

* University of Zielona Góra. Faculty of Social Sciences

** University of West Bohemia. Faculty of Education

MARZANNA FARNICKA*, VERÁ KOSIKOVÁ**

ORCID: 0000-0002-4274-1646; farniccy@gmail.com

ORCID: 0000-0002-73350-0293; kosikov@kps.zcu.cz

*Models of Inclusive Education in Selected Educational Institutions in
Czechia – Inclusive Education and Organization Culture*

Modele edukacji włączającej w wybranych placówkach oświatowych w Czechach – edukacja włączająca a kultura organizacji

HOW TO QUOTE THIS PAPER: Farnicka, M., Kosiková, V. (2023). Models of Inclusive Education in Selected Educational Institutions in Czechia – Inclusive Education and Organization Culture. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 36(1), 45–61. DOI: 10.17951/j.2023.36.1.45-61

ABSTRACT

Employees and managers of educational institutions have been dealing with numerous challenges related to changes in nowadays world for years. The idea of striving for “excellence in teaching” based on Fullan’s paradigm of school culture transformation has become a reason for deeper reflection in this area. Using the comparative analysis method, a picture of work models in educational institutions within the same system guidelines has been obtained. In order to make comparisons, strategies focused on providing the most effective support for pupils with special educational needs and the process of evaluating activities were taken into account. Based on three experiences of implementing the idea of inclusive education, some strategies for coping with required changes were shown. The presented case studies showed that while the strategies of each educational institution varied, they aimed to offer functional and effective counseling services which enhanced the personal and social development of children. The differences between them are related to specific practices: whether they are occasional or systematic, focused on teachers or problems, communication or action, part of the school daily work routine or applied to deal with emerging problems. The research results present a certain type of narrative related to eliminating resistance to change and monitoring its effects in a positive way according to the specific culture of organization.

Keywords: inclusive education; organization culture; paradigm of school culture transformation; children; teachers

INTRODUCTION

Interest in the research of school effectiveness appeared in response to the *Equality of Educational Opportunity* report published in 1966 (Coleman et al., 1966). The report revealed a surprising conclusion that there was little correlation between the conditions of schools and the achievements of students. What turned out to be significant were the differences in environmental conditions that directly penetrated the schools. As a result, good or bad schools were determined by the socio-economic status of the environment in which they were located. Since then, the functioning and effectiveness of educational institutions have been repeatedly reflected on (Global Education Monitoring Report Team, 2020; UNESCO, 2017). These results draw attention to and emphasize the importance of not only the direct involvement of all school employees and students in defining needs, setting goals of the institution's development programme as a condition for an independent and authentic renewal of the school, but also the potential of organizational culture, which is also hidden in the rules and goals of the community and environment surrounding education.

Currently, as European states, we are in the process of changing from specialist education to inclusive education. According to UNESCO guidelines (2017) and European Agency for Special Needs and Inclusive Education (2022), inclusive education is understood as an approach in the process of education and upbringing the aim of which is to increase the educational opportunities of all learners by providing them with conditions to develop their individual potential, so that in the future they can fully develop their own personal potential, opportunities, and full social inclusion. Contemporary education aims to equip students with the competencies necessary to create an inclusive society in the future, that is a society in which individuals, regardless of differences in health, abilities, origin, or religion, are equal members of the community, and their diversity is perceived as a valuable resource for social and civilization development. It is a systemic, multidimensional and multidirectional approach to education aimed at adjusting educational requirements, learning conditions and organization of education to the needs and possibilities of each student as an equal participant in the education process (Ośrodek Rozwoju Edukacji, 2022).

The contemporary improvement of education is focused on practice, on building everyday experiences, but it also refers to government regulations – macro-policy aimed at introducing changes and giving a specific direction at lower levels: meso (region) and micro (school; see Denek, 1997). In the analysis of processes, a multi-level structure is adopted. Researchers agree that overall school improvement involves the development of a positive or healthy school culture that provides favourable conditions for students and their development (Nowosad, 2019; Peterson, 2002). For this purpose, comprehensive models of

educational effectiveness have been developed (see Schein, 1985). Scientists and evaluators of educational systems draw attention to the need for taking into account the macro, meso, and micro levels in work on the quality of education in a changing environment. This means a general, multi-level structure in which, in addition to the individual level of teaching and learning, the following are equally important: the context level (national or local), the level of the school, and the level of the classroom. The knowledge on school effectiveness clearly identifies which characteristics and factors are important in achieving effectiveness (Levine, Lezotte, 1990; Stoll, Fink, 1996). This approach makes it possible to search for answers to the question about the methods of introducing changes at all stages of education. It can therefore be assumed that in each country and in each school the challenges faced by education are analyzed in the light of its own vision and mission, as well as opportunities that are hidden in the organizational culture of a given institution (Farnicka, 2022; Nowosad, 2019). As Peterson and Deal (2009) claim, each school has a different culture or way of thinking about its functioning, which manifests itself in the way its members solve problems.

