

CZECH TEACHERS AND INCLUSIVE PRIMARY SCHOOL EDUCATION

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Abstract

The paper is about the questions of the preparedness of the teacher for education of pupils with special educational needs in the context of Czech primary school system. The text deals with three research areas: orientation in the key context of the social environment, where the pupils come from, and real form of school pedagogical work with the pupils with special educational needs and the attitudinal constructs about the question of inclusion of pupils from target groups. The text presents some empirical findings from all over the republic research, in which 2005 teachers were involved. The research conclusions emphasize that readiness of teachers for their pedagogical work with pupils with special educational needs is inadequate. The text is one of the output of project Sociological monitoring of educational inputs and outputs of children and pupils, including children and pupils with special educational needs in the Czech Republic (CZ.1.07/1.2.00/47.0009).

Key words: *preparedness, teacher, primary school, child and pupil with special educational needs, inclusive education, research, social exclusion*

CURRENT QUESTIONS OF PRIMARY SCHOOL EDUCATION

Current transformations in the Czech education system, which are especially related to primary education, raise many questions. The answer to these questions cannot be simply defined, finding the correct and accurate answers is not easy. It is rather impossible because if we want the answers to be unambiguous, we will omit important moments from school environment, which should be covered in the process of inclusion, and for which the critical discussion among politicians, experts and teachers and even the parents support common interests, sometimes even contradictory reactions and aims. By the presented paper we do not contribute to the “infected” discussion. The aim is to point to the current situation of (un)preparedness of primary school teachers for designing school inclusion in practical sense. The mentioned transformational changes interfere with differently designed horizontal or vertical schematic processes of school policy. Various professional platforms from experts or fans and even from the parents’ group that influence educational policy have been intensively and in a long term involved in individual process activities. An advisory and working bodies of the Government of the Czech Republic have a significant role in these matters, as well as variously formed working groups of individual departments of ministries. The question of mainstream education and conception of inclusive education in narrower or broader sense is also dealt with by differently defined registered societies (formerly non-governmental organizations) in the Czech Republic. The individual problems of school practice, which are subject to transformation, became the focus of the interest not randomly. They represent an outcome of particular results of in long-term observed intentions, results of empiric domestic or international research investigation, but they also incline to appeals and criticisms of European or other worldwide organizations involved in this topic. For a brief overview we will state only a few key changes of school practice, which are introduced by Strategy 2020, where the emphasis is placed on the following triad of areas in the education improvement of the quality of education, pedagogical competence of teachers and effective management of the educational system, development of the personality of the educated, and their equipment with positive human and civic attitudes, and preparation for a job. These areas of school practice currently undergo processes of defining and constructing of the final and for school environment specific binding form. They in parallel influence the phenomenon of inclusive education, they influence the quality of social education, determine social equality and social justice, and thereby shift the interpretation of questions of equal opportunities. (for more see Kaleja, 2015, Kaleja, Zezulková, E., 2015, Zezulková, E., 2015) We oriented in a different direction with our research intention in the context of this paper. We dealt with pedagogical workers of primary schools, who in observed period of time held various

pedagogical positions (functions). They are definitely affected by the mentioned changes, but we did not set the mentioned school political problems within the research. The subject of research intention for us became the research question: *Are the pedagogical workers of primary schools prepared for inclusive education?* This became our central research topic outside the whole research intention with a title *Sociological monitoring of educational inputs and outputs of children and pupils, including children and pupils with special educational needs in the Czech Republic (CZ.1.07/1.2.00/47.0009)* and it contains three research lines, corresponding with key activities of the research (KA1, KA2, KA3). Our presented paper is based on the results KA1 with a title *Sociological analysis focused on a comparison of achieved results of pupils with special educational needs in different types of schools.*

