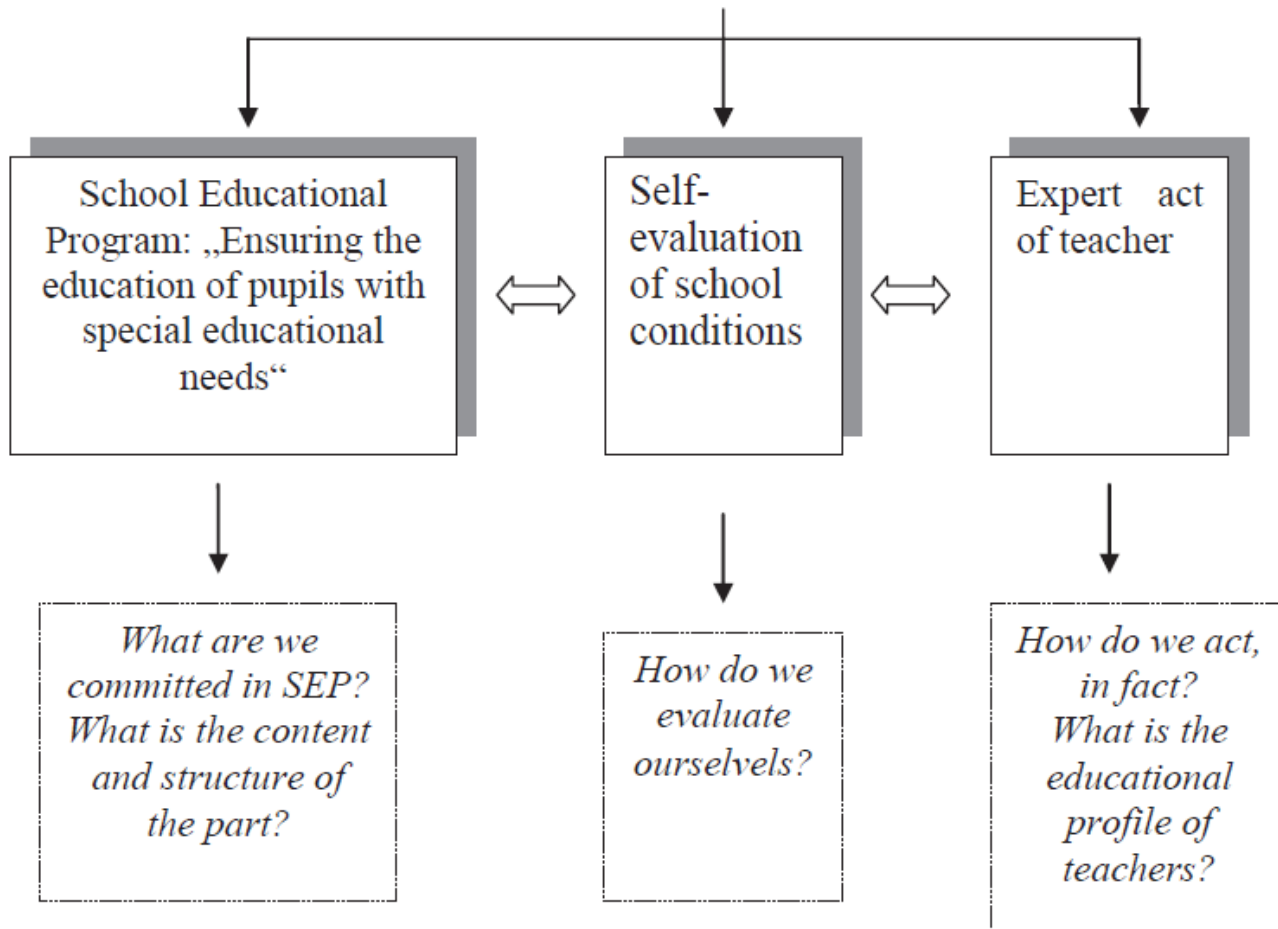


# Teachers Self-evaluation of Inclusive Education in Czech Primary Schools

Research project *Special Needs of Pupils in the Context of the  
Framework Educational Programme for Basic Education*

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# PRIMARY SCHOOL



## Outcomes

*The proposal to modify the content and structure of the SEP*

*Integrative inclusive didactic*

# Inclusive education

Process of integrating all children in regular schools in such a way that staff of schools create in collaboration with the community such conditions that support their development in all areas of quality pupil`s life (somatic health, psychological, social, spiritual development and self-development) in maximum extent.