These assumptions were the basis for examining how educational institutions deal with implementing changes related to the implementation of inclusive education. For this purpose, a comparison of two institutions that functioned in the same legal and social environment (the same country, the same region) was carried out. In order to present the results of the analyses, the article presents the adopted criteria for the analyses (theory and methodology of study), legal assumptions, and specific methods of work and their nature (study and results). In the discussion and conclusions, the possibilities of implementing the obtained results in other countries and other communities are presented.

THEORETICAL BASIS

The ability to change educational systems and institutions and strive for continuous development is the foundation on which scientists describe new school concepts. In the description of school development processes, Fullan (2007) draws attention to the fact that the international community is highly aware that better education is the key to social and global productivity as well as individual and social well-being. This intensifies activities focused on care for the quality of education and the possibility of improvement on a large scale. The efficiency of school improvement as a permanent process, included in the activity and mission of the school, manifests itself in everyday situations, often overlooked from the perspective of global effects. Based on Fullan's idea, it can be assumed that everyday school development has become a process of identifying new needs, learning through experience, creating new practice, and acquiring proficiency in joint action. If this model is adopted, the school community analyses the

requirements it has to meet in the light of its own vision and mission, thus it creates its future. This approach emphasizes the importance of direct involvement of all school employees and students in defining needs and setting goals of the institution's development programme, as a condition for spontaneous and authentic renewal. It also highlights changes in the values and beliefs of the school community understood as transforming the school's culture.

It can therefore be claimed that the way school deals with processes outside and inside the organization depends on the teaching staff who take conscious actions or become involved on the basis of their own experience or procedures hidden in the culture of a given institution.

Another important thing that should be emphasized in adopting modern models of teaching and the existence of educational organizations is the constant change, exchange, and involvement (Nowosad, Farnicka, 2018; Schein, 1985). The educational process can be divided into several levels on which both the teacher and the pupil must exercise their individual activity. The three levels, on which people involved in the educational process meet, are presented below. These include: the cultural level, with challenges and expectations of the environment related to civilization developments such as the emergence of new media, functioning in the online world, availability of different forms of learning, and need for new competencies; the relational level, with all kinds of relationships entered by people involved in the educational process; and the operational level, which is about using skills and tools in order to meet goals and complete tasks the teacher and pupil are faced with, to the best degree possible.

At each educational level (cultural, relational, and operational), the teacher shares knowledge and experiences necessary for performing social roles, building pupil's identity, and the concept of one's own life. Thus, a number of interactions are triggered at each level, leading to the development of further changes in the system and within individuals, as well. Bronfenbrenner (1976, pp. 537–549) calls this process 'ecological transition', and considers it both a factor and consequence of development. Thus, the presented approach to the educational process presumes that recognized environmental pressures define current tasks, provoke new problems, and stimulate the activity of all participants in the educational process. However, if a given system is to respond properly to perceived pressures, it must exhibit certain readiness measured by motivational factors within the system itself, namely maturity, economic capacity, and acknowledgement of social expectations that create a unique climate of changes that are being introduced. This moment can be called a sensitive period. It means that the same pressures or a similar configuration of pressures at a different time of development may bring different changes in system functioning. Thus, it is this developmental readiness that determines which paths of change are chosen and what tasks and challenges are taken up. It goes for all types of developmental learning, i.e. identification,

imitation, transmission, duplication, and individual activity. The individual activity of a child is here perceived not only as an inalienable need of a child, but as a process conditioning other conscious processes. It is the case both for processes that are involuntary and those that are controlled by the learning individual.

Within these assumptions, the authors attempted to discover how change occurs and if it is possible to identify a model of striving for educational excellence through the ideas of inclusive teaching. For this purpose, a research question was posed: How do selected schools deal with the implementation of the same programmes in the same legal context in relation to creating models of educational individualization?

