

CONDITIONS OF TRANSFORMING THE SCHOOL ENVIRONMENT INTO AN INCLUSIVE SCHOOL

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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.