INCLUSIVE PRIMARY SCHOOL EDUCATION

A child in the context of the educational trajectory is an individual attending pre-school education (kindergarten, a preparatory class of a primary school). In the context of family environment a child is a person who is generally considered a child. In the social context a child is considered an individual that has not reached adulthood (18 years of age). A pupil is an individual participating in a state-guaranteed nine-year compulsory school attendance and/or participating in secondary school education (according to the Education Act). Education law regulating the education of children, pupils and students except tertiary education was until 2014 based on the National Programme for the Development of Education in the Czech Republic (sc. White Paper, 2001), from the beginning of 2015 the scope of the education policy with its strategic priorities has been formulated in the Strategy for Education Policy of the Czech Republic until 2020. The Act No. 561/2004 Coll., on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended, regulates education in all regions in the Czech Republic and is in compliance with the Constitution of the Czech Republic (Act. No. 1/1993 Coll.) and with the Charter of Fundamental Rights and Basic Freedoms (Act no. 2/1993 Coll.). Special educational needs represent certain specifics in the educational trajectory of concerned persons, specified in relevant legal documents. A child, a pupil and a student with special educational needs is considered, according to effective education legislation, a person that needs the provision of supportive measures in order to fulfil their educational opportunities or to apply or exercise their rights on the basis of equality with others. The amendment of the Education Act no. 82/2015 Coll. further uses the term special educational needs, however, it abandons the original systematic categorisation of children, pupils and students with special educational needs according to *health disability, health disadvantage, social disadvantage*. Special educational needs of concerned individuals are saturated with supportive measures. Supportive measures mean necessary adjustments in education and education services corresponding to the state of health, cultural environment or other living conditions of a child, a pupil or a student. Children, pupils and students with special educational needs have the right to free provision of supportive measures by the school and educational facility.

The last amendment of the Education Act (82/2015 Coll.) brought several expected changes. Special educational needs are more specified in the relation to fulfilling educational opportunities and application and also in relation to using own rights to equality in education through the application/implementation of supportive measures that take into consideration the state of health, cultural environment and living conditions of an individual. The horizontal classification of special educational needs was supplemented with a vertical perspective with five defined levels of support. The level of support is categorically connected with the organisational, pedagogical and financial aspect of integrative or rather inclusive processes. The combination of the usage of individual levels of support can be indicated by counselling facility depending on the type and level of health disability of an individual.

Children and pupils from the environment of social exclusion can show signs of all the above mentioned categories of special educational needs if they go through the process of diagnostics in the counselling facility and if they are legitimately diagnosed with a disability or a disadvantage. Special educational needs of the concerned individuals are saturated with supportive measures. These represent a set of diverse strategies and approaches (methods, forms, means, tools, etc.) of education

that take into consideration the specifics of a child, a pupil or a student with special educational needs and they do not represent limits in education of others. These measures include the following:

- provision of counselling services at school and outside of school,
- modification of the organisation, the content, the evaluation, the methods and the forms of education, and modification of the conditions for commencing and terminating education,
- the usage of compensatory tools, special textbooks and special educational tools,
- modification of expected educational outcomes in the plan of curricular documents,
- education according to the individual educational plan, and the usage of the position of a teacher's assistant or another pedagogical worker, interpreter into Czech sign language, transcriber, etc.,
- provision of education and schooling services in with respect to construction and technically adjusted buildings.

Collective education, equal education and social justice in education are terms that the professional public often connects with the concept of inclusive education. In collective education we face a heterogeneous class, while heterogeneity can be perceived variably, from different perspectives (e.g. age, ethnicity, the level of support etc.). The term equal education represents the equality in opportunities of concerned pupils with the emphasis on explicit taking into consideration of disadvantaged input conditions that the pupils commence their educational path in. The equality of opportunities in this case cannot be measured by mathematical principles, it also cannot be connected with positive discrimination. The equality of opportunities requires the consideration of individual characteristics in comparison with other pupils from non-target groups with a clearly defined aim, which is the support of the personal development of pupil/s in all relevant spheres. Justice in education, even though it is a quickly changing topic in the context of time, place, situation, conditions of education etc., is, therefore, represented by all effective acts and regulations that adjust and guarantee the education of all groups of pupils. A newly frequently used term "inclusive education" connects all pupils into one group and therefore creates collective education of pupils from heterogeneous groups. We do not emphasise their mutual difference, however, we take into consideration their disadvantage or their special educational needs with the aim to determine the level of support in their educational trajectory and to set the optimal supportive internal and external mechanisms in the intention of social justice. Inclusive trends in education include a wide variety of strategies, activities and processes that are trying to realise justice on the level of quality, pragmatic and optimally outlined education of pupils with special educational needs, while intact pupils are not disregarded. On the contrary, all the realised inclusive educational methods in the class must serve to everyone, must be beneficial for everyone. Segregation, marginalization or any methods having the character of exclusion are excluded (comp. Hájková, Strnadová, 2010, Pipeková, J., Vítková, 2014, Adamus, 2015, Bartoňová, B., Vítková, Vrubel, 2014, Lechta, 2010, Krupová, 2010 etc.). The predisposition for the prevention of the mechanisms of social exclusion in the school environment is undoubtedly becoming the internal (subjectively perceived) and qualified external (objectively measurable) preparedness of a teacher for the education of pupils in variously composed heterogeneous groups (for more see Kaleja, 2015).