LEGAL ENVIRONMENT

In Czechia, the education of pupils with special educational needs (SEN) is related to processes of integration and inclusion. Amendments to legislation are found in 561/2004 Collection of Law on preschool, primary, secondary, tertiary, and other education (Education Act, 2004). Other amendments to legislation can be found in Decree No. 197/2016 Coll., which amends Decree No. 72/2005 Coll. on the provision of counseling services and facilities in schools and certain other decrees, and Decree No. 27/2016 Coll. which amends Decree No. 73/2005 Coll. on the education of pupils with SEN and talented pupils. According to § 16 (1) of the Education Act, a pupil with SEN is “a person who, in order to be able to fulfill his/her education opportunities or to fulfill or realize or exercise his/her rights on an equal basis with others, requires provisional supportive measures”.

What is important Decree No. 416/2017 Coll., which modifies Decree No. 27/2016 Coll. regarding the education of students with SEN and gifted students, and which was previously amended by Decree No. 270/2017 Coll., has been published in the Collection of Laws. The changes concern minor adjustments to the support measures. The school counseling office is a part of preschool, primary, secondary, or higher vocational schools in the Czech Republic. The school is required to establish and operate the counseling office under the provisions of Act No. 561/2004 Coll. on preschool, primary, secondary, higher vocational and other education (School Act), as amended. The details regarding the workplace are defined in Decree No. 72/2005 Coll. concerning the provision of counseling services in schools and school counseling facilities. The school counseling office is one of the essential components of school counseling, along with the pedagogical-psychological counseling center, the special pedagogic center, and educational care centers. The primary purpose of this workplace is to provide pedagogical and psychological counseling services to pupils and their legal representatives (parents) at school. Pursuant to Decree No. 72/2005 Coll. primary, secondary, and higher vocational schools are required to establish a school counseling office

within the school. The school director is responsible for setting up the workplace, and the mandatory minimum staffing includes a school prevention methodology and an educational advisor. The school may also choose to expand the workplace with the addition of a school psychologist, special pedagogue, or social pedagogue at their discretion.

Supportive measures aimed at pupils with SEN focus on providing these pupils with education support that enables them to study under conditions comparable with all pupils. “Supportive measures mean necessary adjustments to education and school services appropriate to the health status, cultural environment, and other living conditions of a child, pupil, or student” (Education Act, 2004, § 6 item 1). Supportive measures are divided into five stages according to the nature and severity of the learning problem. The first stage differs from the other stages in that it is fully within the competencies of the school. The school conducts pedagogical-psychological assessment and sets up a support plan for the pupil. If within three months the implemented measures prove to be ineffective, parents and/or legal guardians of the pupil are asked to contact the school counseling centre, i.e. the pedagogical-psychological facility (PPF) or special pedagogy centre (SPC), where school psychologists and special education experts perform a professional pedagogical-psychological diagnostic assessment to re-evaluate the level of support.

Under § 1 of Decree No. 197/2016 Coll. (Education Act, 2016), informed consent of parents and/or legal guardians of a pupil is required before counseling services can be provided. In the provision of counseling services, it is necessary to observe the goal of counseling services and ethical principles and the specific needs of the pupil. It is also necessary to provide a report and recommendations using pedagogical-psychological diagnostic assessment and to evaluate supportive measures. As a result, teaching methods and systems, expected learning outcomes, and methods of evaluation are all re-adjusted for the pupil. A new tailor-made learning plan is created, and as part of third-level supportive measures, a teaching assistant may be assigned to the pupil. Subsequent supportive measures are set to enable students to learn together. These supportive measures may include building modifications and the acquisition of special didactic and compensatory aids. The student may receive special education care as well as various forms of pedagogical-psychological intervention (cf. Kendiková, 2016, p. 88; Michalik, Baslerová, Felcmanová, 2020).

Summarizing the changes and current state, the education counselors are the pillars of school counseling because they act as mediators (Baslerová, Michalik, Felcmanová, 2020; Opekarová, 2010, p. 27) between the interests of the school, the school counseling centre (pedagogical-psychological counseling centre or special pedagogy centre), and pupils. Any teacher can be appointed to the position of education counselor. However, he/she should be respected by colleagues, pupils,

and parents. Education counselors are indispensable experts in the provision of school counseling services and, together with other teachers, participate in the development and implementation of pedagogical-psychological counseling strategies, i.e. participate in the strategic activities of the school counseling centre. Schools may also involve other teaching staff in counseling activities, primarily classroom teachers or teaching assistants.

School counseling focuses on the following areas:

- supporting pupils with SEN,
- support for gifted and exceptionally gifted pupils,
- support for pupils with educational problems or educational difficulties,
- support for the social inclusion of pupils from different backgrounds or conditions,
- cooperation with legal representatives,
- cooperation with other school facilities,
- methodical support for teachers,
- creation, implementation, and evaluation of preventive programs,
- prevention of risky behaviour and school truancy,
- early intervention in the case of pupils' problems,
- career counseling.

