Does the school create its classroom so the respect of all pupils equally is clear?

Also in this indicator, a solid average 6,3 was achieved. However, measurements showed that the situation in individual schools is quite different, because this indicator was included to those with the largest variance (see table No. 5). On the other hand, a relatively large number of arguments suggest about very sympathetic trend in the current practice of primary education, e.g. *we divide classes in favour of social cohesion, i.e. everyone can learn to cooperate with everyone*. In most schools, **pupils with special educational needs are integrated into heterogeneous classes** and re-education is realized for example through their concentrated work with special educators or directly differentiated work of these pupils in ordinary classes. **Homogeneous groups** are especially in language and elective subjects which do not represent a significant part of education, so the heterogeneity of the nature group is maintained.

Some arguments in this indicator just follow the guidance questions again; others go completely out of question: *School respect all pupils equally*. Some of them state that school creates classes purely technically, i.e. according to the number of pupils which is sometimes requested by the need of organization of small schools: *Pupils are divided into classes according to the number of pupils in each grade*. Another fully organized school argues, *when connecting grades into classes, they try to take into account not only number of pupils but also but also **their temperament, intellectual abilities, talents and handicaps**. When dividing to the groups there are selected various forms, luck is used mostly and with pupils is discussed the need to be able to cooperate with everyone*. The advantage of small schools is that *pupils often work on projects in mixed-age groups*.

Ad C 1.3 – Education develops understanding of the differences

An average of all items listed in subchapter 4,5 is rarely balanced (see table No. 20). Argumentation to this indicator, related to the **respect differences of pupils and their opinions**, is already more specific and tells more about activities in school. In schools, where there is no ethnic diversity, teachers say that *pupils do not have enough opportunity to meet with different ethnic groups, cultures or religions*. However, with this response, we should not be completely satisfied. It is possible that these opportunities are not immediately in school, but they are in everyday life, literature, media etc. To this situation helps the fact, there are currently the opportunities to multicultural education during professional assessment of new textbooks for combating a latent xenophobia by one of the most important aspects.

To respect different opinions among children, schools did often not express. However, **for education towards tolerance and mutual listening** (i.e. attributes, noticeably absented in modern society) is this activity absolutely crucial. In more than half of the schools, was appeared a claim in the sense that *children are encouraged to tolerance and understanding of differences or pupils share experience with each other*, but specification was only in two schools: *We often use dramatization, brainstorming, discussions in a circle and the aim is the understanding the differences in cultures, ethnicities, religions, sexual orientations etc. We present one of the three slogans of the school: No one is better or worse person than I, we are just simply different.*

Ad C 1.7 – Discipline in the classroom is based on mutual respect and compliance rules created together

At the last attribute in this subchapter was also achieved "standard" average 6,3. The attached arguments showed that teachers usually **give their pupils opportunity to participate in the formation of disciplinary rules and cooperate on the procedure for solving disciplinary problems.** To the final version of the rules is also involved the children's parliament at larger schools. The consultation, which would lead to a more relaxing atmosphere in the classroom or whole school in cooperation with all pupils, however, happens exceptionally.

All schools agree that the key to **mutual respect** *is to create positive and open relationships in the classroom*. Agreement is also valid when *pupils are involved in creating and commenting rules of action or behaviour at school*. Nearly half of schools explicitly stated that their *pupils are encouraged to self-discipline*. Then *there are clear procedures, understandable both for teachers and pupils, how to react to inappropriate behaviour*. One school also adds *if someone breaks rules, there are primarily explored causes and consequently the possibility of changes in the action and behaviour*. Problems are solved by the community circle. Another school emphasizes that *school code (rules) is formed in cooperation of pupils, teachers and parents and every year it is again discussed and updated.*

5. A SET OF ARGUMENTS OF SCHOOLS TO INDIVIDUAL CRITERIA

Research investigation showed how difficult it is to find suitable arguments to the chosen criteria. It requires understanding the whole issue of inclusive schools and very carefully considering the situation in school. If there is no comparison among schools themselves, their statements are very different in terms of degree of subjectivity. For this reason, we decided to implement measures in a research plan that would help schools **to gain some knowledge and experience in inclusive pedagogy**. One of them is the battery of criteria and arguments that they may serve to understand certain issues and reflect on their attitudes and conditions. In the set, we introduced the criteria of research tools and we added the possible arguments that point to the application of an inclusive approach in schools.

Individual criteria are characterized by key words that help readers to navigate better. These indicators can serve to teachers to extend knowledge – **about strategies and conditions that support inclusion**:

➢ From a humble awareness of knowledge about the issue (so they can say "I know this").

➢ They can be inspired by them and incorporated them into the learning process ("I can").

➢ They can reflect a recovery of them and gain experiences and arguments like "I know why I am doing so", "I know why this happens".

5.1 VIEW A: CREATING A SCHOOL CULTURE AND CLIMATE SUPPORTING AN INCLUSION

A 1 Creation of the school community (pupils, teachers, other school staff)

A 1.1 Everyone is welcome (there are such conditions that everyone can feel good)

Keywords: individual needs of stakeholders (children and adults), individual expectations, creating optimum conditions for school work, availability of information about the operation of institutions, clear rules, processes of co-operation of schools running, sources of information about the school – websites, local and regional newspapers, presentation of results of school in the village.

- The first contact of children and visitors is friendly and welcoming (interior, the behaviour of employees); decoration of children's work, diction information boards in the entrance area and the hallways and in classrooms; schools are usually based on fact that due to these positive characteristics they get parents to cooperation.
- Some schools emphasize their openness to the public. They also include an offer for cooperation with catchment nursery schools – children and teachers.
- Individual conditions are created before accepting of each child so that everyone could feel "wanted" and well.
- Accepting of new of children is associated with ceremonial rituals (garden party, Butterfly, festivals etc.).
- The school acts also gently in accepting of adult employees – if possible, they make a deal with the work time etc.
- Management of the school and all the participants analyse mutual expectations, clarity and validity rules at the beginning.
- Maximum information from multiple sources is available for all (websites, leaflets and booklets for parents, local newspapers and news, cooperation with local subjects, sponsors).
- Work to support the school's image – all.
- Pupils are proactively involved in equipment and facilities of their classrooms, co-decide.

C o m m e n t a r y :

This indicator interestingly reflects a lack of clarity and general entry of criteria which of course confirms the quality of comments. They have a very wide range – from evaluation of barrier-free physical environment of schools to highlight the various ways of communication of school with external factors (including the offer of cooperation with parents).

Specifically: *"The availability of information about school is provided by website... parents routinely obtain information through the voice hours, class meetings and individual interviews... in the school there is a wheelchair access to the building and in the building..."* Some schools talk about *"their openness to the general public"* which under certain circumstances can evoke a phrase. At another school they take pride in... *"repeated visits of children from kindergarten in the 1st class, their involvement in education and work in the classroom (an interesting association "welcoming" at school for children...); but primarily on a friendly and welcoming behaviour of the participating teachers and nice decoration of environment and common spaces where are intensively involved both teachers and children"* (it cannot be a phrase).

A 1.2 Pupils help each other

Keywords: cooperation, work in groups, share in the tasks of education and projects, assistance, lending, sharing, cooperation within the school parliament, joint activities and games regardless of gender and social inclusion.

- Pupils are encouraged to be able to empathize to the feelings and situation of another.
- The shared problems are discussed, the shared solutions are found based on analysis of problem.
- Pupils have multiple opportunities to comment the running of schools or vent any difficulties: school locker, community circles, discussion with teachers, with school management etc.
- Pupils are involved in the school parliament.
- Since the beginning they have worked in groups, have created the specifically teamwork.
- In the school and in the after-school club children cooperate and have fun together regardless of age or gender (older help younger).
- Within the set of requirements on children, it is told that for different pupils may be different requirements with regard to their personal best (some pupils seem it as "injustice").
- Pupils lend each other equipment and assist each other; the competition does not grow which would suppress success of the detriment of the second one.
- In small schools are optimal conditions for cooperation and assistance of children of different ages, thus creating conditions for the creation of community life (common trips, choir, theatre, flute choir etc.).

C o m m e n t a r y :

Mutual assistance in the imagination of teachers is often linked to the use of cooperative learning. With some exceptions (implementation of personal and social education) schools just little comment on the moral profiling of pupils and educational activities of school in general. Another thing is gradually getting into the majority of schools to public awareness, is a message that everyone is different, has different talents, interests and needs – and that's the beauty and adventure of social co-existence.

A 1.3 Employees of school support and help each other

Keywords: teaching and non-teaching staff, joint participation in events, creation of SEP, evaluation of school work, planning the school year, a common informal trips of teaching and non-teaching staff, transfer of experiences, materials, work on joint projects.

- All employees are involved in planning and evaluation of school work for example by creating of SEP but also the annual plan for schools etc.

- Teaching and non-teaching staff are involved in joint school events.
- Mutual transfer, use of the experience and materials from the event which were attended by individuals.
- In some schools they point to certain provisions in the field of mutual cooperation of employees, consider supporting through further education or graduation of programs of individual development.
- Working together on projects.
- Staff acts together with respect and give the children an example of behaviour.
- In some schools staff creates a common database of ideas, information, didactic aids and games.

Commentary:

As for how teachers cooperate with each other, it quite naturally shows two lines: daily co-existence and professional cooperation. Personal contacts have a situational character. Professional experiences of the school staff are concentrated around the SEP process (task) in recent years but very important is the common everyday methodical cooperation, exchange of opinions, materials etc. Close cooperation is not common but it is common in schools which are systematically involved in further teacher education courses. In good schools, teachers accepted themselves not only as colleagues but also cultivate informal relationships.

A 1.4 Employees of school and pupils respect each other

Keywords: rules of co-existence, respect, esteem, consideration, analysis of the causes of improper action, correction, consultation with parents of children, calling between teachers and children – according to agreed rules (name).

- Children can turn with their problems to those employees to whom they have the greatest confidence.
- Officially, there are many schools with the school parliament, which is involved in solving any problems of children at level of management of the school.
- In the school children are called by their name, surname is not used.
- It is not allowed to use derogatory salutation.
- Support the development of positive personal contact between pupils provides a systematic personal and social education in all classes.
- If it is really possible, views of the children have an impact of the school running through and with the help of class teachers.

Commentary:

We can say that the most transparent characteristic of this criterion is the formal and informal existence of school rules and respect to them by both pupils and teachers and school management. Mutual respect in communication between stakeholders is one of the features of inclusive schools and does not concern just accepting of the "otherness" but widely cultivated and decent conduct of each member of the community. For creating a positive school climate it is essential how the school management is reflected in relation to people at all levels of management. From there comes a feeling of security and safety of each member without which an inclusive school could not from principle exist. Rules, socially sophisticated behaviour and discipline are not only signs of a good school but also a condition of its good educational outcomes. Many comments to this criterion have a character of general declaration or reference to mutual respect, respect and esteem in school code (internal school code) in the communications of involved school. This may mean that this relationship is an integral part of the school climate, but also that enough is the "formal treatment" of this requirement. In a similar way, some schools declare their institution as a "safe environment for children." Less clear is whether someone really cares about the problems of pupils and whether their comments are somehow reflected in real school running (life). If the responses to these questions appeared in the comments, they are usually modest links to individual cases dealt under the needs and current opportunities often with classroom teachers, so anything that would concern the wider school culture. Only in one case the school states that classroom teachers work systematically with the opinions and needs of pupils, lead discussions and create conditions for pupil's reflection of school life. On the other hand, we can ask what respect teachers use from pupils' side, how they solve conflicting educational situations and what character educational measures have in particular school.

A 1.5 Between teachers and parents / guardians of pupils is a partnership

Keywords: opinions of parents to school, partners opened action with the participation of pupils, joint activities (Butterfly, ski tours, school festivals, bazaars, and arbore), open the information, after-school activities and extracurricular activities by parents.

- Parents are welcome at the school; parents' meetings are organized in triad teacher – parent – child.
- Teachers are sincerely interested in the way of life of children within their families.
- In some schools there is organized joint education of teachers and parents – for example, how to prepare children for school (traditionally preparation in foreign languages where parents do not

have the necessary knowledge) to teach children how to learn, to work with information sources etc.

- Especially at smaller schools parents are invited to the common school events (e.g. ski training, school trips, school dance, carnival, fair, summer school camps with Butterfly program etc.).
- The opinions of children are taken into account in the joint creation of rules of coexistence in school and in the classroom.
- If parents are worried about their child's position in the school, the school solves it – at first at level of class teacher.

Commentary:

Actually, most schools do not "solve" this question; it is quite naturally expected with parental cooperation and in SEP the attention is not paid to this issue, officially – apart from the mention of class meetings and voice lessons as a regular form of cooperation. With one exception any school does not mention a way of action with parents of pupils as a condition of informal cooperation; it seems that the established methods of communication between families and schools have already more or less the character of stereotypes which can seriously interfere with the changing conditions in the life and work of the school. But there are schools, especially small schools that try to build partnerships with parents and their participation in many activities, the process of teaching and education. As valuable, regular meetings with parents, teacher and pupil can be considered. In the argument proposals of using parental cooperation for teaching and for material and financial support to schools are missed.

A 2 Value system recognizing and supporting the inclusion

A 2.1 Achieving of maximum results is expected from all pupils

Keywords: personal best of pupil in the classroom, individualization and differentiation of tasks according to the demands and the interests and focus of children's projects such as integrated educational strategies appropriate for pupils of different types, developing the ability to hand in quality work under any circumstance, evaluation and classification of individualized education.

- Teachers pay maximum attention to the diagnostic work and follow the options of personal maximum of all children.
- Systematically they work with feedback (self-reflection), particularly in a situation of failure of a larger number of pupils in the class in a particular subject or thematic unit.
- Students are marked only after thoroughgoing over the subject.
- For achieving personal maximum of individuals they try to use primarily internal motivation.

