

Respect between Pupils and School Staff – One of the Characteristic Features of Inclusion

Abstract

We perceive communication, cooperation, application of differentiation and individualization, maximum expectation from pupils and respect among participants of education, as characteristic features of inclusive education. In this paper we carry out qualitative and quantitative analyses of data obtained from six selected indicators relating to *respect* in Czech primary schools, which we perceive as a necessary condition for inclusion.

1. Introduction

Education supporting inclusion requires a stimulating and friendly school environment, mainly based on mutual *respect* among staff and pupils and an appropriate method of communication between them. At the same time, it aims at developing the inner potential of each pupil and at supporting integration into the social environment in the classroom and ensuring a safe climate. To the above-mentioned aspects of inclusion we also added a focus on analysing the obtained data through research with the following aims: to determine what conditions teachers create for their pupils in primary education from the point of view of inclusion and how they evaluate these conditions themselves and verbalize them. In order to find the answers to the above, we used both the quantitative and qualitative approach. Given that respect among the participants in the educational process is considered to be one of the prominent features of inclusive education (which cannot be separated from other features characterizing inclusion) at the beginning of this paper we present the overall concept