METHODS

The investigation aimed to analyze the conditions for effective school counseling, especially after support measures were introduced to schools in 2016, which led to the creation of counseling workplaces in all types of schools. Since then, schools have been striving to fulfill the goals of counseling in the best way possible.

The empirical investigations were conducted between 2019 and 2021. The research material was collected using the method of comparative analysis in three educational institutions in the Czech Republic. In order to determine the real similarities and differences related to the culture of a given institution, institutions similar at the macro level (legal environment of the country) and meso level (significance in the community, understanding of needs) were selected.

All educational institutions selected for the study were located in the same region of the Czech Republic. The analysis focused on the work strategies of their teaching staff (teachers, educationalists, psychologists), which created a certain model of interactions focused on providing the most effective support to pupils with SEN and on the process of evaluating undertaken activities.

In the first case, a questionnaire survey was conducted among second-grade students, with 153 students participating. Seven months later, an interview with an educational advisor was conducted, which focused on determining the frequency

and circumstances under which students turn to the counseling office (or an educational counselor or risk behaviour prevention methodology), or directly to their class teacher.

In the second case, an online questionnaire survey was conducted to verify whether the established counseling strategy, which involved informing all educators and staff daily about the occurrence of students' problems and their solutions, helps eliminate undesirable phenomena and supports positive relations between students. The investigation aimed to analyze the development of the climate in selected classes of the eighth and ninth grades. A total of 135 students participated in a repeated questionnaire survey over a period of two years.

In the third case, the observation method was used to focus on the sociability, behaviour, and emotional experiences of selected children in various situations, including activities, meals, interactions with other children and adults, and behaviour during individual and collective play. The observation covered randomly selected preschoolers who needed support within the first stage of support measures.

RESULTS

Case study 1

The first case study focused on a school counseling centre managed in cooperation with school management by an education counselor who held the position of deputy head teacher. In addition to activities typically associated with their position, the education counselor worked closely and systematically with teachers. School management placed trust in their teachers whose competencies were strengthened with the establishment of the school counseling centre. Class teachers met their students regularly during school hours and knew their students well, so they were aware of their problems and performed pedagogical-psychological assessment to identify teaching and learning difficulties. Class teachers informed parents and/or legal guardians of the pupil about any difficulties and helped in resolving them by proposing and implementing interventions.

Classes in this school were carefully planned with meaningful content to help schoolchildren develop personal and social competencies and prevent undesirable behaviour.

Furthermore, a key activity of this school counseling centre was close cooperation between the education counselor and class teachers. The education counselor provided class teachers with professional consulting services and guided them methodically in overcoming the pupil's failure at school and preventing undesirable or inappropriate behaviour. The counselor provided regular

consultations on supportive measures and their implementation as well as methodical guidance of teachers on how to implement PPP and SPC recommendations. In summary, class teachers were guided professionally to recognize problems quickly so as to be able to resolve them, and to communicate effectively with teachers, parents, and pupils. If a problem exceeded the competencies of a class teacher, the education counselor (or prevention methodologist) co-operated with school management and, if necessary, with the school counseling centre (PPF or SPC), or with other social partners, e.g. OSPOD (Department for Social and Legal Child Protection) to find a solution.

In the 2019/2020 school year, a survey was conducted on second graders. The survey was to verify the effectiveness of implemented pedagogical and psychological counseling strategies, i.e. to examine with what level of trust pupils sought the help of class teachers and to examine how pupils used counseling services in general. Thus, the criterion in question was *seeking help from class teachers as a person whom I can trust*.

An anonymous questionnaire was created for the purpose of the survey and a total of 153 second graders took part in the study. The vast majority confirmed they would approach a class teacher if they had a problem at school (personal problem, bullying, learning problem, etc.) and they would do the same if a classmate required help. The questionnaire verified that pupils had confidence in their class teachers and that they turned to class teachers when in need of help and advice.

The survey also confirmed that the strategy of the counseling centre was implemented fully and that in addition to the education counselor and prevention methodologist, both of whom coordinated counseling, methodological, and intervention activities, competent class teachers also formed an important part of school counseling services.

Case study 2

The second case study focused on a school with a different school counseling strategy. This strategy was based on daily meetings of school counseling centre personnel, teachers, and teaching staff working in the school.