# The goal of the research II. phase

## To determine:

- ▶ What conditions teachers create for their pupils in primary schools in education from the point of inclusion?
- ▶ How they evaluate these conditions themselves and verbalize them?




We have used quantitative and qualitative approach for finding answers to these questions.

# Research tool

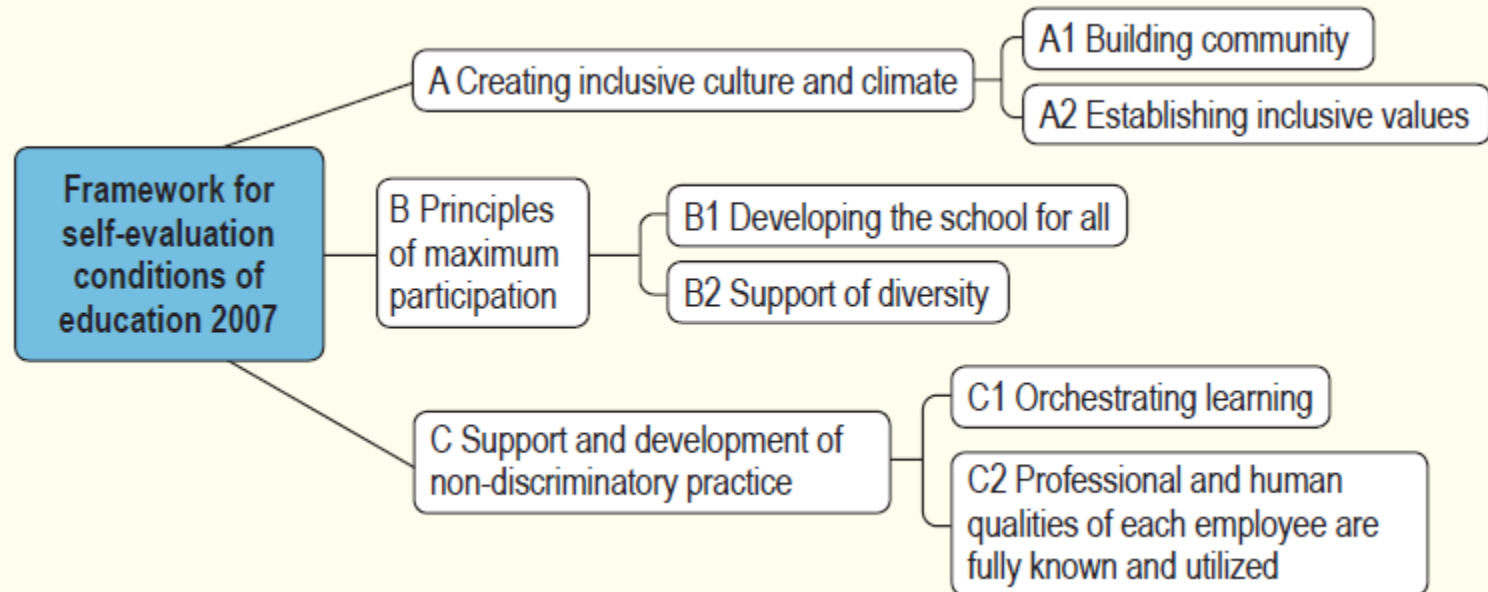
- ▶ The Czech version of the questioner *Framework for self-evaluation of conditions of education 2007* modified from the British original *Index for inclusion* (Booth, T. & Ainscow, M. 2002).
- ▶ **Original version** of the questionnaire included a total of 45 criteria for evaluation. Each criterion was followed by so-called *guidance question* (479 in total).
- ▶ **Czech version 2002** included 42 criteria and the *guidance questions* were greatly reduced in the number 195.