- In evaluating it is preferred an orientation of the progress of their own children than their mutual comparison and competition. It is used verbal evaluations (one school).
- In the classrooms materials are minimized that have the character of labelling (black dots etc.), emphasis is placed on development skill of self-evaluation.
- Due to greater failure it is offered an educational consultation to pupils and their parents.
- Schools use the individual education plans for children with special needs.
- There are offered extra tasks for talented pupils and individual tasks for the slower children for practice.
- It is provided a help to pupils in searching of their inner potential (talent).
- The weaker children are focusing on their support in overcoming educational uncertainty, fear of failure.
- The emphasis is also on partnership in relations of teachers and pupils and pupils themselves.
- Children are encouraged to be able to appreciate the good performance of others (even their own).

Commentary:

Some schools talk about the increased attention for diagnostic work and mention the need of further education of teachers in this area. Very useful is also a focus on student's self-evaluation which allows children to evaluate their own strengths and weaknesses and consciously cultivate their talent (also take responsibility for their own learning).

A 2.2 Teachers, school management, pupils and their parents / guardians share a philosophy of inclusion

Keywords: open school, "School for All" inclusive education, differentiation and individualization of tasks according to possible of children, teaching awareness of inclusive education, the philosophy of inclusion, teachers and parents' attitudes to inclusive education.

- Positive social climate is a necessary condition of educational inclusion.
- Positive climate and good educational results of the school are inseparably linked.
- There is an effort to provide more information to parents and the public about the philosophy of inclusive schools, even if their children do not have any special educational needs.
- There is a tendency through the further education of teachers to promote awareness and competence of school staff in the area of the educational inclusion.

- For a good progress of inclusion is necessary to lead children to cooperation and understanding in the daily life of the school, using various resources (community circles, drama etc.).

Commentary:

Creating a positive school climate is considered as an important condition for school work; however, schools do not compare the importance of relevance of educational outcomes. They talk frequently about the need for "satisfaction" of all children (in their diversity). Inclusion solves philosophy "decently": tactfully they circumvent the issue of attitudes to otherness ("we will not highlight it"). In the self-evaluation questionnaire, however, schools had to officially express which revealed a specific problem: otherness is recognized but its consequences are reflected in the school evaluation. When someone has a worse performance than the others, he has to bear the consequences. Praises are not wasted. One school mentioned the importance of praises for weaker pupils due to their motivation. Surprising is the fact that schools admit there are basically different expectations from the performance of girls and boys. It can be said that there is quite a lack of consensus in the attitude of teachers to educational inclusion. Its appropriateness is certainly vague in individual cases – its implementation is solved by psychologists or special educators. Teachers who have to cope with an integrated child in everyday life and they are not enough personally or professionally equipped, of course may feel under pressure (the accepting a child with more serious special needs to school, they sometimes explain as an economic pressure of time to management of school or other reason). However, it is necessary to take into account that all children have an equal right to education, that the teacher is a professional who can provide information himself and hence to develop competencies to be able to devote to handicapped child as well as others.

A 2.3 Does a school use a variety of pupils?

Keywords: diversity of students, FEP and a framework for the integration of children with different types of educational limitations, the consequences of exclusion in basic education.

- All students are perceived and accepted in school as well, regardless of their belonging to different cultures, family background and parental position, economic security.
- The diversity of cultures, language etc. promotes mutual enrichment of members of the school community.
- Every interest of children is welcomed and used – in the common area of school there are presented information and formal familiarization with diverse cultures.
- If the school staff feels some difficulty in communicating with the child or his parents, they try to overcome in the mutual discussion

and reach consensus – the main argument is a "benefit for the child".

- Worse achievement is not a reason for discrimination pupils in class or school.
- Boys and girls have equal chances, their creations and the results are presented as well.
- The basic argumentation for equal chances is presented by Charter of Human Rights, the Convention on the Rights of the Child and also internal school code.

Commentary:

We are concerned that a lot of schools declare their tolerance of differences of students just formally, only one school admits that this issue relates to each member of the community separately, i.e. teachers.

A 2.4 Employees and pupils are respected as individuals and as members of groups who perform a role

Keywords: "School for All", inclusive education, equal educational opportunities in the Czech school – tradition and reality, gender issues, socially disadvantaged pupils, pupils with a different native language.

- At school we have the efforts to accept each member of the school community as an individual with his talent and problems – focus on positive aspects.
- We help to individuals in their finding of their own strengths.
- Everyone can find a place in the school community where he feels safe.
- Personality of an individual is more important than its actual results.

Commentary:

The formulation of item likely caused that majority of schools stated minimum or formal comments. Accepting all members of the school community is apparently common in our schools. We found also a little lack of research tools (Framework for self-evaluation) which does not offer full coverage item by guidance questions for argumentation. Even this may be the reason why school staff did not comment.

A 2.5 Workers of schools create optimal conditions for education of each pupil

Keywords: inclusive education, equal educational opportunities in the Czech school – tradition and reality, socially disadvantaged pupils, pupils with a different first language, mentally and physically handicapped, specific disorders and behaviour.

- Pupils with special needs are not built to a contrast with others.
- Teachers carry out a diagnostic work in order to maximally integrate children with SN among others.
- Teachers are thinking and looking for ways how to create optimal conditions for learning of children with special needs.
- During solution of formal conditions of education they are looking for optimum opportunities (e.g. combination concentrated formula in the area of handicap by special lessons with children with similar difficulties and inclusion in ordinary lessons).
- Teachers use both cooperation with experts and they are interested in opinions of involved children.

Commentary:

This criterion primarily shows that schools are aware of their professional mission. They derived their work from the fact that the diagnostic work of teacher is a starting point of its impact on pupils; in one case, the school states that the difficulties in the teaching of a larger number of pupils represent a feedback for teacher to evaluate their work and think about it (professional self-reflection). Only peripherally it can be from the comments guessed that schools pay attention to monitoring individual pupil progress as evidence of his success (an informal approach to individualizing education as a sign of inclusive schools). Generally we can say that *"teachers do not promote or prefer any student, all they take as individuals and put to each according to his needs."* In this context, also was appeared a mention about the Convention on the Rights of the Child.

A 2.6 School tries to minimize any discriminatory practices and acts of discrimination

Keywords: discrimination, discriminatory signs, preference of chosen pupils by teachers, disadvantages, "School for All", equality of educational opportunity.

- The school tries to eliminate any type of discrimination maximally (race, gender, age, cultural affiliation, economic situation, disabilities etc.).
- Reason for exclusion is not a handicap in an area where others would manage the task better and faster (e.g. service class, the dining room, message handling etc.).
- Against discriminatory exclusion also affects the ability of realistic self-evaluation (rather than teacher's evaluation).

Commentary:

Arguments against manifestations of discrimination are often too general. Teachers do not specify ways how they minimize these signs.

Thus, although all schools formally state that the exclusion does not exist in their school, in the follow-up observations we were sometimes convinced that teachers break this requirement even with the best intentions.

5.2 VIEW B: PRINCIPLES OF MAXIMUM PARTICIPATION

B1 Way to the School for all

B 1.1 Every school staff has the same conditions for acceptance and professional growth

Keywords: accepting of employees, diversity pupils, further education, and professional growth.

- When adopting a new employee to the school it is not taken account of the sex, age... – priority is their professional ability, harmony of their ideas about school and learning with philosophy of school and the ability to accept change.
- All employees may participate in further education and work on their professional growth.
- The school has established targets in the area of a balanced representation of employees (all have the opportunity to participate in further education).
- One of the key criteria is the ability to receive and support every child, to this attitude is put a great emphasis also on solutions of common situations in school.
- It is desirable that all school staff can participate in further education. Every year is a seminar with a common theme (the theme of emotional education, new methods of work, teamwork etc.) addressed to all school teachers, other workshops are attended by school staff according to their individual personal development plan.
- We pay attention to qualification and further education of teacher.
- The diversity of pupils is the criterion for accepting teachers who lead leisure activities.

Commentary:

In argumentation of observed schools is evident commitment to building an erudite teaching staff to create optimal educational environments for all students with respect to their current educational needs. Specific criteria for diversity were not listed by any of school. Rather, it is preferred adopting the concept and principles of school by employees

(significant in terms of validity of school education programs) and respecting the personally developing access to the child. However, at the same time for further education there is very often lack of money which also limits material conditions (copier, computer, internet, current scientific literature) which also influences the professional growth of teachers and teaching proficiency at all. It is sad that one of these schools has the fear of future development of financing and gives the aim only: *"at least maintain the current situation."* A positive example is the school that currently *"allows its employees to study extra-mural"*.

B 1.2 School tries to accept all pupils from the catchment area

Keywords: inclusion of pupils from communities, equality in the school community, catchment area.

- The school accepts all students from the catchment area and pupils of minorities.
- Because the school is faced with a lack of pupils, of course, all students are accepted from the catchment area and pupils living outside who are interested in education in our school.
- Teachers are trying to create optimal conditions for all. Accepted students are integrated into the school community.
- The school accepts all pupils under the same terms. Each child is treated as individuality.
- An exception can be only a pupil who transfers during the year due to major educational problems. Discussions are led with the class teacher about this pupil. If he could seriously disrupt the social climate in the classroom and the teacher feels that the situation in the class would be unbearable, school refuses to accept the child.
- After the pupil is accepted to school, his school community belonging is the same as for other pupils.
- The school is open to every child.

Commentary:

Whether the inclusion of all pupils from the catchment area is a part of school rules, is not clearly stated by any school. The question of inclusion of really all pupils from the catchment area (and outside) the schools deal with at the moment when the pupil with special educational needs finds. Building a "school for all" is clearly supported by a negative phenomenon, i.e. Lack of pupils and its associated problems of existence. However, if the schools access to this situation very constructively, this phenomenon can occur rarely positive. Teachers do not have to be opened and particularly further prepared (see further education and professional growth).

B 1.3 Does the school consult with organizations which associate people with handicap how the school should provide the wheelchair access?

Keywords: wheelchair access, accessibility of the school.

- The school is not required to provide wheelchair access currently.
- Wheelchair access is not part of a plan for improving the school. Disabled pupils have not been interested in our school yet. If that happens, they will be sent to another barrier-free school.
- There is not a wheelchair access in the school; it has not been necessary yet.
- During building the new space this issue has been already taken into account. These new areas have been already built as a wheelchair.
- New repairs lead to barrier-free access and the ground floor is ready and available.
- The school has wheelchair access inside and outside. Two students attend the school in a wheelchair.
- The school is due to the safety of students locked, after the ring to school staff, the access is always allowed.

Commentary:

In this criterion there are a large number of different arguments but which sometimes indicate a misunderstanding of questions – *"The school is due to the safety of students locked, after the ring to school staff the access is always allowed."* The need of barrier-free access any schools have not solved yet. They will be interested in this issue at the moment of actual needs. We believe that this issue should be solved with the founder in advance. Where wheelchair access is not possible for any reason it should be known from the description of the spatial conditions of the school. It turns out that the observed schools solve the issue of acceptance of "all" literally at the knee and do not use the consultations with organizations associating disabled people.

B 1.4 It is helped to all new pupils to feel comfortable and safe at school

Keywords: introductory program, support for pupils, orientation at the school, feelings of students.

- The school organizes information sessions for pre-schoolers; older pupils are guides to the first-graders.
- To the school children come from their own nursery schools – common objectives, strategies, events, trips.
- Pupils are familiar with the teachers, the school building and with older classmates as early as kindergarten.

- For pre-schoolers there is set up the club "Pre-schooler" whose goal is a better adaptation of these children to a school work.
- Due to the size of our schools newly arrived pupils have no problem with the orientation in the school building. Moreover, they have the opportunity to become familiar with the school building and the style of education at the days of open doors in advance.
- The school accepts new pupils on the basis of ritual garden party, helps them to integrate with actions and activities at the trip at the beginning of the school year (trip Butterfly).
- Before arriving of a new pupil to the team (and throughout the year) the class is prepared for the arrival of a new pupil, the conditions are set to feel welcome.
- Pre-schoolers go to the school's club "Zero Year" together with their teacher from kindergarten. So they get used to their future primary teacher and school environment.
- Dating trips for pupils of newly formed teams, autumn schools in nature, promotional events for kindergartens, intensive cooperation with kindergarten throughout the year.
- Through community circles.
- Patronage of pupils of 9th classes above first-graders, new students of higher classes is guided through the school building and familiar with the running of schools.
- The initial introduction of cooperation with kindergartens, at the day of registration is tour of the school, walks of the first-graders around the school within the curriculum of nature science.

C o m m e n t a r y :

As mentioned above, the vast majority of primary schools do not currently prevent the adoption of new pupils literally anytime from existential reasons. From these arguments it is also obvious that the system of introduction and adaptation of new pupils they have relatively well-developed. To the situation records the fact that nursery schools are more and more often the part of the primary schools, which support the existence *"common objectives, strategies, events, trips."* To a large extent, there are also used *"social and communicative games to pull-in a new child into the class collective or group work."* Conversely unique, but very interesting, is a system where *"each new student has a mentor."* For clarity, it should be noted that the community circle is not an investigative method but it is an instrument of collective cohesion and support of climate in the classroom. And finally – it is pleasant that some schools (despite the apparent satisfaction with the level of this criterion) declare their decision *"develop a comprehensive program for new pupils."*

B 1.5 Does the school create its classroom so that the respect of all pupils equally is clear?

Keywords: dividing of children into classes, equal opportunities, social cohesion, interests of pupils, change of groups.