The meetings took place every morning from 7:25 to 7:45 AM and all school counseling centre personnel, teachers, and teaching staff attended them. The most frequent issues included truancy, absenteeism (excused 1-day absences and frequent absences due to illness), family problems related to learning difficulties, undesirable behaviour, early manifestations of bullying, etc. During these meetings, problems were examined and solutions offered. After the meetings, pupils (or single pupils, depending on the nature of the problem) were acquainted with these problems by class teachers during informative class time.

Problem resolution procedures were chosen according to whether the situation was within the competencies of a class teacher, other teachers, or school counseling centre personnel.

The school counseling centre was managed by an education counselor who dealt with issues related to career counseling and the integration of pupils with SEN. The education counselor provided counseling, methodological, and information services. Together with the coordinator of pupils with SEN, the education counselor also managed the preparation of personalized learning plans.

Pedagogical and psychological diagnosis of pupils with learning disabilities was performed by the coordinator for pupils with SEN who communicated with the school counseling centre (PPF or SPC). The coordinator for pupils with SEN was in constant contact with class teachers, teachers, teaching assistants, and school assistants regarding the timely identification of pupils with learning difficulties. The coordinator also communicated with parents and/or legal guardians of pupils and ensured the transfer of important information to the school counseling centre (PPF or SPC).

The counselor and the coordinator acquainted schoolteachers and teaching assistants with recommendations from the school counseling centre concerning the provision of supportive measures to pupils with SEN. The counselor managed changes in the school environment, acquisition of compensatory aids for pupils with SEN, and preparation of documents related to the education of pupils with SEN. The counselor also participated in the preparation of secondary school admission procedures. The coordinator managed the activities of teaching assistants in the school and coordinated the implementation of educational interventions.

The prevention methodologist coordinated the development and implementation of the school preventive programme, including preventive interventions focused on high-risk behaviour. The methodologist communicated with class teachers, schoolteachers, and other experts (OSPOD, police, PPF, and/or SPC) about high-risk behaviour.

The school prided itself on its problem resolution process. If there was an education or learning problem, all teachers and teaching staff were acquainted with the problem, and the problem was dealt with immediately by staff chosen according to their competencies and the nature and severity of the problem.

The school prioritized learning environment as an indicator of high-quality counseling. So, both the school environment and the classroom climate were closely monitored. Successful problem resolution in the classroom contributed to a positive classroom climate. Counseling activities were aimed at ensuring that each student developed at their own pace and level, and that they were received positively by their peers.

In the 2019/2020 school year, the education counselor conducted an exploratory survey aimed at determining the classroom climate. The survey was

conducted in March 2020 on a class of eighth graders which included students with SEN.

The “My Class Inventory” (MCI) questionnaire was used for the survey. It is a modification of a questionnaire by Fraser and Fisher with copyright permission from the authors; it was translated and edited by Lašek (2001) and further modified by Holeček (2014, p. 120).

In the questionnaire, the school environment was described using the following criteria: (1) satisfaction: the relationship of pupils to their class, and the degree of satisfaction and well-being in the classroom; (2) friction: the level of friction in the classroom, from tension to disputes, fights, and bullying; (3) competition: the degree of competitive relationships in the classroom, and the degree of efforts to excel, and how failure was experienced; (4) difficulty: how schoolchildren experienced demands of the school, and how demanding, difficult or uninteresting learning was; (5) cohesion: the degree of friendly and hostile relations between schoolchildren in the class, and the degree of community within the class; and (6) discipline: the degree of discipline among schoolchildren during class, and the degree of co-operative behaviour.

Means and variances (standard deviations) were determined for individual items on the questionnaire. Data distribution was normal, with some results deemed “more normal” than others. Results showed that the schoolchildren were satisfied and there was no friction in the classroom. The majority of the schoolchildren performed well in class and their learning outcomes were good. The schoolchildren engaged in healthy competition without rivalry. They knew each other well and were friendly to one another. It was clear there was a high degree of class cohesion.

The survey results were a firm indicator that school counseling strategies were functioning and that emerging problems were dealt with immediately, and as a result good relations between students were strengthened and a positive classroom climate was created.

Case study 3

The third case study focused on a kindergarten counseling centre. The kindergarten management chose a form of support that corresponded with their specific requirements and culture (Michalik et al., 2020, p. 37). The kindergarten teachers considered the educational needs of children in the education process and created learning plans for education support in line with preliminary supportive measures. The kindergarten teachers familiarized parents and/or legal guardians of pupils with these learning plans (Mrázková, Zapletalová, 2016, p. 12).

The selected kindergarten was standard in terms of structure and number of children. It was attended by many children who required an individualized

approach or an education support plan. In addition to supportive measures created and implemented according to the specific needs of each child, the kindergarten also placed emphasis on shared activities involving all children.