# 2nd phase

## Key issue:

- ▶ How do teachers evaluate the level of ensuring conditions of an inclusive education in their school? (Quantitative approach)
  - ▶ How do teachers understand the offered indicators of inclusion?
  - ▶ What arguments do teachers choose for defend of their evaluation? (Qualitative approach)
  - ▶ What arguments do teachers use for improving the situation? (Qualitative approach)
- 

# Index for inclusion 2009



# Research sample

- ▶ Eight schools (60 teachers)
- ▶ Equitable representation of rural or urban schools

The urban schools	The rural schools:
mostly fully organized	1 fully organized, 3 small schools
217 – 649 students	45 – 165 students
16 – 41 teachers	3 – ...teachers
wide range of social and cultural background	cultural background much more homogenous



# 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
MEDIÁN	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

# Qualitative and quantitative approach

- ▶ **Quantitative data at the seven-point scale:**  
From 1 – not at all,  
to 7 – completely.
- ▶ **Qualitative data as content analysis of arguments for sub-criteria:**  
It is very important for evaluation the objectivity of the chosen degree.

The best evaluated criteria	AVERAGE
<i>The school tries to accept all pupils from the catchment area</i>	7,0
<i>The school tries to minimize any discriminatory practices and acts of discrimination</i>	6,7
<i>All forms of support of optimal development of child are consistent</i>	6,6
<i>Working with pupils with SEN is based on inclusive principles</i>	6,6
<i>It is helped to all new pupils to feel comfortable and safe at school</i>	6,6

# All forms of support of optimal development of child are consistent

Inadequate argument: *Yes*. Acceptable:

- ▶ *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.*

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

The arguments show that schools have a relatively well-developed system of introduction and adaptation of new pupils:

- ▶ *We use social and communicative games to pull-in a new child into the collective of a class or a group work.*
- ▶ *Each new pupil has a mentor.*
- ▶ *Some schools declare their decision to develop a comprehensive program for new pupils.*

The lowest evaluated criteria	AVERAGE
<i>School consult with organizations, which bring together people with handicap, how the school should provide the wheelchair access</i>	5,1
<i>The access to homework contributes to learning of all pupils</i>	5,3
<i>Self-evaluation and evaluation support the performance of each pupil</i>	5,4
<i>Pupils work during lesson together</i>	5,5
<i>School staff produces or makes available sources (materials) to support learning and active participation of all pupils, teachers and parents</i>	5,5

# The access to homework contributes to learning of all pupils

Generally teachers don't make differentiation and individualization of homeworks. An example of a good argument is:

- ▶ *We differentiate homework, enter optional tasks, use the class library, internet classroom.*
- ▶ *Some tasks are awarded on a voluntary basis; sometimes pupils have the opportunity of their choice.*

# Self-evaluation and evaluation support the performance of each pupil

For this item is characterized a really high dispersion of value between schools:

- ▶ *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 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.*



Criteria with the largest variance	Variance
Does the school consult with organizations, which associate people with handicap, how the school should provide the wheelchair access?	4,29
Teachers and assistants for pupils with SEN encourage and promote active learning of each pupil.	4,19
Does the school create its classroom so the respect of all pupils equally is clear?	3,45
Self-evaluation and evaluation support the performance of each pupil.	2,25

# Conclusions

- ▶ Big differences were found in the **self-evaluation** of school at the quantitative evaluation of indicators:

Average school evaluated the best was 6,7.


The lowest degree by self-evaluation was 4,7.

- ▶ High values also take other measures of **central tendency** at 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.

# Conclusions

- ▶ 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.
  - ▶ One school was significantly different by its specific and factual argumentation. This school also excelled in the content analysis of the school curriculum.
- 

# Self-reflection of the research tool

From teachers' feedback, we found that the tool itself is demanding:

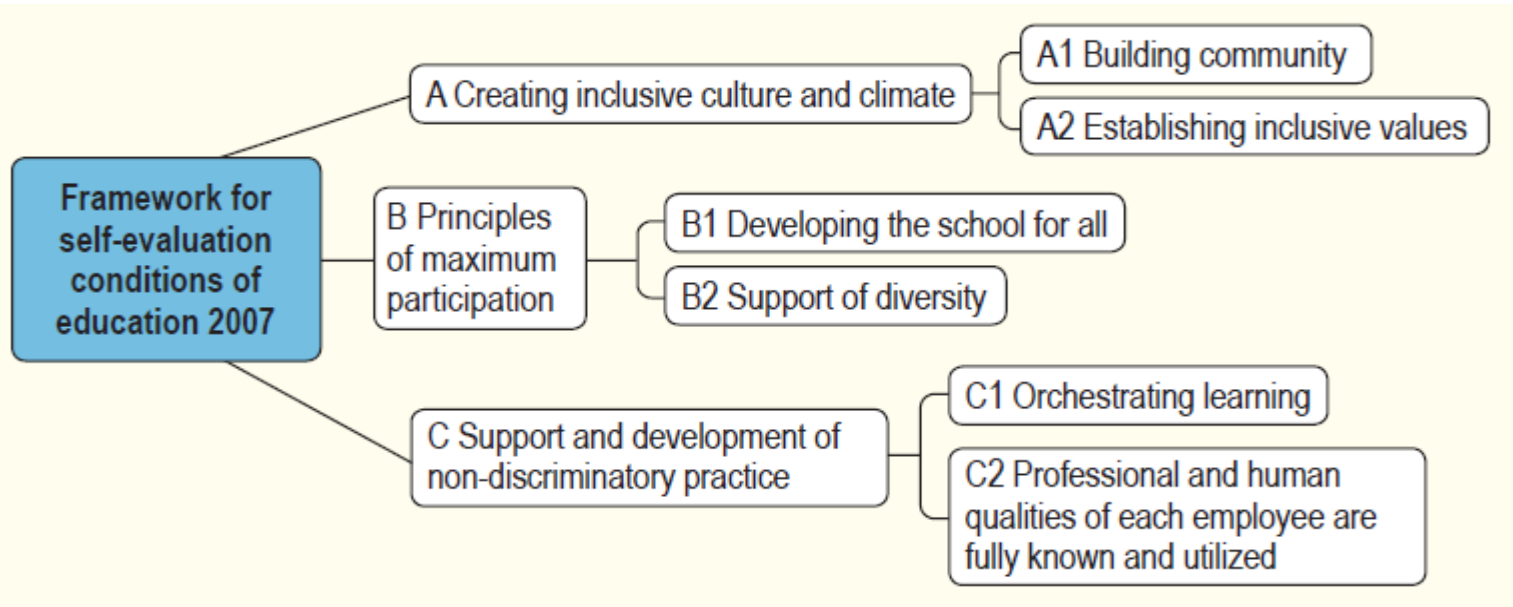
- ▶ To the time of respondents.
- ▶ To the communication of team and the arguments.
- ▶ To the formulation of new objectives and actions.
- ▶ On understanding the importance of some criteria of inclusion and guidance questions of teachers themselves in Czech schools.

Research tool requires revision – reformulation of some partial criteria, its slimming for easier and more objective use in the conditions of the Czech schools.