- The school respects all pupils equally.
- Pupils are divided into classes according to the number of pupils in each class.
- Optional subjects are included in the curriculum on the basis of the interest of pupils.
- All school facilities are accessible to all students without exception.
- We try to take into account not only the number of pupils at connecting grades to classes but also their temperament, intellectual abilities, talents and handicap.
- Groups in classes are changed.
- Non-optional subjects are included in the curriculum according to the interests of students.
- Small school – connection of grades is determined by the number of pupils in grade and according to the school needs (unrelated to the individuals or groups).
- In the teaching of flute pupils are divided into groups according to their abilities, pupils have the opportunity to move between groups, if their skill changes significantly.
- At dividing into groups different forms are chosen, mostly it is used the luck and with pupils it is discussed the need to be able to work with everyone.
- In the projects pupils often work in mixed-age groups.
- School desks are arranged in groups, pupils usually choose themselves with whom they will sit.
- Equal representation of children to the first-grade according to the registrations tickets, if the parents wish, we will move the pupil to another class.
- Cooperation with Parents Club and the Council of the school, parents are partners.
- Optional subjects we offer from the first-grade.
- Children with disabilities are integrated among healthy, due to the unique characteristics of school children are not divided to classes according to the results (except EN).
- Pupils have the opportunity to change the group during project work according to their wishes and project focus.
- Classification of languages with regard to capabilities – for advanced pupils is that the motivation to work beyond duty, contrary, beginners are not in panic due to the success of advanced classmates.

- Pupils are not divided into classes according to knowledge (we have only heterogeneous classes).
- In seven subjects, is possible the transfer of pupils with SEN to classic classes.

Commentary:

Quite a large number of arguments suggest about very sympathetic trend in practice of primary education – *"We divide the class in favour of social cohesion, i.e. that everyone can learn to cooperate with everyone."* In most, the pupils with special educational needs are integrated into heterogeneous classes and re-education is implemented for example via their concentrated work with special educators or directly differentiated work of these pupils in ordinary classes. Homogeneous groups are reported especially in language and optional subjects which do not represent a substantial part of education so heterogeneity of natural group of class is maintained. Some arguments of this criterion just follow the guidance questions again, some go completely out of question – *"The school respects all pupils equally."* From others it is clear that schools usually make classes purely technically, i.e. according to number of pupils which is sometimes requested by need of the organization of small schools.

B 2 Receiving and using differences

B 2.1 All forms of support of optimal development of child are consistent

Keywords: child development, support for pupils, barriers of learning, active participation, cooperation of teachers.

- It is applied an individual approach.
- Teachers are familiar with the conclusions and recommendations of the pedagogical-psychological clinic and try to follow its recommendations, particularly in subjects where the pupil's handicap is expressed.
- All teachers are actively involved in finding ways how to help to the child with barriers of learning. They exchange experiences and results of their observations of the child.
- Grade leadership, consultation of all teachers in the classroom.
- Support for all pupils according to their talents.
- The classroom teacher transmits the information about pupils to other teachers.
- Tutoring at school, club Všeználek for the weaker children.
- Help of Roma assistant and assistant of teacher in lessons.

C o m m e n t a r y :
Neither here the arguments are usually adequate. Answers like *"Yes"* do not tell anything about situation. As an acceptable, we can state: *"Grade leadership, consultation of all teachers in the classroom", "All teachers are actively involved in finding ways how to help to the child with barriers of learning. They exchange experiences and results of their observations of the child"; "The classroom teacher transmits the information about pupils to other teachers."* It is imperative for teachers to frequently and in the broader context consult the necessary steps towards removing barriers of learning.

B 2.2 Further education helps teachers to work with diversity of pupils

Keywords: further education, the use of diversity of pupils, cooperative learning, internal motivation of pupils, personal and social education, equal opportunities, education reflection.

- The group education is followed by a common reflection of presenting the results of other groups, utilized for better acceptance and use of pupils' differences.
- Pupils evaluate themselves and self-evaluate, discuss about problems, give suggestions – Children's Parliament.
- It is followed by a summary of information and drawing conclusions.
- Lessons are prepared to motivate pupils to work as much as possible and independent thinking and decision (non-traditional methods and forms of work, projects etc.).
- All teachers and support staff are continually trained in ICT.
- Teachers continually study a variety of materials to support and develop internal motivation of pupils, personal and social education and how to deal with bullying (including racism, gender discrimination and homophobia).
- We work with disabled people especially within extracurricular activities.
- Teachers are educated in the management and implementation of cooperative learning, using ICT, developing personal and social education of pupils in special education areas.
- Reflection is a common part of group and cooperative activities. It includes not only the result of activities but also the process of group work and inclusion of all its members.
- Teachers look for ways and opportunities how to use a cooperative learning as much as possible.
- Teachers are educated in the areas of cooperative learning, emotional education, personal and social development of pupils.
- Teachers use ICT technology in education commonly, each class is equipped with at least three computers connected to the Internet.

- All teachers discuss about possibilities how to deal with victimization and other types of undesirable events among children.
- Prevention specialist studies the five-year training course of prevention.
- Self-improvement of teachers in the field of social and personal development of pupils.
- Modernization of classrooms and building specialized classrooms, involvement computers into teaching.
- Preventing victimization, we educate constantly.
- The group work is followed by a joint evaluation of work, self-evaluation of pupils.
- All teachers use the opportunity to using computer labs in developing projects of pupils, also they use audio-visual equipment.
- Passing seminars and workshops organized by the school in cooperation with Special Education Centre Brno in the project "How to bullying."
- Part of the further education we use for education at work with pupils with SEN, at the working meetings there are regularly included information about working with children with SEN.

Commentary:

The number of arguments mentioned in this criterion is quite high. Further education of teachers in observed schools is aimed mainly to social and personal development, cooperative learning and use of modern technology. More often is also reflected the group work. Some arguments are again only repeating of questions asked. However, it is necessary to agree with the finding that *"an offer of further education of teachers in areas such as equal opportunities for people with disabilities is almost zero."* Contrary, in the teaching process is often neglected the reflection from the perspective of pupils. But even though, objectively education is missing in specific methods and forms of work, it is always possible to faithfully reflect the lessons just from the perspective of pupils. Give them feedback. This is certainly a reliable way to detect the educational potentiality of pupils but also teachers.

B 2.3 Working with pupils with SEN is based on inclusive principles

Keywords: special educational needs, inclusive principles, mutual learning.

- Pupils included in the category of "pupils with SEN" are integrated in mainstream classes (they are given individual care as well as gifted students and everyone else).
- Pupils with SEN are not perceived as a homogenous group but as an individual with certain special needs.

- Pupils without SEN and with SEN learn from each other and also enrich each other.
- Every child in school is perceived as an individual and with his individual strengths and needs.
- Teachers encourage mutual learning of children; look for opportunities to every child could feel successful.
- We pay attention to integration of pupils with SEN into the team.
- Pupils are integrated into the class team, working in heterogeneous groups.
- The school has special classes for pupils with SEN.

Commentary:

As it turns out, teachers acutely aware that the pupils with special educational needs cannot be accessed by following same template. Only the last argument goes outside the inclusion. The presented inclusive principles almost miss the moment in which the methods or forms of education of these pupils would be used for example for improving the experience of all pupils or for prevention.

B 2.4 Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils

Keywords: elimination of barriers to learning, active participation of all pupils, individual education program, diagnostic activities of teacher, cooperation with institutions.

- Individual education plans of pupils with SEN contribute to improving their learning.
- Individual educational programs of pupils with SEN are processed to be specific, consulted with the pupil and his parents and to help the child, teachers and parents.
- If the teachers are not sure in certain cases and situations, they consult with the special education teacher of pedagogical- psychological counselling centre.
- Cooperation with educational counsellor, parents and other teachers.
- We have three special educators, dedicated to all needy students.
- They are formed according to their individual needs.
- Verbal evaluation, self-evaluation in weekly plans of pupils, individual plans.
- Based on the professional knowledge of educators more rapid detection of SEN and thus faster elimination of barriers to learning.

Commentary:

Also in this indicator, it seems that the schools can handle. They create individual education plans *"based on testing of students in the*

PPCC and SPC", but it should be noted that the source should be also parents or interested members of the teaching staff. One school also declares the intention *"to create individual programs also for pupils with disabilities (problems) of behaviour."* A very sophisticated is that although all schools are given the relevant arguments, they always look for ways *"to study the possibilities of creating individual programs, to find ways, how to record them efficiently and find ways easily, how to record the progress of the child."*

B 2.5 Support for pupils, for whom the Czech language is not a mother language, is coordinated with the support of their learning as such

Keywords: support for students from foreign-language environment, the responsibility of teachers, the level of results.

- There are only pupils with the Czech mother language in our school.
- Currently, none pupils attend our school from a foreign-language environment. If so, their support would be seen as the responsibility of all teaching staff.
- We believe that there would be any reason not to expect the high level of results from these pupils (assuming the account for example in CZ).
- Currently, there are not any pupils in the school for whom the Czech language is not a native language.
- The effort of maximum support of these pupils, appropriate to their abilities and capabilities.
- Cooperation with the Centre for Integration of minorities.
- We devote an individual attention to children; we have a teaching assistant, pupils work according to an individual education plan.
- Expanding their lack of vocabulary by continuous and immediate explanations of Czech words, phrases and puns as well as in leisure time of educators.

Commentary:

The general formulations such as *"the effort of maximum support of these pupils"* are not the answer to the question again. From the list of arguments is also evident that in most schools are educated only pupils with native Czech language so this situation is not solved in schools. However, teacher staff should be prepared for the future which is related to further education. Therefore arguments lack specificity.

B 2.6 Rules and procedures for the emotional and spiritual support for of pupils are linked with the development of the educational program and procedures to support learning

Keywords: reactions to signals of loss of interest, lack of discipline, self-confidence, knowledge and cooperation of parents, support learning.

- The school reinforces the self-confidence of pupils and early solves the symptoms of indiscipline in cooperation with parents.
- Knowledge of parents and children is used in the process of the overcoming these problems but sometimes does not bring the expected effect.
- The school purposefully reinforces self-esteem and self-confidence of pupils and school staff.
- The cause of problems is often identified by regular contact with the child's parents. The problems are reflected by loss of interest, theft, symptoms of indiscipline (monthly consultation in three).
- Teacher together with parents looks for ways and opportunities how to help the child.
- Participation of teachers in the training in the area to support learning.
- Cooperation with the family takes place, further education takes place according to financial possibilities.
- Individually, as part of further education.
- Self-confidence of pupils is reinforced by gentle approach and understanding, highlighting their skills in other areas.
- Regular consultations – class meetings, colloquial hours throughout the year.

Commentary:

From the argument is clear that all observed schools try to develop communication with parents about the problems and needs of their children. However, interesting claim is *"knowledge of parents and children is used in the process of the overcoming these problems but sometimes does not bring the expected effect."* Does it mean that teachers use the knowledge of parents and children, but they actually do not use it? Perhaps it corresponds with the finding that *"it is necessary to be more educated in this area."* Therefore it is desirable to encourage participation of teachers in training in the area to support learning.

B 2.7 There are reduce pressures to a disciplinary exclusion

Keywords: solving of problems, symptoms of scorn, disciplinary action.

- In our school we do not meet with greater difficulties (loss of interest, theft).

- Problems are prevented by offering various activities, creating class rules, respecting of individual differences or timely solution of emerging problem.
- On the class meetings and consultations apart from the educational field is also discussed the issue of behaviour (so we try to prevent disciplinary exclusion).
- Teachers access to the pupils with respect.
- Any disciplinary exclusion has not been in our school till now.
- Problems are solved first with the child in the beginning, if necessary, in cooperation with parents.
- Immediately we solve these problems in cooperation with the family, there is an educational committee.

Commentary:

From the argumentation is obvious that in the monitored schools, problems are solved in the beginning, in extensive cooperation. That is positive. But the claim *"In school, there has been no disciplinary exclusion until now"* is perhaps the scuffle "heads in the sand". A situation – for example the exclusion of a pupil from different activities or a pupil punished – appears at the first grade, too. On the other hand, a very solid argument is a resolution *"we prevent problem behaviour by rigorous observation of pupils"*. We point out, it is necessary to work on education of parental public at the same time.

B 2.8 Barriers to school attendance are removed

Keywords: going out of school, bullying, lack of friends, unexcused hours, removing barriers.

- Bullying is prevented by encouraging friendships and the implementation of minimum prevention education program.
- Children are emphasized by usefulness establishing friendships between peers.
- In the school, any serious cases of going out of school or bullying have not been observed.
- School always looks for the cause of pupil's action and behaviour, the next step is to search for the change in the action and behaviour.
- Unexcused lessons of pupils at first grade are almost eliminated based on good cooperation between pupils, parents and teachers.
- Editing school code, tightening rules of attendance, is the tendency of increasing the number of unexcused absent hours, school cooperation with the Department of Social Welfare.
- Teachers attended the course about bullying.

Commentary:

For this criterion we consider a positive argument, which clearly aims at prevention of undesirable effects – *"We create such an atmosphere to every child enjoys the school."* And also *"to detect the first signs of bullying by rigorous observation of pupils in time"*. On the other hand, an argument *"to extend the range of recreational activities"* cannot be considered as relevant. Recreational activities are not a system support because the most needed very often escape from the offer for various reasons. Finally, *"editing school code"* does not solve that problem. Self-education in the issue of bullying deserves an award.

B 2.9 It minimizes the risk of bullying

Keywords: bullying, rules for pupils and teachers, prevention and solutions, strategies for prevention.