The Czech Republic formally guarantees inclusion in education in acts, regulations and strategic documents. Within the ratification of the Convention on the Rights of Persons with Disabilities, according to article 24, which states: "*Education, according to which States, which are Contractual Parties, recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity.*", the Czech Republic approved another Action Plan for Inclusive Education for the period 2016 – 2018 (Action Plan). According to the Ministry of Education, Youth and Sports it follows the Strategy for Education Policy of the Czech Republic until 2020 and the Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic for the period 2015 – 2020. The Action Plan dominantly solves the support of equal opportunities and just access to quality education, including prevention and

correction of early termination of education. It mentions supportive measures, requires a register of the number of pupils in inclusive education and inspection system of diagnostics in counselling facilities. The Action Plan also pays extra attention especially to binding tasks of the Ministry of Education, Youth and Sports towards the European Commission. The process of the creation of inclusive and quality educational system is in the Action Plan divided into five strategic paths¹ that create a mutually connected system: the sooner, the better, inclusive education is beneficial for everyone, highly qualified professionals, supportive systems and the mechanisms of financing, reliable data.

The perception of children and pupils with special educational needs gets closer to fulfilling the Convention² on the Rights of Persons with Disabilities, which defines: "... *disability is an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in the society on an equal basis with others.*" A similar point of view can be applied also on disadvantages connected with different living conditions. At the beginning of 2015 the Government of the Czech Republic adopted the Strategy for Roma Integration till 2020 and in it the government set the following primary goals for the area of education: „*Decreasing the differences in education between majority society and the Roma people through ensuring equal access of Roma people to quality education on all levels.*“ These are subsequently categorised into specific goals:

- increasing the access of Roma children to quality pre-school education and care,
- removing the practice of incorrect placement of Roma children into education with lower educational ambitions, and removing the segregation of Roma children in education on all levels,
- ensuring basic conditions for the development of the inclusion of Roma pupils in the main educational stream and the development of inclusive education,
- supporting Roma people in achieving secondary and tertiary education, and supporting the addition of education in Roma adults and lifelong education.

PREPAREDNESS OF TEACHERS FOR INCLUSIVE PRIMARY SCHOOL EDUCATION

With respect to the set order from the Ministry of Education, Youth and Sports of the Czech Republic and with respect to the subject-factual tendency of interdisciplinary approach we set the goal to *analyse the preparedness of teachers of primary schools in 13 regions of the Czech Republic* (Prague region was excluded), **where we categorised the observed phenomenon into three research areas.** Their partial components influence each other, they mingle, interact with each other. The areas are the following: **the teacher's orientation, the teacher's field practice, teacher's point of view of inclusion**, in the context of our research they are considered the bearing pillars of the **subjectively perceived preparedness of the teacher** (N 2005) for education of children and pupils of three target groups:³

