

ment of learning. Pupils are involved in the creation of common rules, thus ensuring their safety; fewer are invited to feedback about what is happening at school. The opportunity to give students more space to affect the real life of the school is not completely used. We can say that in these schools, as in the Czech Republic (Lechta, 2010, p. 34), a transition is currently going on between integration and inclusion, which is best described as dimorphic inclusion/integration.

The above examples show how difficult it is to find suitable arguments to the chosen criteria. It requires understanding the whole issue of inclusive schools and very careful consideration of the situation in school. If there is no comparison between schools, their statements are very different in terms of the degree of subjectivity.

At the same time, it is necessary to ask whether the chosen research tool is suitable for our environment. During our research we pointed out the difficulties teachers faced during its implementation into practice. The cardinal problems were particularly time-consuming processing of the questionnaire and the fact that some sub-criteria were less understandable. Based on the research results, we tried to propose a much simpler form of the questionnaire, which would correspond to the Czech environment and consist of criteria for principles of inclusion mentioned above (for detail cf. Kratochvílová, Havel, 2012). If we want to recognize the process of inclusion in the schools, we cannot be satisfied with the statements of teachers and other school staff when examining the principles of inclusion in schools. It is necessary to examine the aspects through other methods. In the next phase of the research, therefore, we proceeded to examining inclusion and its principles in schools by using observation of teaching, interviews with teachers, school staff and pupils. We believe that after analyzing the results we will obtain a more objective view of the application of respect in school practice, and we can provide schools with feedback on their self-evaluation and possible further development of inclusion.

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