- The school realizes minimal preventive program that helps to prevent and deal with bullying.
- Pupils know who to contact when experiencing bullying.
- Teachers, parents and pupils know what is bullying.
- At school assemblies of all teachers and pupils, is explained to pupils that bullying can be both physical and psychological nature.
- In the school code and in rules of behaviour, formed by a school parliament, is defined what behaviour in school is acceptable and what is not.
- In the classes are discussed specific cases of signs of bullying – mostly at the morning meeting.
- Within the subject "Healthy Lifestyle" school realizes a program that helps to prevent and deal with bullying.
- Purposefully, it is worked on the positive relationships between children at school.
- Purposefully, educators entertain the subject of strengthening self-esteem and self-confidence of each child.
- Pupils participate in creating rules of behaviour and acting at school.
- Cooperation between teachers and staff of prevention.
- Educational programs – communication in the classroom (How are you talking?), mapping relationships.

Commentary:

Criterion of prevention and suppression of bullying shows a wide range of relatively good arguments. It should be noted that as bullying is consider apart from physical hurt, also the verbal and psychological assault. Therefore, it is very positive if *"school works systematically on positive relationships between children"*. A good example is the *"active*

involvement in projects dealing with bullying" and *"cooperation between teachers and staff of prevention."* Again it is important to emphasize also the cooperation with parents – explain them what is bullying, how to react and who to contact, where to find help.

5.3 VIEW C: SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE

C 1   Organization of common learning

C 1.1 Education respects the diversity of pupils

Keywords: using the experience of pupils, individualization of education, differentiation – individualization; work, group, mass; different pace, way of recording, respect for learning styles, different methods and equipment`s.

- Lessons include activities that can be performed individually, in pairs, groups and whole class.
- During lessons there are various activities including discussion, interpretation, writing, drawing, problem solving and use of library, audio-visual technology, practical activities and information technology.
- Teaching is mostly supported on methods in which pupils experiment, discuss, learn each other.
- Pupils often share the planning lessons and the choice of teaching methods and style.
- There are alternated activities and methods for pupils.
- Pupil often has the possibility of choice (order of tasks, individually, in groups, use of tools and techniques).
- Pupils learn to record their work in different ways, from which they can choose the best one: *common notes, mental map, audio record for children with dysgraphia etc*.
- Before the long-term activity or evaluation of work, there are set out goals and evaluation criteria together with pupils.
- We take into account individual pace; include modern methods and forms of work, activity and cooperative education.
- Teachers let discover regularities, phenomena, rules when teaching. This helps to group work, learning by doing, working with various information sources.
- During lessons are used also experiences of pupils gained outside the school.
- Respect for pupil's talent, support for gifted pupils.
- Support the activities in which a pupil is good, differentiated entry tasks.

Commentary:

Arguments to this item relating to respect for the diversity of pupils were often general or did not apply to a given criterion. For example, to the question whether *"Are pupils encouraged to discover something new by teachers*?", teachers chose the answer *"see SEP", "essence of activity learning", "block education", "Dalton elements"*. Block education is an organizational form, not a method in which the pupil would have to discover something new, even though it is possible, but within the chosen method. Among the general answer, we can assign a statement *"teachers use a variety of learning styles",* but we never know which ones.

C 1.2 Educational process is accessible to all pupils

Keywords: respect for different language skills, the ability to communicate in the native language, respect for differences – psychomotoric, cognitive and social.

- The school reflects the differences in knowledge and the pace of pupils.
- Teachers are aware of natural differences between pupils in momentum and skills.
- Teachers respect the individuality of all children and adapt education to everyone has the opportunity to feel success and to integrate into activity.
- Evaluation is mostly based on evaluation of personal development of the individual.
- The school uses various sources of information, not only textbooks.
- There are usually prepared tasks of different difficulties.

Commentary:

In these communications were not often the right "arguments", but rather a consciousness (we know). The fact, teachers are aware of the differences between pupils in momentum and skills, is very valuable. But in the argumentation should be also given, how they work with these differences, what is actually happening in the educational process.

C 1.3 Education develops understanding of the differences

Keywords: difference – opinions, gender, ethnicity, visual, social, religious, cooperation between children.

- We often use methods of dramatization, brainstorming, and discussions in the circle.
- Pupils are free to decide – with whom they will work, how they will proceed with given work.
- Children are encouraged to tolerance and understanding differences.

- In the school is supported experimentation, looking for different options and solutions.
- Pupils share experiences with each other.
- Part of subjects Healthy Lifestyle and Earth science is understands the differences in cultures, ethnicities, religions, sexual orientation...
- Pupils work daily in mixed groups (age, sex, different types of talent...).
- We pay attention to multicultural education; each pupil has enough space to express himself.
- We guide pupils to understand the fact that each person is an individual; people are different in ethnicity, culture or can have disabilities in different ways etc.
- Trip Butterfly at the beginning of the school year is specifically focused on the respect for differences and self-development of children.
- We present one of the three slogans of the school: No one is better or worse person than I, we are just simply different.
- Development of self-esteem and self-confidence – who loves himself, appreciates his abilities, may also like the others.

Commentary:

Arguments to the item relating to respect for differences of pupils and opinions is more specific and tells more about activities at school. In schools where is not an ethnic diversity, teachers say that *"pupils have little opportunity to meet with different ethnicities, cultures and religions"*. However, with this response, we should not be completely satisfied. It is possible that these opportunities are not immediately in school, but they are in everyday life, literature, media etc. To respect different opinions among children, schools did often not express. However, for education towards tolerance and mutual listening (i.e. attributes, noticeably absented in modern society) is this activity absolutely crucial.

C 1.4 Pupils are actively engaged in their own learning

Keywords: learning competencies – the responsibility for learning, knowledge of objectives, choice of equipment, proper organization of work, presentation of results, self-evaluation, consultation of development of pupil.

- Pupils are encouraged to be responsible for their own learning – frequent feedback, system of evaluation and self-evaluation...
- Equipment in classrooms allows independent learning.
- Pupils can work by individually pace.
- Pupils are free to use the library and sources of information technology.
- Pupils are taught how to make notes from textbooks and how to organize their work.

- Pupils are taught how to present their work in spoken, written and other forms, individually or in groups.
- Knowledge and skills gained outside the classroom are used in education.
- Pupils are encouraged to be responsible for their own learning – actively participate in setting the criteria for evaluation, self-evaluation and planning their further learning (in the process of teaching during lessons, consultations in three).
- With pupils is always discussed the aim of education and a sense of learning a particular subject.
- Pupils through projects learn to handle topic, to use the various options for finding information and to present the results of their work.
- The school is equipped with a sufficient amount of material supporting an independent learning of pupils (books, encyclopaedias, atlases, Internet). These information sources are freely accessible to all pupils. It is explained to pupils, what and why they should learn it.
- During individual work, teacher teaches children to ask him for the help, if they need it.
- Choice of forms, methods and content of learning – differentiated learning.
- Verbal evaluation – they do not learn for marks.
- Possibility of choice of a personal topic interested for pupil.

Commentary:

This item is closely related to the general competence of FEP – *competency for learning*. Responses of individual schools are again different in level of generality and specificity. From the relatively large number of arguments is to know a considerable effort to the development of all pupils in the sub-items of learning competencies at all schools.

C 1.5 Pupils work together during education

Keywords: mutual cooperation in teaching, evaluating, problem-solving.

- Pupils perceive offering and use of assistance from classmates as a common part of lesson.
- There are the rules, how to take turns in contributing to discussion, how to listen and how to request further explanation from other classmates and adults.
- Pupils are involved in the mutual evaluation of progress and outcome of lessons.
- Pupils are systematically taught to the rules of communication in the group from kindergarten.

- Group and cooperative education, speaking exercises and presentations, presentation of results in front of class, comment into the press.
- Pupils are encouraged to help classmates during lessons; this mutual assistance has become a common part of teaching.
- In discussions, pupils are encouraged to listen to the others, leave other finish the speech and not jump to speech.
- Pupils learn to work together: a pair, in three, in a larger group, they know the rules for group work.
- The use of social and communicative games to pull-in a new child into a class group.
- Every new pupil has a mentor.

Commentary:

The item is closely related to social and personal competence defined in the FEP BE. From the statements is clear that teachers pay great attention to the cooperation of pupils in the classroom and the school. The statements are already considerably more specific, in the arguments mentioned activities are to cooperation, mutual assistance and respect for the rules of communication in joint activities as well as their presentation. It is also necessary to note that in the argumentation of school are great differences.

C 1.6 Self-evaluation and evaluation support the performance of each pupil

Keywords: formative evaluation, evaluation of knowledge, skills and competencies, assessment of mutual work.

- Pupils regularly evaluate not only the results of their activities, but also a learning process and the causes of success or failure. They are looking for opportunities what change they can make in their own learning.
- Pupils evaluate their contribution to group work, look for causes of unequal involvement of individual members of the group and ways how to work differently next time.
- Teachers monitor learning results and learning process of individuals; do not distinguish membership to the various groups.
- Results of the test *Kalibro* are distinguished separately for boys and girls.
- Regularly used self-evaluation of pupils allows them to reflect on their knowledge, skills, level of key competencies.
- In the monitoring results according to belonging to individual group, it seems no sense.
- Self-evaluation through the weekly plans is the rule in all classes now.

- There is a gradual reduction in the importance of marks.
- Information books are based on a weekly and monthly self-evaluation (pupils' books are replaced).
- Joint creation of evaluation criteria.
- Different types of self-evaluation – verbally, in writing, words, graphs.

Commentary:

Teachers focus on evaluating pupils' knowledge and skills to check their competencies. Purposefully they lead pupils to self-evaluation and evaluation during group work. Attention is not paid to monitoring results according belonging to different groups (with the exception of one school where the results of boys/girls are gained by test *Kalibro)*. In some schools is a mutually complementary system of evaluation by teacher and self-evaluation by pupils. Self-evaluation is often realized not only verbally and randomly, but also in writing form and in the system of gaining regular information about pupil view on his own results and learning process.

C 1.7 Discipline in the classroom is based on mutual respect and compliance rules created together

Keywords: self-discipline, discipline, mutual creating the rules, cooperation in dealing with disciplinary problems, clear process of teachers.

- They help each other according to their abilities and situations, solving problems through community circle.
- Teachers cooperate in solving disciplinary problems of pupils and share the experience and knowledge that would help them in overcoming.
- With pupils is consulted how to create more pleasant atmosphere in the classroom.
- There are clear procedures, understandable both for teachers and pupils, how to react to inappropriate behaviour.
- Pupils are involved in creating and commenting rules of action or behaviour at school.
- The rules are based on rights and obligations.
- If someone breaks rules, there are primarily explored causes and consequently the possibility of changes in the action and behaviour.
- All pupils participated in setting rules of life in the classroom; the final form of these rules gave the school parliament.
- Discipline is still a problem for some pupils in higher grades. Their inclusion in extracurricular activities helps to eliminate signs indiscipline.
- School code (rules) is formed in cooperation of pupils, teachers and parents and every year it is again discussed and updated.

Commentary:

Teachers usually give their pupils opportunity to participate in the formation of disciplinary rules and cooperate on the procedure for solving disciplinary problems. To the final version of the rules is also involved the children's parliament at larger schools. The consultation, which would lead to a more relaxing atmosphere in the classroom or whole school in cooperation with all students, however, happens exceptionally.

C 1.8 Teachers plan, teach and reflect on their work in partnership

Keywords: partnership and cooperation of teachers – in planning and during teaching process.

- Cooperation – days project, sports days, cultural events, schools in nature, tours, Children's Day.
- Joint learning occasionally, joint reflection daily.
- Clearly – to provide a good model of the teacher.
- Teachers share experience with each other, some subjects teachers teach in pairs.
- If there is a problem at school, it is solved usually by teachers together and there are looked for its causes and possibilities of change.
- Teachers cooperate in planning projects or lessons; work as a team only on after-school events, school in nature and educational seminars.
- Teachers use feedback from colleagues. Cooperating teachers give their pupils a positive model.
- Teachers solve problems of pupils or groups of pupils.

Commentary:

Cooperation of teachers (especially in large urban schools) occurs primarily in the planning and implementation of extracurricular activities, project days, educational seminars, in the organization of the school year or in schools in nature. Teachers in smaller schools have cooperated more in the planning of the actual teaching, consulting pupils' results and in mentioned joint actions. Education in a team occurs rarely, because it is difficult in our conditions (personal, economic security etc.).

C 1.9 Teachers are interested in learning support and active participation of all pupils

Keywords: personal development of each pupil, help of assistant.

- Teachers monitor, support and encourage each pupil.
- We try to look at teaching and provided support through the eyes of students.

- Attempts to removal the barriers in learning of one pupil are perceived as an opportunities for improving the learning of all.
- Teachers use a part of the lessons to observe pupils and individual support of pupils who need it.
- According to the number of pupils in the class, we pay attention to the monitoring of individual growth of each individual and his opportunity to tell his opinion.
- Teachers monitor the progress of all pupils during lessons; they try to treat with pupils fairly.
- Assistant work with other pupils, too.

Commentary:

Educational staff describes in their arguments the monitoring of progress of all pupils and the use of observations to plan their development. At the same time there is information, how much depends on the number of pupils in the classroom. Only in little extent was appeared the view to teaching by pupils' eyes or getting feedback from pupils, which may be one of the starting points for planning other learning activities. Other teachers actually lose an important motivational element in the learning process.

C 1.10 Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil

Keywords: cooperation of teachers and assistants, independence of pupils at assistant.

- Assistant works only at one school in the research group of schools. He is assigned to one pupil.

Commentary:

At the time of research, an assistant was assigned to a pupil only at one school. Other schools stated that there is not an assistant and argumentation to a given criterion did not appear. After two years of research, the situation is quite different, assistants at schools are more often so this criterion will be monitored continuously in the future.

C 1.11 The access to homework contributes the learning of all pupils

Keywords: individualized homework – aim, form, scope, cooperation of pupils, space.

- The opportunity to cooperation – group long-term challenges, they have a choice.
- By homework is always followed a clear aim.