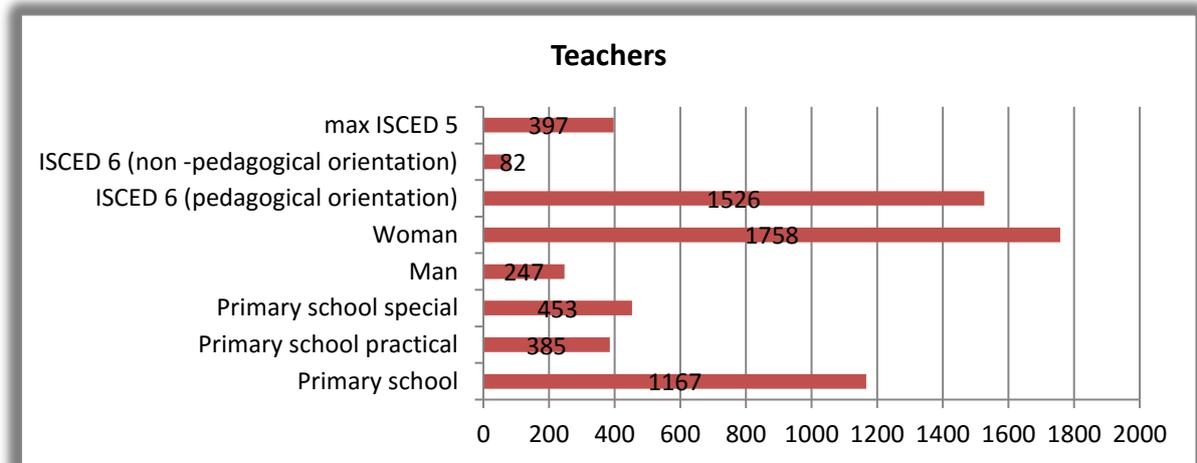
- Children and pupils mentally in norm, children and pupils with mental disability *, children and pupils in mental subnorm *,
- Children and pupils with special educational needs without a mental disability, children and pupils from the environment of social exclusion *,
- Children and pupils from ethnic majority society, children and pupils from ethnic minority society

¹ European Agency for Special Needs and Inclusive Education, 2014. *Five Key Messages For Inclusive Education*. Odense, Denmark.

² The notice from the Ministry of Foreign Affairs about the negotiation of the Convention on the Rights of Persons with Disabilities, no. 10/2010 Coll. of international agreements. For the content of the Convention see: http://www.mpsv.cz/files/clanky/10774/uumluva_CJ_rev.pdf

³ Legend: * = the minimum criterion for groups of children and pupils according to the order of the Ministry of Education, Youth and Sports – see research set = target group of children and pupils

Picture 1. The Characteristics of Teachers of Primary Schools



We point out that we researched the subjectively perceived preparedness of teachers. The concept took into consideration previously realised researches and their key findings for the researched phenomenon. In the research we took into consideration the variability of the procedures of individual steps, the actual procedures and the possibilities of the realisation of the research scheme. We took inspiration from the researches by many experts (Petrasová, et al., 2012, Petrasová, Porubský, 2013, Rosinský, 2009, Rafael et al., 2011, Pinková, Slepíčková, Solárová, 2013 etc.). Therefore, we chose the measurement of opinion and attitudinal constructs, where we chose the evaluation according to L. Tondl (1999). We already have experience with it from analysing opinions and attitudes of parents of Roma children towards education (Kaleja, 2011) and value constructs, where we analysed the required schemes – through opinions and attitudes of pupils of second level of primary schools (Kaleja, 2013). It is obvious that the structure of evaluation from the formal perspective has qualitative, quantitative, comparative, preferential, and point aspect. For our research we chose the quantitative concept of analysis. When we applied the same research concept to measure opinion and attitudinal constructs in parents (Kaleja, 2011) and subsequently in pupils (Kaleja, 2013), it was confirmed that teachers are an important determinant in the educational trajectory of children and pupils and that they play an important intentional and functional role in building their value schemes in education. It depends also on their opinions and attitudes to what extent and how the concerned ones (children and pupils) perceive education. So now we examined the preparedness of teachers for education of these children and pupils.

In our case the method was questioning and the technic of the questionnaire was our own construction containing necessary requirements. The verification of the above mentioned requirements of the research tool was done in two ways:

- the tool was properly consulted with experts in realisation of similarly aimed research schemes,
- the tool was pilot tested on a sample of teachers (25) working at one primary school in the Moravian-Silesian Region.