The kindergarten management co-operated closely with its counseling team, an approach supported by Lipnická (2017, pp. 37–38) who states that counseling activities must be coordinated, with a focus on maintaining healthy relationships, understanding, and positive thinking.

The kindergarten teaching staff chose the path of facilitation, i.e. the joint implementation of support, security, and a safe environment for children. They focused on activities that developed social skills and emotional as well as intellectual intelligence. Every activity completed by the schoolchildren was evaluated positively by teachers who exhibited empathetic behaviour and appreciation, the basic pillars of facilitative action.

Emphasis was placed on shared activities and games aimed at developing communication skills and social interaction to elicit desired behaviour and develop imagination, understanding, and experience. The emotional and value orientation of the children was also highlighted. As mentioned, all activities, games, and educational activities were positively tuned to motivate children and allow them to experience joy and success.

This resulted in children who were motivated and increasingly involved in their activities. Through imitation, self-management, and the ability to enjoy the use of educational aids, the children developed their motor, sensory, and verbal skills and abilities.

Appreciation was shown by parents and/or legal guardians to this empathetic approach because their children looked forward to attending kindergarten which was perceived as a place of safety and joy. This could be viewed as a proven indicator of high-quality counseling.

DISCUSSION

The following case studies of three educational institutions show different strategies for implementing inclusive education based on counseling centres. In each case, school counseling services were provided by a professional education counselor with competencies allowing them to manage a school counseling centre. A counseling strategy was implemented in each school and its effectiveness was verified using a process of evaluation. In general, such strategies are necessary to ensure that school counseling services are provided in response to the needs of all pupils with or without SEN.

The examples of incorporating changes in Czechia show how schools can operate in legally and organizationally transformed reality. When analyzing the Czech examples, it is noticeable that each educational institution tried to create

optimal learning conditions. The description of the introduced changes focuses on modifications in the daily routine (see Table 1). It also emphasizes the use of current practices and focuses on cooperation and use of existing resources together with school counseling services and centres as the essential part of education. However, specific procedures for implementing counseling services and establishing the structure and strategy within a school counseling centre are fully within the competencies of each school.

Table 1. Different styles in coping with inclusive education

Criteria	Case study 1	Case study 2	Case study 3
Organizational level – organization	school counseling team	special department – specialist	counseling team
Implementation model	monitoring needs, problems, guiding teachers, regular meetings in class	daily routine meetings for all staff in a special department, monitoring new problems from outside	monitoring needs of teachers
Centred on	teachers	problems	teachers
Main chain	teacher	specialist	teacher
The evaluation of climate in institution	questionnaire about trust in the second grade	questionnaire about satisfaction, information, difficulty, cohesion, and discipline	communication with parents
Main aims of changes	personal and social competencies of students	proper and quick recognition of problems	social, emotional skills and cognitive development

Source: Authors' own elaboration.

In conclusion, the presented case studies showed that while the strategies of each educational institution were varied, their aim was to offer functional and effective counseling services which enhanced personal and social development in children. Diagnosis, team cooperation, work with the community, and individual approach to teaching seem to be the key terms of the presented cases. The differences between them are related to specific practices: whether they are occasional or systematic, focused on teachers or problems, communication or action, part of the school's daily work routine, or applied to deal with emerging problems. The analysis showed that because of each organizational culture, they differ in designing the evaluation of their work. In Case 1 they focused on trust and seeking help by children, in Case 2 they focused on some specific dimensions, and in Case 3 they concentrated on communication with parents and discussions with them.

In Case 1 the results of the questionnaire survey were confirmed in the interview, which showed that parents or teachers most often use the services of an

educational consultant or prevention methodology, while students tend to solve their problems directly with their class teacher, whom they trust the most. The results confirmed that involving class teachers in counseling develops students' confidence in solving their problems. In case 2 the results showed that the counseling strategy was effective compared to established standards (compared with standards; see Holeček, 2014, p. 206).