- Homework is entered with respect to skills and knowledge of all pupils.
- Pupils have opportunities to do homework in the after-school club.
- They are entered such a homework to be fulfilled without the help of parents.
- Homework is targeted either to practice known subject or for research that will be used in the subsequent teaching block – pupils know the meaning of homework.
- Homework is often voluntary or optional.
- We differentiate tasks, enter optional tasks and use the class library, internet classroom.
- Some homework can be done in several ways.
- Homework is filled by pupils at home. Most homework is achievable without help of parents, only in some homework pupils have a possibility to cooperate.

Commentary:

In some schools is clearly promoted the idea of voluntary and election of homework. Sometimes pupils are to leave the method of execution. So homework is more practicing or vice versa detecting the new information. Mostly it is an input, in which cooperation is not required from parents.

C 1.12 Each student has the opportunity to participate in leisure activities of the school

Keywords: availability of activities for all pupils.

- All actions of the school curriculum are available to all pupils, regardless of results or disabilities and their background.
- All pupils have the opportunity to participate in school activities according to their interest.
- Sport events include activities in which everyone can participate, regardless of skills or disability.
- To all pupils without distinction is offered a participation in all voluntary subjects and extracurricular activities.
- All pupils without exception have the opportunity to participate in extracurricular activities. At the initial meeting in September, the headmaster always explains to parents the benefits of extracurricular activities.
- We believe that parents feel they are welcome in all extracurricular events.

Commentary:

Small rural and large urban schools, which were monitored, they offer to their pupils a very wide range of leisure activities. Variety and

choice is thus ensured. From the argumentation is not clear how these activities are offered for example to pupils from socially disadvantaged backgrounds, whether the offer it is not limited economically for them. It depends on whether the activities are run for a fee or not, whether they need material equipment, whether they are associated with some traveling etc.

C 2 Professional and human qualities of each employee are fully known and utilized

C 2.1 Professional and human qualities of each employee are fully known and utilized

Keywords: further education of teacher and the exchange of obtained.

- We have a prepared plan for further education of teachers.
- In school is a mutual presentation of the experience gained elsewhere.
- Teachers have the opportunity to learn from practice and experiences of their colleagues from other schools.
- Teachers have the opportunity in agreement with the school management to be educated according to their interests (if their education is related to philosophy and needs of school.
- Teachers discuss the origin of pupils' problems as well as the possibilities how to help these pupils.
- We are educated by the form of further education, we have a system of introducing teachers, informal meetings.
- Teacher teaches according to his abilities – not only in his class.
- Leisure time activities, leading clubs by teaching staff according to their interests and capabilities.

Commentary:

From these arguments it is clear that monitored schools have a sophisticated system of further education, which corresponds to the philosophy of the school. Sharing knowledge and experience takes place between teachers themselves. It can be also deduced that management of individual schools can usually identify the professional and human potential of its employees.

C 2.2 Differences between pupils are used as a source of teaching and learning and mutual enrichment

Keywords: pupil as a person, mutual learning, exchange of experience.

- Instinctively receive them, because they are used in teaching, the after-school centres and leisure activities.

- They are assistants to weaker children, may be a leader of the group.
- We create a situation where they can transmit their experience, it is a mutual enrichment.
- In education is often used the experience and knowledge of all pupils.
- Pupils often work in mixed groups.
- One of the common methods used in teaching is mutual learning.
- We often discus with pupils about different possibilities to solve problems based on their different experiences, deduction or observations.
- Presentation of pupils' work before class, reports, voluntary tasks, speech exercises.
- Connection of kindergartens and primary schools.

Commentary:

From the argumentation is obvious that the cooperation, learning and sharing experiences are also naturally in small schools, where are children of different age and abilities in one class. Cooperation is absolutely an essential part of the educational process. In larger schools, cooperation between children of diverse age is often induced by additional actions (project days, patronage of older pupils above first-graders etc.).

C 2.3 School staff produces or makes available sources (materials) to support learning and active participation of all pupils, teachers and parents

Keywords: construction of supporting teaching materials, exchange of materials between teachers, the use of e-mail and the Internet by teachers, communication with teachers by phone, e-mail, adaptation of working materials.

- Teachers develop supportive teaching materials for common and repeated use.
- The school provides various kinds of information sources to support learning of all.
- Computers are integrated into teaching across the curriculum.
- The school allows to all pupils an access to the Internet to doing school and homework. Teachers maximally use different sources of information – books, internet, custom materials etc.
- Pupil's library is located in the corridor and is freely available during lessons and after education.
- Pupils have a special space for their personal study materials in the class.
- Teachers cooperate in preparation of lessons. Good work materials created themselves, they put in folders. These are available to all teachers now or in future, too. Each teacher has also available

several types of textbooks and workbooks for his subjects.
- Both pupils and parents have the opportunity to communicate with school and teachers by phone, e-mail and via the school website.
- Pupils with disabilities are given special working materials.
- Parents have the opportunity to participate in school activities and education.
- Lending literature to parents.
- The school organizes educational activities.

Commentary:

In many schools there is an exchange of materials between teachers and mutual enrichment. Differences are found in the possibility of access to various sources for parents and pupils. From these arguments is obvious difference in teaching approaches and strategies that teachers apply to the implementation of education supporting inclusion. Their clusters can be an inspiration for teachers to their own self-reflection related to the question: *How do I (teacher) in my class contribute to the idea of "School for All", i.e. school with friendly face?*

6. SELF-EVALUATION OF INCLUSION – THE ADITED VERSION OF FRAMEWORK FOR SELF-EVALUATION

In chapter 2 we presented a research tool *"Framework for self-evaluation conditions of education"*, its origin and its modifications during domestication, including his form which we used in evaluating the conditions of schools in the described research from the year 2007/2008. At the same time we pointed out the difficulties with which teachers met during its implementation into practice. The cardinal problem was particularly time-consuming processing of the questionnaire and the less understand ability of some sub-criteria. For the above reasons, we decided **to reduce the questionnaire of 2007**, which included:

1) Revision of number of criteria for evaluation the conditions of inclusion – the overall "slimming".
2) Revision of guidance questions:
   a) its transformation into indicators of the quality of sub-criteria, which means the transformation into indicators – statements;
   b) reduction of number of indicators of inclusion;
   c) inserting some new statements related to some criteria of inclusion.
3) Increased clarity of some criteria and indicators by the text reformulation.
4) Transfer of criteria among three main groups A, B, C.
5) The formal cancellation of the group identified as B2, C2 (their criteria were mostly transferred to other groups).
6) Change the name of categories for recording the arguments of schools.
7) Maintaining a seven-point scale, but integration the requirement for evaluation of each indicator (before guidance questions).
8) Graphic editing of the research tools.

In the new version of the questionnaire, we kept three fundamental areas on which are concentrated the requirements of inclusion:

A Creating inclusive culture and climate supporting an inclusion

B Principles of maximum participation

C Support and development of non-discriminatory practice

By transferring a range of criteria between sub-groups, we removed the group identified as B2 and C2 formally. Their criteria and indicators have not been completely removed from the questionnaire, but relocated

to other groups of criteria. Three main areas and their sub-groups in the research tool from years 2007 and 2011, show the following conceptual map.

Scheme No. 2: Conceptual map of the main areas and sub-areas of Frameworks for self-education conditions of inclusion from 2007
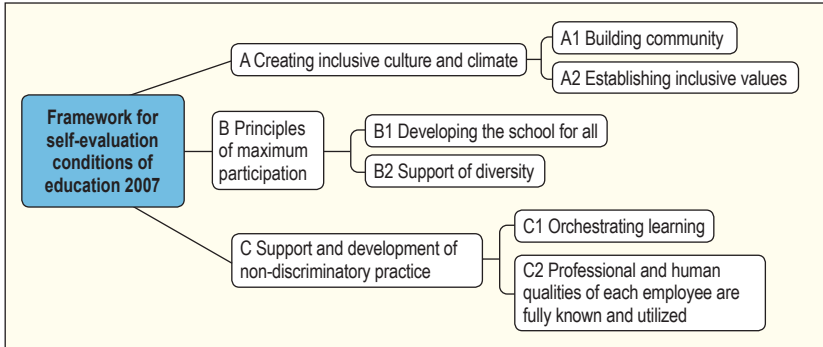
Scheme No. 3: Conceptual map of the main areas and sub-areas of Frameworks for self-education conditions of inclusion from 2011
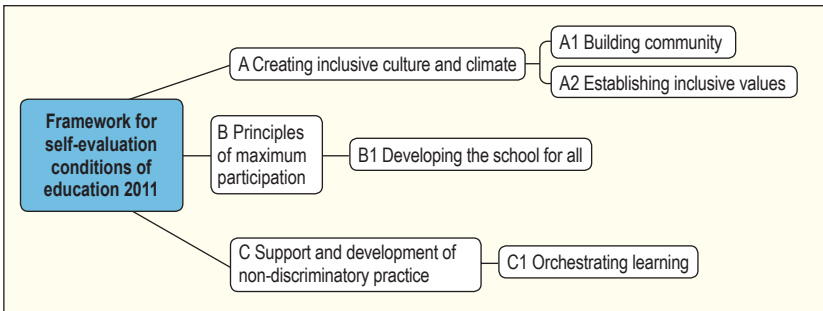
Due to the large time-consuming on the processing of the questionnaire, we also tried to quantitative reduction of the criteria and especially indicators of inclusion in schools. Original version from 2007, in which was a total of 40 criteria and 186 indicators, we have reduced to a version of 19 criteria and 93 indicators (see table No. 21 and No. 22).

Table No. 21: Comparison of research tool from 2007 and 2011 – the number of criteria

		2007	2011
A	CREATING A SCHOOL CULTURE AND CLIMATE SUPPORTING AN INCLUSION		
A1	Creation of the school community (pupils, teachers, other school staff)	5	6
A2	Value system recognizing and supporting the inclusion	6	3
A		11	9
B	PRINCIPLES OF MAXIMUM PARTICIPATION		
B1	Way to the School for All	5	5
B2	Receiving and using differences	9	0
B		14	5
C	SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE		
C1	Organization of common learning	12	5
C2	Professional and human qualities of each employee are fully known and utilized	3	0
C		15	5
		40	19

Table No. 22: Comparison of research tool from 2007 and 2011 – the number of indicators

		2007	2011
A	CREATING A SCHOOL CULTURE AND CLIMATE SUPPORTING AN INCLUSION		
A1	Creation of the school community (pupils, teachers, other school staff)	21	31
A2	Value system recognizing and supporting the inclusion	25	15
A		46	46
B	PRINCIPLES OF MAXIMUM PARTICIPATION		
B1	Way to the School for All	18	19
B2	Receiving and using differences	30	0
B		48	19
C	SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE		
C1	Organization of common learning	74	28
C2	Professional and human qualities of each employee are fully known and utilized	18	0
C		92	28
		186	93

From the mentioned reduction could arise a concern that some important indicators for inclusion will be missed during self-evaluation. However, in the new version, we tried to include all the essential characteristics of the *school for all* and instead, we reduce duplication of **indicators of inclusion** over the previous version and also we tried to improve clarity of the text. The following three schemes illustrate which criteria became a part of the three main areas of research tools. The sign "**+**" for a given criterion contains hidden indicators, which we have not included in the scheme for readability and clarity. Partial indicators can be seen in Appendix 3. There is a new form of research tool *"Framework for self-evaluation conditions of education 2011".*

Scheme No. 4: Framework for self-evaluation conditions of education 2011 – area a with criteria
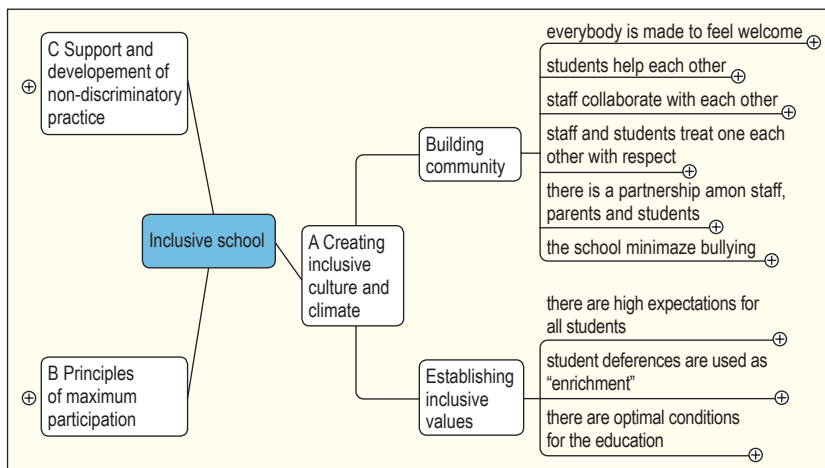
Scheme No. 5: Framework for self-evaluation conditions of education 2011 – area B with criteria
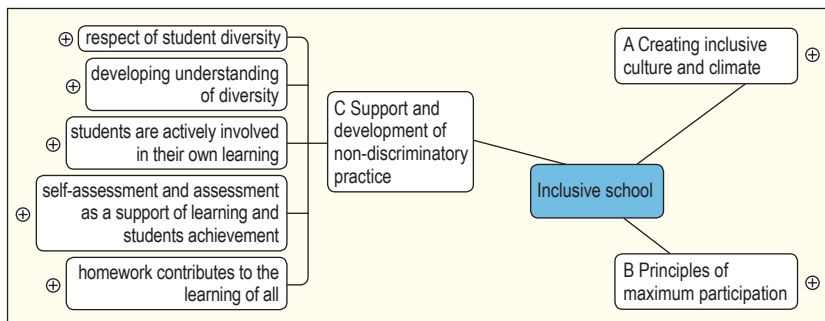
Scheme No. 6: Framework for self-evaluation conditions of education 2011 – area C with criteria
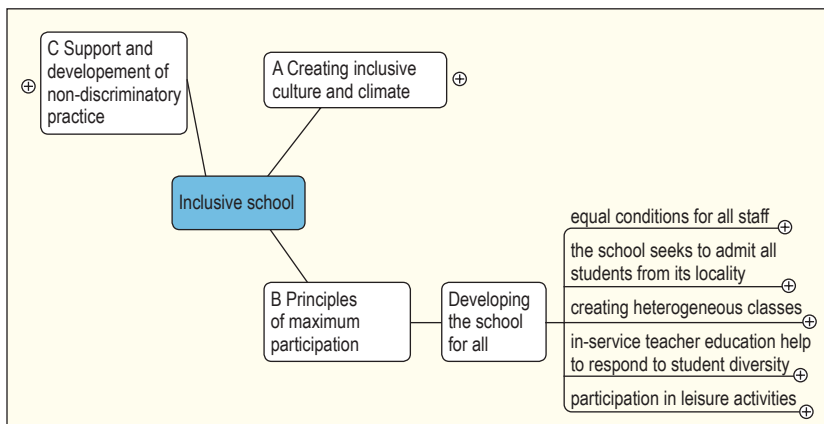
Questionnaire of Framework for self-evaluation conditions of education also includes a part designed to verbalization of arguments, on which basis teachers are evaluated and a part for **definition means for change**. In the analysis in 2007/2008, we found that arguments of schools did not often correspond to evaluated criteria and it was quite often difficult to fully specifically justify their evaluation of the criteria. For a greater clarity and proximity of the research tool to teachers, we made a change in designation of these parts intended to arguments of schools, which are called: *on what basis we have determined our position on a scale 1–7 and means for further improvement*.