Both ways of verifying the reliability and validity of the questionnaire brought several key observations that we had to take into consideration even before the actual administration of the questionnaire and the collection of relevant data. The questionnaire, among others, was also investigating chosen determining features (*categorising information*), on their basis the classification of the obtained empirical data was done. The determining features were:

- the type of primary school where the teacher works (primary school, practical school, special school),

- the length of pedagogical practice (up to 5, up to 10, over 10 years),
- the degree and type of achieved education (secondary, university of pedagogical type, university of non-pedagogical type),
- the position of the teacher at the workplace (teacher, teacher's assistant, other pedagogical worker),
- the characteristics of pupils they work with (pupils with bordering level, pupils with mental disability with combined disability, pupils mentally in norm, pupils from a socially excluded locality, pupils from ethnic majority society, pupils from ethnic minority society, pupils with special educational needs without a mental disability).

THE KEY FINDINGS OF RESEARCH

The main research question mentioned above has been differentiated into individual research questions (VO1-VO3), whose formulation was sorted out later and their wording is compact with research spheres of the subjectively designed preparedness:

VO1: What is the orientation of teachers of primary schools in key topics intervening into the concept of social exclusion and education?

Nearly 92 % of teachers consider the concepts of disadvantage and social exclusion as synonymous, although in reality they are not. Almost 84 % of teachers believe that exclusively Roma people live in socially excluded localities in the Czech Republic, however, according to known sociological analyses it is not true. Nearly 67 % of teachers think that the pupils with social disadvantage should be educated according to the curriculum for pupils with mental disability. Almost 96 % of teachers assume that pupils with social disadvantage have mental disability.

Social disadvantage cannot be perceived as a synonym of social exclusion. The individual terms have its broader and narrower definition, hence the connotative and denotative background, in which they differ significantly. Outside the sociological platform of individual phenomena, both problematic questions are entered by various disciplines always with its' own professional perspective. The difference between disadvantage and exclusion is also obvious, among other things, in particular school regulations, which deal with education of children and pupils, including children and pupils with special educational needs. From the above stated it is absolutely obvious, that the addressed teachers interchange both terms, and they perceive them similarly. It is, therefore, questionable, whether they feel a need to understand the given issue and on the basis of understanding also modify their own attitudinal constructs to the affected children and pupils.

According to the last sociological analysis (GAC 2015) the Czech Republic currently records the total of 606 socially excluded localities, where approximately 95 to 115 thousand inhabitants live. From the perspective of ethnic origin the Roma people dominate. However, the estimation is that 10 to 15 % of inhabitants of these localities are people from the majority society. Their life strategies are very close to the life strategies of socially excluded Roma people. Therefore, it is about an existential problem closely connected with a character of life strategies, not the problem of ethnic origin. From various nationwide researches it arises that the majority of majority society does not wish to have Roma neighbours, they do not want to live with Roma people, they consider them misfit, etc. The society perceives Roma people very negatively. This is the picture of Roma ethnicity not only in the Czech Republic, but also elsewhere in the world (e.g. Slovakia, Romania, Bulgaria, Macedonia, etc.). The problem from the perspective of certain discrepancies, ambiguities and methodological imprecision is factual sociological non-differentiation. In reality if we ask about Roma people in similar findings (in the context of education, living, employment), the society thinks that we ask about Roma people, who are characterized by socially excluded localities or localities endangered by social exclusion. In other words similarly oriented researches with findings about the society and its relationship with Roma

people with such characteristic. However, it has to be emphasized that the phenomenon of social exclusion has several aspects. It represents the current state of social exclusion as well as dispositions to this phenomenon: (a) Each Roma person does not have to be socially excluded in the society; (b) each Roma person (with respect to ethnicity) has more characteristics compared to the majority society to be easily socially excluded for certain significant ones.

If these socially excluded pupils were diagnosed with intellectual disability, they would belong to the category of pupils with health disability, whose education would be then legitimately realized according to the curriculum for pupils with mental disability. The research did not focus on the fact whether all pupils with social disadvantage have diagnosed an intellectual disability, but within logical intentions and objective indicators, such as general prevalence in population, the presumption can be disproved, or considered irrelevant. By the adoption of a new education policy with curricular principles and in accordance with the then *National Programme for the Development of Education in the Czech Republic* (sc. White Paper, 2001, from 2015 it is a document called *Strategy for Education Policy of the Czech Republic until 2020*) and with the adoption of a new education act (561/2004 Coll., as amended) new documents have been created in two levels (state and school). They replace the former “Standards of Education” containing the innovative structure and a new title “National Programme for Education”. The pupils in sc. border level are educated in the mainstream education.

