tion that should respond not only to trends, but also social problems. That is why inclusion may be understood as a natural response to growing social exclusion and increased tension among groups, and also as a tool for improvement of school leavers and graduates' position in the labour market.

The benefit of the study can be seen especially in the SOR descriptions, which we consider, due to the created set of statements and heterogeneous sample of education actors involved in sorting, to be a sufficiently representative specification of ideas about inclusive school. In contrast, due to the numbers of the actors examined and their descriptive characteristics, we perceive interpretation of the factors rather as an impetus for further research. It is assumed that inclusive school SORs are influenced also by the respondents' gender (Alghazo Emad, Naggar Gaad, 2004). We recommend taking also the school type (mainstream/special, country/town) into consideration as well as the stage of education system the respondent works at (Schmidt, Vrhovnik, 2015). We have noticed a trend of different thinking in the teaching staff (teacher, teaching assistant) and the staff of specialists (special education teacher, school psychologist, etc), but also differences that may be attributed to the respondent’s position at work, where experience with management is likely to play a role (Bailey, Plessis, 1997). It appears that one's own intense experience with a child/person with some type of health disadvantage may be of influence (Parasuram, 2006). In the conditions where the concept of inclusive school is more established, we propose to follow up how inclusive school SORs influence actors’ preparedness for co-operation and its quality (Šuc, Bukovec, Žveglič, Karpljuk, 2016).

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References

In Q-methodology, representativeness is always limited by the number of participants. Therefore, of course, we admit the existence of other inclusive school SORs.