The newly modified version of the questionnaire was discussed with RNDr. Pavla Polechová, CSc. and Doc. Mgr. Kateřina Vlčková, Ph.D. and with teachers from practice. After their comments was made a final version and the questionnaire was administered to the eight schools of our research project again at the beginning of November 2011. The obtained data will be analysed progressively. We will also reflect the reduced form of the questionnaire – way of work, time-consuming and clarity. The overall form of the questionnaire is given in Appendix 3.

CONCLUSION

The presented results represent the initial findings of the authors' team in the first two years of the partial task within the research project. We managed to finish the main objective, which was **to identify teachers look at practical ensure of conditions of inclusive education in participating schools**, i.e. school and classroom climate, principles and applied teaching strategies and didactic equipment "Schools for All".

However, at the same time, the expected complicacy of the issue of inclusion was confirmed in the conditions of elementary school. This is mainly about diversity in understanding and providing conditions for all pupils. Other difficulties emerged from the subjectivity of the evaluation of schools. These are significant variables that we will try to detect and take into account in further research, which, in the coming years, we specify and complete the **existing knowledge**:

1. All referred schools in the quantitative assessment of criteria (according to the average) self-evaluate rather high on the scale.
2. High values also take other measures of central tendency – median and mode. The value of mode is 7 in five schools Median acquires value 7 in four schools, value 6 in three schools and value 5 in one school.
3. Mode acquires mostly grade 7 (in 60% of criteria), grade 6 (in32.5% of criteria) and grade 5 (in7,5% of indicators). This means that schools are mostly evaluated in the sub-criteria very positive.
4. In the quantitative evaluation of schools, there are not quite great differences in the sub-criteria. The difference is usually one or two degrees, maximum. In the qualitative assessment of responses to additional questions to the criteria are great differences between schools.
5. Some schools (especially two of the selected) to the additional questions in most cases did not respond at all.
6. Teams of teachers for their argumentation often used the irrelevant answers that were too wide, general and unspecified or did not respond to the question suggesting a misunderstanding to the criterion of inclusion and unpreparedness of teachers in both theoretical and practical level to the integrative pedagogy.
7. One school was significantly different by its specific and factual argumentation. This school also excelled in the content analysis of the school curriculum.
8. One school relevantly replied in a half of answers to the questions.
9. Research tool requires revision – reformulation of some partial criteria, its slimming for easier and more objective use in the conditions of the Czech schools.

These results highlight the complicacy of self-evaluation of inclusive environment in school. For a better perception of the **issue of inclusive environment**, teachers of monitored school were familiarized with the research results and received a set of arguments to the sub-criteria. Continuously was also worked with teachers within the workshops, which were used to recognize the environment, school conditions and exchange of experiences about teaching strategies in these types of schools.

The described research has been followed by a research from 2009, structured observations in the participating schools. We want to verify and particular **objectify the obtained results** directly in schools by the method of observation. We will also observe, how the feedback, provided to individual schools, is reflected in their work and in their self-evaluation.

For this purpose, we revised a research tool "Framework for self-evaluation conditions of education", its new version we have verified since November 2011 in practice. The obtained results will be continuously published.

SUMMARY

Within the research project of the Pedagogical Faculty of Masaryk University MSM 0021622443 **Special Needs of Pupils in the Context of the Framework Educational Program for Elementary Education** (principal researcher prof. PhDr. Marie Vítkové, CSc.) in 2007 – 2013, the research team of workers of the Department of Primary Education (Mgr. Jana Kratochvílová, Ph.D., Mgr. Jiří Havel, Ph.D. a PhDr. Hana Filová, Ph.D.) solves the internal project called "***Filling the content frame in the school curriculum in ensuring the education of pupils with special educational needs at the primary school and possible strategies of teaching in a work with pupils with special educational needs resulting in integrative / inclusive didactics.***

To solve this project are gradually answered the question, whether in general the Czech educational system **is ready to implement and support of inclusive education** in general, what conditions and requirements are defined by the State towards inclusive education, whether schools are prepared to accept and provide support to all pupils, for whom the inclusive education is a benefit and whether we, educators of teachers, are ready and especially able to adapt current study programs and the contents of our disciplines to this situation in practice. Progress of research, we divided into four stages due to time and research aims.

Analytical study presented in this publication provides results of the second stage of the research concentrated on self-evaluation of conditions of inclusive education in the real life of schools, it means by schools themselves. A stimulus for this stage of the research has become a fact that since the school year 2007/2008 elementary schools in the Czech Republic have begun to work according to their school curricula.

The basis is a description of the results of self-evaluation activities of teachers selected sample of schools, which in the academic year 2007/2008 assessed to what extent and how they fulfil the conditions of education of *school for all*. Data were gathered through a questionnaire "Framework for Self-evaluation Conditions of Education, which is abroad known under the title **"Index for Inclusion"** and has been translated into over than 20 languages.

Czech version of 2002 included 42 criteria and the "guidance questions " were considerably reduced to the number of 195. For our research needs, we have assumed a modified Czech version and realized minor adjustments. Some indicators of guidance self-evaluation questions we eliminated, some questions we put conversely. Eventually an administered questionnaire contained a total of **40 criteria of inclusion** (items for evaluation). Criteria were specified by **186 self-evaluation questions**.

Our aim was that the conditions of education were not evaluated individually, but would be the result of teamwork in their evaluation. Therefore, the condition of completing the questionnaire was **teamwork of teachers in school**, due to the reduction of subjectivity of evaluation by individuals and thus strengthens validity and reliability. Participating respondents had to evaluate each of the forty general criteria together, based on some conventional wisdom, which was the result of discussions held over guidance questions, specify the criteria of quality. However, quantitative statements they had to rely on arguments which justified their self-evaluation.

The results presented in this study represent the initial findings of the team of authors in the first two years of the subtask within the research project. We managed to fulfil the main aim which **was to identify the teachers look at practical ensuring the conditions of inclusive education in participating schools**, i.e. school and classroom climate, principles and applied teaching strategies and didactic means *Schools for all*.

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Appendix No. 2: Framework for Self-evaluation of Schools' Conditions 2007
Appendix No. 3: Framework for Self-evaluation of Schools' Conditions 2011

Appendix No. 1: Graphical representation of the research with outputs:

PRIMARY SCHOOL

School Educational Program: „Ensuring the education of pupils with special educational needs"	⟺	Self-evaluation of school conditions	⟺	Expert act of teacher

What are we committed in SEP? What is the content and structure of the part?	*How do we evaluate ourselvels?*	*How do we act, in fact? What is the educational profile of teachers?*

Outcomes

The proposal to modify the content and structure of the SEP

Integrative inclusive didactic

Appendix No. 2: Framework for Self-evaluation of Schools' Conditions 2007

Framework for Self-evaluation Conditions of Education

VIEW A : Creating a school culture and climate supporting an inclusion

A1 – Creation of the school community (pupils, teachers, other school staff)

Current state and its reasoning	*The means to achieve an optimal state*						
A 1.1. Everyone is welcome (there are such conditions that everyone can feel good)	1	2	3	4	5	6	7
A1.1.1. Is the first contact of people, who are interested, with school friendly and welcoming?							
A1.1.2. Is the information about school available to everyone, regardless of his native language?							
A1.1.3. Do common areas of school tell about all members of the school community?							
A1.1.4. Can pupils co-decide about the appearance and facilities of their classrooms??							
A1.1.5. Do pupils perceive environment of their classes as an enironment where they feel good?							
A 1.2. Pupils help each other	1	2	3	4	5	6	7
A1.2.1. Do pupils help each other?							
A1.2.2. Do pupils understand that from various pupils could be expected different (maximum) performance?							
A 1.3. Employees of school support and help each other	1	2	3	4	5	6	7
A1.3.1. Do employees act together with respect regardless of their role in school?							
A1.3.2. Are all teachers and their assistants involved into the planning and evaluation of SEP?							
A1.3.3. Does teaching staff exchange experiences, information and materials between themselves?							

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state		
A 1.4. Employees of school and pupils respect each other			
A1.4.1. Are teachers interested in name, under which pupil wants to be called?			
A1.4.2. Is a school interested in opinions of pupils how the work of schools could be improved?			
A1.4.3. Have the opinions of pupils got a real impact to what is happening at school?			
A1.4.4. Do pupils have a possibility to express themselves in an appropriate form to all events at school?			
A1.4.5. Do the pupils know, for whom to go when they have a problem?			
A1.4.6. Do pupils feel confident that their problems will be solved effectively?			
A1.4.7 Do teachers and pupils formulate the common rules of coexistence and do they respect them?			
A 1.5. Between teachers and parents / legal guardians of pupils is a partnership			
A1.5.1. Are there various opportunities, in which parents can discuss both the progress of their child and the fears associated with it?			
A1.5.2. Does the staff appreciate knowledge and ideas, which parents have about their children?			
A1.5.3. Do all parents feel that their children are respected at school?			
A1.5.4. If parents are concerned about something, does the school deal with it?			

VIEW A: CREATING A SCHOOL CULTURE AND CLIMATE SUPPORTING INCLUSION

A2 – Value system recognizing and supporting the inclusion

CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*		
A 2.1. Achieving of maximum results is expected from all pupils			
A2.1.1. Does each pupil feel, that in attended school, is possible to achieve the best results?			
A2.1.2. Are all pupils motivated and encouraged to expect they can achieve very good results?			
A2.1.3. Are all pupils treated as well as the possibilities of their results are unlimited?			
A2.1.4. Is evaluated the pupil's success in comparison with his individual abilities rather than in comparison with other pupils?			
A2.1.5. Are pupils tested when they are adequately prepared?			
A2.1.6. Are pupils encouraged to acknowledge the results of others?			
A2.1.7. Do employees try to repress degrading using labels indicating poor performance?			
A2.1.8. Is there an effort to overcome the fear of failure which some pupils have?			
A 2.2. Teachers, school management, pupils and their parents / guardians share a philosophy of inclusion			
A2.2.1. Is a creating of positive climate considered such as important as learning outcomes?			
A2.2.2. Is supported a cooperation of all pupils?			
A2.2.3. Is supported an independence of pupils?			

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state
A 2.3. Does the school use a variety of pupils?	
A2.3.1. Is a „diversity" of pupils understood as an enrichment of school and society - not as a problem?	
A2.3.2. Are all pupils respected and treated equally (regardless of the jobs and position of their parents)?	
A2.3.3. Is a diversity of native languages and different backgrounds of pupils perceived as an enrichment of the school and society?	
A2.3.4. Are pupils with special educational needs respected as well as pupils without special educational needs?	
A2.3.5. Are pupils, who perform worse results, respected equally as well as pupils with excellent results?	
A2.3.6. Is the work of all pupils presented at school and classrooms?	
A2.3.7. Are the results of girls and boys equally supported and appreciated?	
A 2.4. Workers and pupils are respected as individuals and as members of groups who perform a role	
A2.4.1. Are all pupils respected for themselves rather than the quality of their results?	
A 2.5. Employees of school create optimal conditions for education of each pupil	
A2.5.1. Are difficulties in learning perceived as anything what can be caused by the school?	
A2.5.2. Do teachers avoid building the pupils „with special educational needs" and the others into opposition?	
A2.5.3. Do teachers perform a systematic diagnostic activity as the basis for creating appropriate conditions?	
A2.5.4. Do teachers evaluate in cooperation with pupils (self-evaluation) their individual progress and plan their further development?	

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state					
A 2.6. School tries to minimize any discriminatory practices and acts of discrimination						
A2.6.1. Does the school try to minimize all forms of institutional discrimination, whether they are connected with age, race, social status, gender, disability or student's results?						
A2.6.2. Do teachers avoid assigning pupils tasks stereotyped by gender - for example when deciding who to help with refreshments or technical assistance?						