According to the valid legislation the pupils with social disadvantage with their special educational needs belong to the group of pupils with a need of supportive measures. They are not, however, related to the diagnosis of intellectual disability. The pupils diagnosed with mental disability belong to the category of health disability. Therefore, we speak about two completely heterogeneous groups of pupils, who are entitled to different support of their educational needs. The differentiation involved in the educational process can be, among other things, seen in didactic, methodological and other (special) pedagogical approaches, which are used by the teachers.

VO2: What is (the actual) terrain practice of teachers of primary schools in education of pupils of target groups?

Of the questioned teachers, 74 % state, that during the school educational process it is suitable to approach the pupils of Roma ethnicity from the front and that there is no need for application of any other specific approach. Of the questioned teachers, 87 % confirm that during the process of school education it is suitable to approach the pupils with mental disability from the front and that there is no need for application of any other specific approach.

The school education of Roma pupils is specific and requires taking into consideration preconditions for education with which the pupil commence his / her educational trajectory. The school or teachers working with these pupils should know the socio-educative characteristics of Roma pupils from the environment of social exclusion, because it is these characteristics that by their nature determine the course themselves, the factors of education and subsequently the aim of the educational path itself. It is not necessary to emphasize the specifics of school education, including the importance of pre-school preparation, school maturity and preparedness, possible educational or upbringing difficulties, educational needs, methods and models of management of the educational process, and also the necessary active cooperation with the family, or cooperation with the non-profit sector. About all mentioned questions about education we wrote earlier (see Kaleja, 2015, 2014, 2013, 2011 etc.) and experts have been dealing with this pedagogical phenomenon for several decades (cf. Šotolová, 2011, Portik, 2003, Kyuchukov, 2009, Horňák, 2005, Bartoňová, 2009, Balvín, et al. 2001, Petrasová, 2013, 2012 etc.). Even in the recent years the issue of education of Roma pupils, especially from the environment of social exclusion, has become the subject of interest of several European professional organizations (e.g. UNESCO, Open Society Institute, Roma Education Fund, European Training Foundation, or the European Roma and Travellers Forum, etc.) and it is also the focus interest of the European Commission for Education of the Council of Europe.

Mental disability is a developmental disorder of the integration of mental functions, affecting the person in all personality parts, where the cognitive part is affected the most significantly. The

cognitive processes are endogenous dominant mechanisms, which enable cognition in the broadest meaning of its sense. Therefore, the mental disability means for the person lifelong disadvantage and it manifests in the cognitive, emotional, social and behavioural level. The character of school education of pupils with a mental disability has to take into consideration the level of an intellectual disability. It is the level that indicates the degree and possibilities of cognitive, emotional, social and behavioural processes. All existing national (Zezulková, 2011, 2013, 2015, Adamus, P. 2014, 2015, Pipeková, 2010, Švarcová, 2003, Kaleja, 2014, Bartoňová, Vítková, 2013, Valenta, Michalík, Lečbych, et al., 2012 etc.) as well as foreign studies (Vančová, 2014, Algozzine, Ysseldyk, 2006, Beirne-Smith, Patton, Kim, 2005 etc.) point to specifics of home and school education.

VO3: How is the realization of inclusion perceived by teachers of primary schools in the context of pupils from the target groups?

Of the questioned teachers up to 84 % admit that they are not well oriented in special educational methods of work with pupils with special educational needs. Of the questioned teachers up to 85 % admit that they are not oriented in defined supported measures for pupils with special educational needs. Of questioned teachers up to 71 % confirm that they do not know the conditions stated in the curriculum for primary education of pupils with special educational needs. Of the questioned teachers up to 87 % say that not even their colleagues at work know the conditions stated in the curriculum for primary education of pupils with special educational needs. Of questioned teachers 95 % mention that school where they work does not use all conditions for successful education of pupils with social disadvantage stated by the curriculum of the Framework Education Programme for Elementary Education. Of questioned teachers 94 % declare that school where they work does not apply all conditions for successful education of pupils with mental disability stated by the curriculum of Framework Education Programme for Elementary Education.