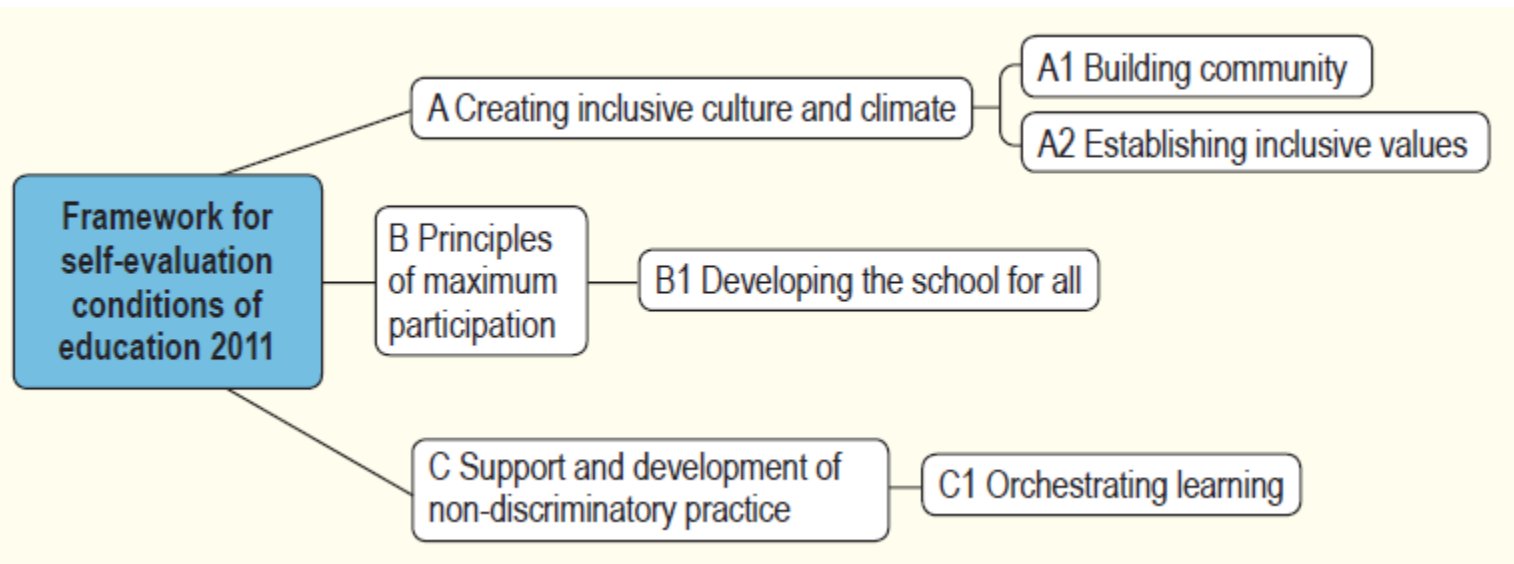


- ▶ 19 criteria
- ▶ 93 indicators

RÁMEC PRO SEBEHODNOCENÍ PODMÍNEK VZDĚLÁVÁNÍ									
POHLED A: VYTVÁŘENÍ ŠKOLNÍ KULTURY A KLIMATU PODPORUJÍCÍCH INKLUZI									
A1	TVORBA ŠKOLNÍHO SPOLEČENSTVÍ (ŽÁKŮ, PEDAGOGŮ)								
	Kritérium	Hodnocení							
A 1.1	Každý žák (zástupce žáka) je ve škole vítán (jsou vytvořeny podmínky pro to, aby se každý mohl cítit dobře)	1	2	3	4	5	6	7	
A	1.1.1	Informace o škole jsou dostupné každému (včetně respektu k mateřskému jazyku či postižení)							
A	1.1.2	Společné prostory školy vypovídají o všech členech školního společenství - nevyzdvihují pouze vybrané osoby							
A	1.1.3	Žáci mohou spolurozhodovat o vzhledu a zařizení své učebny							
A	1.1.4	Přístup ke škole i pohyb v ní je umožněn i osobám s postižením, znevýhodněním							
A	1.1.5	Existuje podpora pro žáky, kteří mají zejména na počátku docházky do školy problémy orientovat se ve školní budově							
A	1.1.6	Škola má vypracovanou strategii postupu a podpory při přijímání nových žáků							
A	1.1.7	Učitelé po čase zjišťují, jak se noví žáci ve škole, třídě cítí							
A	1.1.8	Zákonný zástupce žáka se může zúčastnit výuky							
8	Σ								
		Na základě čeho jsme určili svoji polohu na stupnici 1 - 7						Prostředky k dalšímu zlepšování	



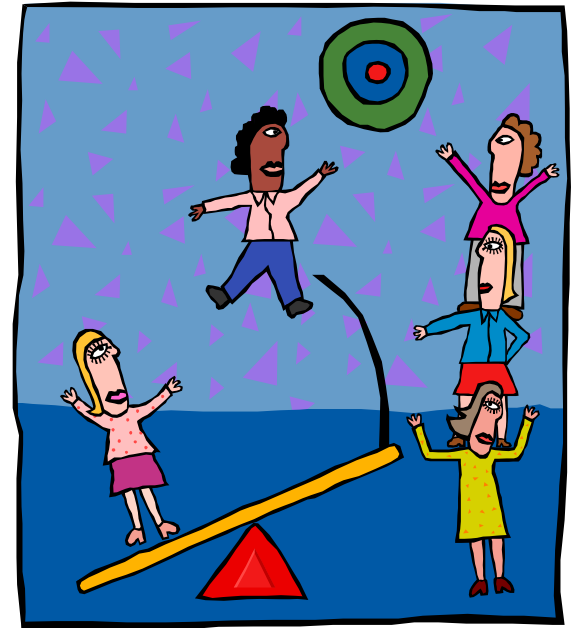
2009



2011

Thank for your attention!

Děkujeme za pozornost!



Cádiz, EERA – ECER  
18.-21. 9. 2012