View B : PRINCIPLES OF MAXIMUM PARTICIPATION

B1 – Way to the School for all

CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*						
B 1.1. All workers of school have the same conditions for acceptance and professional growth	1	2	3	4	5	6	7
B1.1.1. Does the school have objectives in the area of equal representation of employees (in their diversity)?							
B1.1.2. Is a respect for the diversity of pupils an essential criterion for staff acceptance?							
B1.1.3. Can all employees attend further education and thereby work on their professional growth?							
B 1.2 School tries to accept all pupils from the catchment area	1	2	3	4	5	6	7
B1.2.1. Is an inclusion of all pupils from the local communities presented as part of school rules?							
B1.2.2. After, a pupil is accepted by school, his belonging to the school community is obvious as for other pupils?							
B 1.3. Does the school consults with organizations, which associate people with handicap, how the school should provide the wheelchair access?	1	2	3	4	5	6	7
B1.3.1. Is a wheelchair access a part of the plan for improving the school building?							
B1.3.2. Does the school try to a permanent progress in the accessibility of school?							
B 1.4. It is helped to all new pupils to feel comfortable and safe at school	1	2	3	4	5	6	7

B1.4.1. Do schools have an induction program for all pupils?

B1.4.2. Are induction programs for pupils functional regardless of when the pupil begins to attend the school (either at the beginning of the school year or during)?

B1.4.3. Does a school try to find out how the new pupils feel at school?

B1.4.4. Is there any support for pupils who have problems especially at the beginning with orientation in the school building?

B1.4.5. Are pupils familiarized with the school in advance of entering it?

B 1.5. Does the school create its classroom so the respect of all pupils equally is clear?	1	2	3	4	5	6	7

B1.5.1. Is with groups of pupils treated fairly in the sense of using school equipment, location of classes, the allocation of teachers and other employees?

B1.5.2. Does the school try to divide children into classes with respect to their results or disability?

B1.5.3. If pupils are connected in some subjects according to their abilities, are there known ways how to prevent the loss of their interest and self confidence?

B1.5.4. If pupils are connected in some subjects according to their abilities, do they have equal opportunities to change the group?

B1.5.5. Are groups in each class from time to time changed to support social cohesion?

B1.5.6. Are elective subjects into curriculum assigned on the basis of the interest of pupils?

POHLED B: PRINCIPLES OF MAXIMUM PARTICIPATION			
B2 - Receiving and using differences			
CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*		
B 2.1. All forms of support for optimal development of child are in harmony			
B2.1.1. Is a support of pupils, who meet with barriers in learning and active participation, perceived as the responsibility of all teachers?			
B 2.2. Further education helps teachers to work with diversity of pupils			
B2.2.1. Does the joint reflection follow the group teaching, is utilized for better acceptance and use pupils' diversity?			
B2.2.2. Do teachers reflect lessons from the perspective of pupils?			
B2.2.3. Are teachers educated in how to effectively use and manage cooperative learning?			
B2.2.4. Do teachers learn to cooperate effectively in a classroom?			
B2.2.5. Are teachers educated in the mutual teaching of children?			
B2.2.6. Do teachers and support staff learn how to use modern technology in teaching? (ICT)			
B2.2.7. Are teachers eduacted in supporting and developing inner motivation of pupils?			
B2.2.8. Are teachers eduacted in supporting and developing personal and social education of pupils?			
B2.2.9. Are teachers eduacted in the area of equal opportunities for disabled?			
B2.2.10. Do all teachers learn how to deal with bullying, including racism, gender discrimination and homophobia?			

B 2.3. Working with pupils with SEN is based on the inclusive principles

B2.3.1. Are not pupils included into category "pupils with SEN" perceived as a homogenous group?

B2.3.2. Is a progress of learning of pupils with SEN an opportunity to improve the experience of all pupils?

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state

B 2.4. **Way of identification and evaluation of SEN leads to the elimination of barriers to learning and active participation of all pupils**

B2.4.1. Do the individual educational programs of pupils with SEN contribute to improving their learning?

B 2.5. Support for pupils, for whom the Czech language is not a native language, is coordinated with the support of their learning as such

B2.5.1 Is a support for pupils, for whom Czech is not a native language, perceived as the responsibility of all teachers at school?

B2.5.2. Jsou očekávány výsledky vysoké úrovně i od žáků, jejichž mateřským jazykem není čeština? Are results of a high level expected also from pupils, for whom the Czech language is not a native language?

B 2.6. Rules and procedures for the emotional and spiritual support of pupils are linked with the development of the educational program and procedures supported learning	
B2.6.1. Are all teachers and assistants trained how to react to signals of loss of interest, alienation and lack of discipline?	
B2.6.2. Does the school try to strengthen a self- confidence of those who does not have enough?	
B2.6.3. Is the knowledge of parents and their children used to overcome problems related to loss of interest, alienation and expressions of indiscipline of these pupils?	
B 2.7. There are reduced pressures to a disciplinary exclusion	
B2.7.1. Is there a meeting of teachers, pupils, parents, in which participants try to solve problems flexibly before before they reach the top?	
B2.7.2. Is recognized an association between symptoms of scorn to pupils on the one hand and loss of interest, alienation, lack of discipline leading to disciplinary action on the other?	
— CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*
B 2.8. Barriers to education are removed	
B2.8.1. Is recognized the connection between going out of school, bullying and lack of friends, in whom pupil should have a support?	
B2.8.2. Is there a tendency of a number of absent hours to increase or decrease?	

B 2.9. It is minimized the risk of bullying				
B2.9.1. Do teachers, pupils, parents know what is bullying?				
B2.9.2. Is it considered as bullying outside the physical harm also verbal and psychological attack?				
B2.9.3. Is it perceived that bullying can appear at school at any time - between pupils, teachers and between each other?				
B2.9.4. Does the shool realize a program that helps to prevent and deal with bullying?				
B2.9.5. Do all the teachers and pupils know what behavior is acceptable at school and what is not?				
B2.9.6. Do boys and girls know who to contact when experiencing bullying?				
B2.9.7. Are pupils involved in developing strategies for preventing and minimizing bullying?				

VIEW C : SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE

C1 - Organization of common learning

CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*			

C.1.1. Education respects the diversity of pupils

C.1.1.1. Is it possible for teachers to let pupils explore anything new in teaching?

C.1.1.2. Are varied experiences of pupils used in lessons?

C.1.1.3. Do lessons reflect on the differences in knowledge of pupils?

C.1.1.4. Is reflected a different speed during lessons, which pupils perform tasks with?

C.1.1.5. Do pupils have opportunities to apply different learning styles in lessons?

C.1.1.6. Are the objectives of activities clearly set?

C.1.1.7. Do lessons sometimes start by a common experience that can be developed in different directions?

C.1.1.8. Are there included activities in lessons that can be performed individually, in pairs, groups and whole class

C.1.1.9. Are there different activities in lessons including discussion, interpretation, writing, drawing, problem solving, use of library, audiovisual technology, practical activities and information technology?

C.1.1.10. Does an educational program allow different concepts of subjects and use of different learning styles?

C.1.1.11. Are pupils allowed recording their work in different ways, eg using their native language with translation, drawing, photograph or audio recording?

C 1.2. **Educational process is accessible to all pupils**			
C1.2.1. Is it built on language experiences in lessons that pupils gain out of school?			
C1.2.2. Do teaching equipment, teaching texts and textbooks reflect on the background and experience of different groups of pupils?			
C1.2.3. Do pupils, for whom the Czech language is not a native language, the opportunity to speak and write in their native language?			
C1.2.4. Does teaching reflect on the differences in knowledge and work pace of pupils			
C1.2.5. Are teachers aware that the differences between pupils in momentum and skill are natural?			

CURRENT STATE AND ITS REASONING	*The means to achieve an optimal state*		
C 1.3. **Education develops understanding of the differences**			
C1.3.1. Are pupils encouraged to explore ideas and views differing from their own?			
C1.3.2. Are opportunities provided to pupils to work with pupils who are different in sense of background, ethnicity, disability or gender?			
C1.3.3. Does educational program try to develop understanding differences in the area of backgrounds, cultures, ethnicities, gender, disability, sexual orientation and religion?			

C 1.4. **Pupils are actively engaged in their own learning**			
C1.4.1. Are all pupils encouraged to be responsible for their own learning?			
C1.4.2. Is it clearly explained in lesons what pupils should learn?			
C1.4.3. Does equipment in classrooms, such as classroom bookcases, exposed materials allow self-learning?			
C1.4.4. Are plans of educational program communicated to pupils in the ways they can work faster, if they want it?			
C1.4.5. Can pupils independently use library and sources of information technology?			
C1.4.6. Are pupils taught how to make notes from the interpretation and books and how to organize work?			
C1.4.7. Are pupils taught how to present their work in spoken, written and other forms, individually or in groups?			
C1.4.8. Are pupils encouraged to summarize orally or in writing what they have learned?			
C1.4.9. Is it consulted with pupils the support they need?			
C1.4.10. Is it consulted with pupils the quality of lessons?			
C1.4.11. Are the knowledge and skills, which pupils gained outside the classroom, used and appreciated in lessons?			

CURRENT STATE AND ITS REASONING

C 1.5. **Pupils work together during education**

C.1.5.1. Do pupils perceive an offering and use of assistance from classmates as a common part of the lesson?

C.1.5.2. Are there set up rules, how to take turns in contributing to discussion, how to listen and how to request closer explanation both from other classmates and from adults?

C.1.5.3. Are pupils taught how to build a joint output from the different contributions of individuals and groups?

C.1.5.4. Do pupils share the responsibility for help to overcome the problems that some pupils have during lessons?

C.1.5.5. Are pupils involved in evaluation of quality of teaching?

C.1.5.6. Do pupils help to each other to set immediate targets of their education?

C 1.6. **Self-evaluation and evaluation support the performance of each pupil**

C.1.6.1. Do used evaluation methods allow all pupils to reflect on their knowledge and skills?

C.1.6.2. Do used evaluation methods allow all pupils to reflect on their level of key competencies?

C.1.6.3. Are there opportunities for evaluating the results of group work?

C.1.6.4. Do used evaluation methods contribute to the development of all pupils?

C.1.6.5. Do pupils receive a feedback telling them what they have learned and in what and how they can continue?

C.1.6.6. Is there a monitoring the results according to different groups (boys / girls, pupils from ethnic minorities, disabled pupils, etc.) to specific problems can be identified and solved?

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state
C1.7. Discipline in the classroom is based on mutual respect and compliance rules created together	
C1.7.1. Are pupils involved in setting the rules of life in the classrooms?	
C1.7.2. Are pupils encouraged to self-discipline?	
C1.7.3. Do teachers cooperate in solving disciplinary problems of pupils and share the experience and knowledge that would help them in overcoming?	
C1.7.4. Do pupils help to solve problems in the classroom?	
C1.7.5. Is consulted with pupils how to create more pleasant atmosphere in the classrooms?	
C1.7.6. Are there clear procedures, understandable both for teachers and pupils, how to react to inappropriate behavior?	
C1.8. Teachers plan, teach and reflect on their work in partnership	
C1.8.1. Do teachers cooperate in planning lessons, preparation of projects and other activities for pupils?	
C1.8.2. Do teachers sometimes teach in teams (eg, in pairs, projects, training seminars)?	
C1.8.3. Do teachers always use a team teaching as an opportunity for joint reflection on pupil learning?	
C1.8.4. Do teachers modify their teaching in response to feedback from colleagues?	
C1.8.5. Do teachers, who work together, provide to pupils a good model for their cooperation?	
C1.8.6. Does teaching staff solve the problem together, if the state of a pupil or group raises concerns?	

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state
C 1.9. **Teachers are interested in learning support and active participation of all pupils**	
C1.9.1. Do teachers monitor the progress of all pupils in lessons? C1.9.2. Do all pupils feel they are treated fairly? C1.9.3. Are there efforts to look at teaching and provided support through the eyes of pupils? C1.9.4. Are assistants of teacher focused on improving the active participation of all pupils? C1.9.5. Are attempts to removal the barriers in learning and active participation of one pupil perceived as opportunities for improving the learning of all?	
C 1.10. **Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil**	
C1.10.1. Are assistants for pupils with SEN involved in planning the curriculum and its evaluation? C1.10.2. Do assistants for pupils with SEN try to ensure pupils maximally to be most independent of their direct support?	

	The means to achieve an optimal state
CURRENT STATE AND ITS REASONING	

C1.11. The access to homework contributes the learning of all pupils

C1.11.1. Does the homework always follow a clear objective?

C1.11.2. Is homework entered with respect to skills and knowledge of all pupils?

C1.11.3. Are there opportunities to do homework in different ways?

C1.11.4. Does homework develop skills and knowledge of all pupils?

C1.11.5. Are the requirements for homework modified, if the discussion shows that some requirements are not relevant or not appropriate for all students?

C1.11.6. Do pupils have opportunities to do homework in the school area, before teaching, during lunch break or during free time?

C1.11.7. Are pupils supported by homework to take over responsibility for their own learning?

C1.11.8. Is homework achievable without help of parents?

C1.11.9. Do pupils have an opportunity for cooperation in doing homework?

C1.11.10. Do pupils have a choice of homework to could fill it based on their knowledge and interest developed by it?

C1.12. Each student has the opportunity to participate in leisure activities of school

C1.12.1. Are all events of the school curriculum available to all pupils, regardless of results or disabilities and their background?

C1.12.2. Do all pupils have the opportunity to participate in school activities according to their interests?

C1.12.3. Do sport events include activities, where everyone can participate regardless of skill or disability?

	The means to achieve an optimal state
CURRENT STATE AND ITS REASONING	

C 2.3. Teachers create and / or make available sources (materials) to support learning and active participation of all pupils, teachers and parents				
C2.3.1. Do teachers develop the support teaching materials for joint and repeated use?				
C2.3.2. Do teachers provide already created materials with each other for lessons, project learning and seminars?				
C2.3.3. Are different sources of information available in school to support learning of all?				
C2.3.4. Are computers integrated into teducation across the curriculum?				
C2.3.5. Is an e-mail and the Internet used as a tool of teaching and learning by teachers?				
C2.3.6. Is there an opportunity to all pupils to communicate with teachers and other classmates by telephone and e-mail?				
C2.3.7. Does the school allow to all pupils access to the Internet to fulfill school and homework?				
C2.3.8. Are there for pupils with disabilities suitable materials, for example they are written in capital letters, in Braille?				