We did not monitor, whether absolutely everyone in the current period worked with pupils with special educational needs. However, within the scope of integrative or inclusive educational tendencies each qualified teacher should be able to at least know these methods. In the undergraduate preparation the teachers learned the basics of special education, in which the topics of integration or inclusion of pupils of target groups were mentioned. The system of further education of pedagogical workers offers rather wide variety of educational events focused on specifics in the education of pupils with the need of various supportive measures. Continuous self-education of teachers is in their profession natural. Self-education of teachers in the questions of integration / inclusion of chosen groups of pupils with special educational needs, especially those who are in the current period educated by these teachers, should be required by the management of the school. Measures in the education of children and pupils with special educational needs are legislatively defined in particular documents and they should serve to direct support of successful education of concerned children and pupils. The teacher should be able to be knowledgeable in them. Especially the ones who are affected by its application in their pedagogical practice. Ignorance and lack of orientation in these binding documents do not support the question of subjective preparedness to performance of pedagogical profession. Regardless the approbation of the teacher, the child and pupil with special educational needs requires quality standards and quality approach of all pedagogical workers (guaranteed to him / her by the state), who has direct or indirect influence on his / her trajectory. Special educational needs only emphasize the quality standard and quality approach, they have to adequately take into account those socio-educative peculiarities of children and pupils.

Curriculum documents of state or school level are for terrain school education, for all pedagogical workers of school, binding. They lead to key competences, which should be achieved by the children and pupils. The key competences focus on effective learning (strategies and preconditions for lifelong education), effectively and normatively constructed models of behaviour in given problematic situations, effectively chosen ways of communication in wider and also broader sense of the meaning, forming intrapersonal beneficial and socially appropriate relations and last but not least they also focus on forming the human personality to responsible citizenship. The pedagogical worker should be aware of this fact during the whole time of the performance of his / her profession. He / she should

appropriately and purposefully construct processes and strategies of education, so that by him / her chosen individual steps of educational processes lead to a maximal development of all children and pupils, with whom he / she comes in touch during the education. He / she applies the principle of differentiated education and principle of individual approach to children and pupils regardless their differences. Ignorance of the conditions of school education of children and pupils with special educational needs by teachers of primary schools can be an indicator of sluggishness of teachers, their lack of interest, inappropriate organization of competences at work, internal or external motivation or possibly insufficient control from the management of the school and other relevant circumstances. However, all the mentioned determinants can have a significant influence on the course itself and the result of the educational trajectory of concerned students.

CONCLUSION

If we focus on the scope of barriers in the education of target groups of children and pupils with special educational needs (especially then from the environment of social exclusion), we could define many reserves of internal and external origin. We extract the key problematic elements, which we have dealt with in a long time (Kaleja, 2011, 2013, 2014, 2015) and which have completely demonstrable direct impacts on the educational trajectory not only of our target groups of children and pupils: *environment, family and school (with emphasis on the teachers) and educational and upbringing process*. In the environment we want to emphasize physical, environmental and social conditions of the phenomenon of social exclusion, which indicate the character of education, motivation, need and the means of their saturation. Already before and then during the educational trajectory of children and pupils we should, within the scope of our possibilities, eliminate all processes supporting segregation, ghettoization and stigmatization. Parents built on their own experience, some of them are not able to sufficiently motivate their children to education. Lifestyle shows the children the way, the parents hardly overcome the right change in their life. The school performs many necessary functions supporting socialization processes. Also here the researches show that approximately one third of teachers has a negative experience with Roma pupils, their competences and approaches are significantly limited. This is related to the peculiarities of children and pupils from the environment of social exclusion.

The preparedness of the teacher to education of children and pupils with different characteristics, not only with a need of supportive measure, children and pupils from the environment of social exclusion or children and pupils from different cultural environment requires the fulfilment of certain criteria on the objective and subjective level. The first one represents formal requirements, usually fulfilled by necessary qualifications, the second one represents how the teachers themselves perceive their preparedness. Thus, the paper points to own declaration of low subjectively perceived preparedness of teachers for inclusive education of children and pupils.

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