The question arises whether the described assumptions of changes relate to evolutionary changes and have just been sanctioned by law, or they will be revolutionary and involve the abandonment of existing practices, patterns, and values in education (Greiner, 1972). Fullan (1999) emphasizes that each process of "transformation" is associated with the need to reject the current state and adopt a new one. He points out that "transition" is always associated with a decrease in the efficiency of the existing processes (Fullan, 1999; Nowosad, 2019). Moreover, when implementing changes, we encounter two problems. These are fear of change and lack of technical knowledge or skills necessary to implement planned activities. To some extent, this stage is related to the phenomenon of resistance resulting from the need to demonstrate new skills and work "in a new way". As a result, there is a temporary decrease in efficiency and self-confidence, and fatigue, discouragement or resistance appear. The depth of experienced anxiety combined with resistance can vary in schools, ranging from a momentary "freeze" connected with the excitement of facing something new (mobilization) to paralyzing chaos that predicts failure. It can therefore be claimed that each of the institutions organized its transformation in a different way due to the organizational culture, which manifests itself in the way of adapting to changes. Here one can see the problem more broadly and indicate that the way of dealing with change is something different from the way of introducing change. The culture of a given facility should be seen as a process mediating in experiencing transformation or creating resistance. Hargreaves and Fink (2012, p. 105) point out that it is the culture of the organization that is responsible for "support and identification and common components of the school system, such as procedures, values and expectations that influence behaviour within the school". Peterson and Deal (2009, p. 73) emphasize that "each school has a different culture, i.e. a way of thinking about its functioning, which can be expressed in the following definition: the organizational culture of school is the way its members solve problems".

The study of the models created within the organization in the process of dealing with the implementation of inclusive education showed and emphasized the importance of school culture as an intermediary element in the ongoing changes. Referring to the ideas of Czerniawska (2011), the conducted analysis also shows that the elements of culture contained in the structures hidden in the demonstrative ("objective") approach, which characterizes the culture of the educational institution as its basic assumptions, values and norms, are not

important elements in the description of change. Explanations and differences should rather be sought at the so-called “executive” level, which includes internal, “working”, action-oriented ways of functioning of a given facility. The results were possible to see because of the methodology of the study (Farnicka, 2019).

CONCLUSIONS

Due to cultural differences, it is difficult to indicate whether the implemented changes were to change the school’s culture or only to modify it. Regardless of the nature of this change, it is proposed to highlight two important aspects of the process of implementing educational change. The former concerns the autonomy of schools in the creation of diagnosis and support systems for children with SEN (Nowosad, 2019). The latter is the constant evaluation of the processes taking place and the stage of implementing the change at the level of students, teachers, parents and bodies running and supporting schools.

REFERENCES

LITERATURE

- Baslerová, P., Michalik, J., Felemanová, L. (2020). *Katalog podpůrných opatření: obecná část: pro žáky s potřebou podpory ve vzdělávání*. Olomouc: Univerzita Palackého v Olomouci.
- Bronfenbrenner, U. (1976). The Experimental Ecology of Education. *Teachers College Record*, 78(2), 157–204. DOI: 10.1177/016146817607800201
- Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., ... York, R.L. (1966). *Equality of Educational Opportunity*. Washington: US Government Printing Office.
- Czerniawska, B. (2011). Antropologia i teoria organizacji. Wczoraj i dziś. *Problemy Zarządzania*, 9(2), 11–29.
- Denek, K. (1997). Efektywność edukacji szkolnej. *Zeszyty Naukowe Wyższej Szkoły Pedagogicznej w Bydgoszczy*, (30), 91–106.
- Farnicka, M. (2019). Action Research as an Element of Integrative Research Model in Social Sciences. *Przegląd Badań Edukacyjnych / Educational Studies Review*, 1(28), 219–233. DOI: 10.12775/PBE.2019.012
- Farnicka, M. (2022). Education in XXI – How to Overcome Problems with Dispersion? In: B. Piłula, I. Nowosad (Eds.), *Education – Multiplicity of Meanings, Commonality of Goals* (pp. 123–136). Göttingen: Vandenhoeck & Ruprecht Verlage. DOI: 10.14220/9783737014229
- Fullan, M. (1999). *Change Forces: The Sequel*. London: Taylor & Francis.
- Global Education Monitoring Report Team. (2020). *Global Education Monitoring Report 2020. Inclusion and Education: All Means All*. Paris: UNESCO.
- Greiner, L.E. (1972). Evolution and Revolution as Organizations Grow. *Harvard Business Review*, 50(4).
- Hargreaves, A., Fink, D. (2012). *Sustainable Leadership*. San Francisco: Jossey-Bass.
- Holeček, V. (2014). *Psychologie v učitelské praxi*. Praha: Grada.
- Kendiková, J. (2016). *Vzdělávání žáka s SVP*. Praha: Raabe.
- Lašek, J. (2001). *Sociálně psychologické klima školních tříd a školy*. Hradec Králové: Gaudeamus.
- Levine, D.U., Lezotte, L.W. (1990). *Unusually Effective Schools: A Review and Analysis of Research and Practice*. Madison: The National Center for Effective Schools Research and Development.

