CONDITIONS OF TRANSFORMING THE
SCHOOL ENVIRONMENT INTO
AN INCLUSIVE SCHOOL

VANDA HÁJKOVÁ

Charles University of Prague, Faculty of Education
Department of Special Education

Abstract: This contribution introduces the complexity of system changes in the inner school environment. If the school is supposed to realize the ideas of educational inclusion in practice (changes in the preferred social and organisational forms, pluralisation of teaching concepts, individualisation, differentiation of educational objectives and processes, didactic changes), these changes are necessary. Besides these aspects I will also introduce related innovations in teacher education – their preparation for the process of educational inclusion.

Keywords: assimilation, inclusive education, inclusive school, heterogeneity of pupils, pluralisation of educational concepts, individualisation of educational processes and objectives, inclusive didactics, holistic approach to human beings, communication.

Educational institutions in the Czech Republic, which is taking democratic shapes, are at present facing the challenge to fulfil the individually different demands of children and teenagers regarding the support of their cognitive, social and personal development. In order to respond to growing diversity of students in Czech school milieu (intellectual, social, ethnic, cultural, language, emotional, performance diversity etc.), we have been in the field of national educational politics during the last ten years trying to enforce inclusive educational concepts.

It seems that the democratisation process of the Czech educational system (in the year 2005 supported by new school legislation) has been showing in practice both the positive and the negative sides of its subsistence. On one side, we can register growing efforts to teach pupils with special educational needs together with non-disabled pupils in the main educational stream, and related growing numbers of integrated pupils in common schools (by groups or individually). On the other hand in Czech schools we can observe enforcing of selective mechanisms (obstacles in permeability of the system, intensified by accentuated role of entrance exams for higher education, selection in higher grades of elementary school, caused by the possibility of studying at elite academies, repeating the same grade due to poor school results ...). Efforts to integrate pupils with special educational needs are currently being