

Abstract

The study objective was to explore collaborative practice among professional for the promotion of inclusive education in primary school.

The qualitative study was conducted in the domain of inclusion of pupils with special educational needs (SEN) and pupils with diverse cultural background in primary schools in the Czech Republic. The semi-structured interviews were conveyed with five participants in two schools, in a village and a suburban area, in the Czech Republic. The study participants differed in terms of their profession and experience in education. The interviews were conducted in English.

The research sample was small to make generalisation. Nevertheless, the goal of the research was to understand particulars rather than making claims of the general.

The study revealed that collaborative approach among school professionals is considered as a way for the improvement of inclusive education in primary school. In addition, school leaders can influence the school culture, promotion of the professional development, as well the inclusive practices in their schools.

Joint planning and shared work can play a significant role in promotion of inclusion, not only in schools but in the society in general. All children, regardless to their needs, have right to be educated. The outcome depends on engagement in constructive and critical learning to meet the needs of diverse pupils in an inclusive school culture.

Further research in the area of the school leadership is needed, and it might be recommendable to have a larger sample and a questionnaire as research method.

Keywords: inclusive education, collaboration among professionals, primary school