- Lipnická, M. (2017). *Poradenská činnost učitele v mateřské škole*. Praha: Portál.
- Michalík, J., Baslerová, P., Felcmanová, L. (2016). *Podpůrná opatření ve vzdělávání*. Praha: Člověk v tísni.
- Mrázková, J., Zapletalová, J. (2016). *Metodika nastavování podpůrných opatření ve školách ve spolupráci se školskými poradenskými zařízeními: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků*. Praha, NÚV.
- Nowosad, I. (2019). *Kultura školy w rozwoju szkoły*. Kraków: Oficyna Wydawnicza Impuls.
- Nowosad, I., Farnicka, M. (2018). The Importance of Teachers' Well-Being in the School's Organizational Culture. Research Implications. *Przegląd Badań Edukacyjnych / Educational Studies Review*, 2(27), 149–166. DOI: 10.12775/PBE.2018.022
- Opekarová, O. (2010). *Kapitoly z výchovného poradenství*. Praha: Univerzita Jana Amose Komenského.
- Peterson, K.D. (2002). Enhancing School Culture: Reculturing Schools Excerpted from Positive or Negative? *Journal of Staff Development*, 23(3), 10–15.
- Peterson, K.D., Deal, T.E. (2009). *The Shaping School Culture*. San Francisco: Fieldbook.
- Schein, E.H. (1985). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Stoll, L., Fink, D. (1996). *Changing Our Schools: Linking School Effectiveness and School Improvement*. Buckingham: Open University Press.
- UNESCO. (2017). *A Guide for Ensuring Inclusion and Equity in Education*. Paris.

ONLINE SOURCES

- European Agency for Special Needs and Inclusive Education. (2022). *Changing Role of Specialist Provision in Supporting Inclusive Education: Final Synthesis Report*. Retrieved from https://www.european-agency.org/sites/default/files/CROSP_Final_Synthesis_Report.pdf
- Fullan, M. (2007). Introduction: Inside the Black Box. In: *How the World's Best-Performing School Systems Come Out on Top*. Retrieved from <https://tiny.pl/wvnmmb>
- Ośrodek Rozwoju Edukacji. (2022). *Edukacja włączająca odpowiedzią na potrzeby wszystkich polskich uczniów*. Retrieved from <https://www.ore.edu.pl/2022/06/edukacja-wlaczajaca-odpowiedzia-na-potrzeby-wszystkich-polskich-uczniow>

LEGAL ACTS

- Decree. (2016). Decree No. 27/2016 Coll., Prague, Czech Republic.
- Education Act. (2004). Act No. 561/2004, Prague, Czech Republic.
- Education Act. (2016). Decree No. 197/2016 Coll., Prague, Czech Republic.

ABSTRAKT

Nauczyciele i osoby zarządzające placówkami oświatowymi od lat borykają się z licznymi wyzwaniem i zmianami zachodzącymi w świecie. Idea dążenia do „doskonałości w nauczaniu” w oparciu o Fullanowski paradygmat transformacji kultury szkolnej stała się powodem do głębszej refleksji w tym obszarze. Metodą analizy porównawczej studiów przypadków uzyskano obraz modeli pracy w placówkach oświatowych w ramach tych samych wytycznych systemowych. W celu dokonania porównań wzięto pod uwagę strategie ukierunkowane na zapewnienie jak najbardziej efektywnego wsparcia uczniom ze specjalnymi potrzebami edukacyjnymi oraz na proces ewaluacji działań. Na podstawie trzech doświadczeń wdrażania idei edukacji włączającej pokazano kilka strategii radzenia sobie z wymaganymi zmianami. Przedstawione studia przypadków pokazały, że chociaż strategie poszczególnych placówek edukacyjnych były zróżnicowane, ich celem było oferowanie funkcjonalnych i skutecznych działań specjalistycznych, które sprzyjają rozwojowi osobistemu i społecznemu dzieci. Różnice między nimi dotyczą konkretnych wymiarów

– są okazjonalne lub systematyczne, skoncentrowane na nauczycielach lub problemach, dotyczą komunikacji lub działania, stanowią część codziennej pracy szkoły lub stosowane są w przypadku rozwiązywania pojawiających się problemów. Wyniki badań przedstawiają pewien typ narracji, związany z eliminowaniem oporu wobec zmiany i pozytywnym monitorowaniem jej skutków zgodnie ze specyficzną kulturą organizacji.

Słowa kluczowe: edukacja włączająca; kultura organizacji; paradygmat transformacji kultury szkolnej; dzieci; nauczyciele