View C: SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE

C2 - Professional and human qualities of each employee are fully known and utilized

CURRENT STATE AND ITS REASONING	The means to achieve an optimal state				

C2.1. Professional and human qualities of each employee are fully known and utilized

C2.1.1. Are teachers encouraged to further development of their knowledge and skills?

C2.1.2. Do teachers offer their special skills and knowledge to others?

C2.1.3. Are there both formal and informal opportunities for teachers to resolve concerns regarding pupils, so they can use their expert knowledge and professions of each other?

C2.1.4. Do teachers discuss about the possible origin of pupils problems with each other?

C2.1.5. Do teachers have the opportunity to learn from practice and experience of their colleagues from other schools?

C 2.2. Differences between pupils are used as a source of teaching and learning and mutual enrichment

C2.2.1. Do pupils know what they can learn from others with different backgrounds and different experiences?

C2.2.2. Do pupils with richer knowledge or skills in certain areas sometimes teach those who do not have such knowledge in the same area?

C2.2.3. Are there different opportunities for mutual support for pupils of different ages?

C2.2.4. Is everyone perceived as a person who can teach other pupils any important things on the basis of his uniqueness, regardless of their results or disability?

C2.2.5. Do pupils, who have overcome a problem, share their experience with others?

Appendix No. 3: Framework for Self-evaluation of Schools' Conditions 2011

Framework for Self-evaluation Conditions of Education

VIEW A: Creating a school culture and climate supporting an inclusion

A1	Creation of the school community (pupils, teachers, other school staff)								
	Criterion	Evaluation							
			1	2	3	4	5	6	7
A 1.1	**Everyone is welcome at school (there are such conditions that everyone can feel good)**								
A 1.1.1	Information about school is avliable for everyone (including respect to native language or handicap)								
A 1.1.2	Common areas of school tells about all members of the school community - not just chosen people								
A 1.1.3	Pupils can co-decide about the appearance and facilities of their classrooms								
A 1.1.4	Access to school and move in it is allowed to person with disabilities, handicap								
A 1.1.5	There is support for pupils, who have especially at the beginning of school attendance problems with orientatation at school building								
A 1.1.6	The school has developed a strategy of process and support for the adoption of new pupils								
A 1.1.7	Teachers find over time how new pupils feel at the school								
A 1.1.8	Legal guardian may participate in education								
	Based on what we have determined its position on a scale 1 to 7	Means for further improvement							
			1	2	3	4	5	6	7
A 1.2	**Pupils help each other**								
A 1.2.1	Pupils spontaneously help each other in their class								
A 1.2.2	Pupils help each other in common areas of school								
A 1.2.3	Mutual help between pupils is supported by teachers and it is allewed to pupils (in lessons)								
A 1.2.4	Pupils learn to use various contributions of individuals and groups for a common outcome								

	Based on what we have determined its position on a scale 1 to 7	1	2	3	4	5	6	7	Means for further improvement
A 1.3	**Employees of school support, help and cooperate in eduaction**								
A 1.3.1	Employees cooperate in planning lessons, preparation of projects and other activities for pupils								
A 1.3.2	Teaching staff exchanges experiences, information and materials between themselves								
A 1.3.3	Teachers sometimes teach as a team (eg, in pairs and / or projects)								
A 1.3.4	Teaching staff cooperates in solving problems arising in the classroom or school								
A 1.3.5	Teachers cooperate in supporting pupils, for whom the Czech language is not a native language								
	Based on what we have determined its position on a scale 1 to 7	1	2	3	4	5	6	7	Means for further improvement
A 1.4	**Employees of school and pupils respect each other**								
A 1.4.1	The pupil is named by his own own name (pupil agrees with this name)								
A 1.4.2	If pupils have a problem, they solve it in cooperation with educators, school management								
A 1.4.3	Teachers and pupils together formulate rules of coexistence in casroom								
A 1.4.4	Rules of behavior of pupils are visibly placed								
A 1.4.5	The rules are respected and it is worked with them								
A 1.4.6	The act between teacher and pupil is based on a relationship (mutual respect)								
A 1.4.7	Parents are familiar in rules and procedures in violations								

	Based on what we have determined its position on a scale 1 to 7	1	2	3	4	5	6	7	Means for further improvement
A 1.5	**Between teachers and parents / legal guardians of pupils is a partnership**								
A 1.5.1	There arevarious opportunities, in which parents can discuss both the progress of their child and the fears associated with it?								
A 1.5.2	If parents are concerned about something, the school deals with it								
	Based on what we have determined its position on a scale 1 to 7								Means for further improvement
A 1.6	**The risk of bullying is minimized**	1	2	3	4	5	6	7	
A 1.6.1	The school implements the program in a primary school, which helps to prevention and resolution of bullying								
A 1.6.2	Boys and girls know who to contact when experience bullying								
A 1.6.3	Pupils understand to the term "bullying"								
	Based on what we have determined its position on a scale 1 to 7								Means for further improvement

A2	Value system recognizing and supporting the inclusion	1	2	3	4	5	6	7
A 2.1	**Achieving of maximum results is expected from all pupils**							
A 2.1.1	All pupils are encouraged by teachers to achieve very good results (also pupils with other native alnguage)							
A 2.1.2	Pupils are encouraged to acknowledge the results of others							
A 2.1.3	Pedagogical staff does not use "labels" to express the pupil's performance (especially low performance)							
A 2.1.4	Pupils evaluate their progress in learning							
A 2.1.5	Pedagogical staff supports the independence of pupils							
	Based on what we have determined its position on a scale 1 to 7							
	Means for further improvement							

A 2.2	**Differences between pupilsin education are use to mutual enrichment**	1	2	3	4	5	6	7
A.2.2.1	Diversity is perceived as an opportunity supporting and enriching the learning , not as a problem							
A.2.2.2	Everyone is perceived as a person who can teach other pupils many important things regardless of his results or disability							
A 2.2.3	Pupils included in the category "pupils with SEN" are not perceived as a homogenous group							
A 2.2.4	Teachers try to strengthen the self confidence of pupils who have it low							
	Based on what we have determined its position on a scale 1 to 7							
	Means for further improvement							

		1	2	3	4	5	6	7
A 2.3	**Employees of school create optimal conditions for education of each pupil**							
A 2.3.1	In lessons are clearly named aims, that pupils should achieve, are individualized (speed., performance, content)							
A 2.3.2	Evaluation of the pupil's work is done by a teacher in cooperation with the pupil and used for his further learning,is evaluated the personal progress according to the set personal aims							
A 2.3.3	Teachers adapt learning process to the individual needs of pupils							
A 2.3.4	Teachers include pupils' view into the reflection of the lesson							
A 2.3.5	For pupils with disabilities and handicaps are suitably adapted equipment and working materials							
A 2.3.6	If there is no wheelchair access at school, it is a part of the plan for the modification of the conditions of school							
	Based on what we have determined its position on a scale 1 to 7	Means for further improvement						
	Based on what we have determined its position on a scale 1 to 7							

Framework for Self-evaluation Conditions of Education

View B: PRINCIPLES OF MAXIMUM PARTICIPATION

B1	Way to the School for All	1	2	3	4	5	6	7
B 1.1	**All workers of school have the same conditions for acceptance and professional growth**	1	2	3	4	5	6	7
B 1.1.1	All employees can attend further education and thereby work on their professional growth							
B 1.1.2	The respect for the diversity of pupilsis an essential criterion for staff acceptance							
B 1.1.3	School has objectives in the area of equal representation of employees (in their diversity)?							
	Based on what we have determined its position on a scale 1 to 7	Means for further improvement						
B 1.2	**School tries to accept all pupils from the catchment area**	1	2	3	4	5	6	7
B 1.2.1	Inclusion of all pupils from the catchment area is presented as part of the SEP							
B 1.2.2	School evaluates how a wide range of pupils is able to effectively educate							
	Based on what we have determined its position on a scale 1 to 7	Means for further improvement						
B 1.3	**School creates its classroom so the respect of all pupils equally is clear**	1	2	3	4	5	6	7
B 1.3.1	Groups in each class are from time to time changed to support social cohesion							
B 1.3.2	School tries to divide children into classes with respect to their results or disability							
B 1.3.3	If pupils are connected in some subjects according to their abilities, it is in the interest of their development							
B 1.3.4	If pupils are connected in some subjects according to their abilities, they have equal opportunities to change the group							

Means for further improvement

		1	2	3	4	5	6	7
B 1.4	**Further education helps teachers to work with diversity of pupils**							
B 1.4.1	Teachers are educated how to effectively use and manage cooperative learning							
B 1.4.2	Teachers are educated how to support partner learning - mutual education of children							
B 1.4.3	Teachers and support staff learn how to use modern technology in education of pupils including pupils with SEN							
B 1.4.4	Teachers and support staff are educated in supporting and developing inner motivation of pupils							
B 1.4.5	Teachers and support staff are educacted in supporting and developing personal and social education of pupils							
B 1.4.6	Teachers are educacted in the area of equal opportunities for disabled?							
B 1.4.7	Teachers and support staff learn how to deal with bullying, including racism, gender discrimination and homophobia							
B 1.4.8	Teachers and support staff learn how to consistently and thoroughly react to manifestations of indiscipline							
B 1.4.9	Assistans has the pedagogical education							

Based on what we have determined its position on a scale 1 to 7

Means for further improvement

		1	2	3	4	5	6	7
B 1.5	**Each student has the opportunity to participate in leisure activities of school**							
B 1.5.1	All events of the school curriculum are available to all pupils, regardless of results or disabilities and their background (with the possible exception of the penalties for violation of rules of behavior)							
B 1.5.2	Sport events include activities, where everyone can participate regardless of skill or disability							

Based on what we have determined its position on a scale 1 to 7

Means for further improvement

Framework for Self-evaluation Conditions of Education

VIEW C: SUPPORT AND DEVELOPMENT OF NON-DISCRIMINATORY PRACTICE

C1	Organization of common learning	1	2	3	4	5	6	7
C 1.1	Education respects the diversity of pupils							
C 1.1.1	Teachers let pupils explore something new in teaching							
C 1.1.2	In the lessons teachers reflect differences in knowledge of pupils - use of individualization, differentiation							
C 1.1.3	During lessons is reflected a different speed , momentum, skill which pupils perform tasks with							
C 1.1.4	Pupils have opportunities to apply different learning styles in lessons							
C 1.1.5	Lessons include activities that can be performed individually, in pairs, groups and whole class							
C 1.1.6	In lessons are different activities in lessons including discussion, interpretation, writing, drawing, problem solving, use of library, audiovisual technology, practical activities and information technology							
C 1.1.7	Pupils are allowed recording their work in different ways, eg using their native language with translation, drawing, photograph or audio recording							
C 1.1.8	Teachers in lessons build on the language experiences that pupils get out of school							
C 1.1.9	Teaching equipment, teaching texts and textbooks reflect on the background and experience of different groups of pupils							
	Based on what we have determined its position on a scale 1 to 7	Means for further improvement						
C 1.2	Education develops understanding of the differences	1	2	3	4	5	6	7
C 1.2.1	Pupils are motivated and encouraged to explore ideas and views differing from their own							
C 1.2.2	There are provided opportunities to pupils to work with pupils who are different in sense of background, ethnicity, disability or gender							

Code	Description	1	2	3	4	5	6	7	Means for further improvement
C 1.2.3	Educational program explicitly identifiesthe understanding of differences and equal opportunities in the area of disadvantage (backgrounds, cultures, ethnicities, gender, religion …) and disability								
	Based on what we have determined its position on a scale 1 to 7								
C 1.3	**Pupils are actively engaged in their own learning**								
C 1.3.1	Equipment (classroom bookcases, exposed materials…) allows self-learning								
C 1.3.2	Pupils are taught how to make notes from the interpretation, their own ideas and books and how to organize work								
C 1.3.3	Pupils are taught how to present their work in spoken, written and other forms, individually or in groups?								
C 1.3.4	Pupils are encouraged to summarize orally or in writing what they have learned								
C 1.3.5	Teacher or assistans consult with pupils the support which they need								
	Based on what we have determined its position on a scale 1 to 7								
C 1.4	**Self-evaluation and evaluation of knowledge, skills,and progress of each pupil' support his development and is consistent with his educational needs and interests**								
C 1.4.1	Used evaluation methods allow all pupils to reflect on their knowledge and skills - an informative function of evaluation								
C 1.4.2	Used evaluation methods support the development of all pupils - a motivational function of evaluation								
C 1.4.3	Feedback provides information to improving pupil's performance - a corrective function of evaluation								
C 1.4.4	There are opportunities for evaluating process and results of a group work								

		1	2	3	4	5	6	7	Means for further improvement
C 1.4.5	During the learning process is widely used a formative evaluation								
C 1.4.6	Evaluation of teachers is complemented by pupil's self-evaluation and vice versa								
	Based on what we have determined its position on a scale 1 to 7								
C 1.5	**The access to homework contributes the learning of all pupils**								
C 1.5.1	There are opportunities to do homework in different ways								
C 1.5.2	Homework is achievable without help of parents								
C 1.5.3	Pupils have opportunities for cooperation in doing homework?								
C 1.5.4	Pupils have a choice of homework to could fill it based on their knowledge and interest developed by it								
C 1.5.5	Pupils have opportunities to do homework in the school area, before teaching, during lunch break or during free time								
	Based on what we have determined its position on a scale 1 to 7								

INDEX FOR INCLUSION
IN THE CZECH PRIMARY SCHOOLS

TEACHERS SELF-EVALUATION
IN PRIMARY SCHOOLS
RESEARCH

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