



FACULTY OF EDUCATION
Comenius University
Bratislava

Inclusive Ideals and Structural Conditions: Early-Career Teachers' Conceptualisations of Inclusive Education and Perceived Support Needs

Zlatica Zacharová, Anežka Hamranová,
Linda Liliková, Mária Jucková

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Motivation behind the study

Inclusion is
widely
promoted in
educational
policy.

Research
usually
examines
attitudes and
barriers.

Less is known
about **how
teachers
actually
conceptualise
inclusion.**

How teachers
define
inclusion
shapes how
they
implement it.

What is Inclusion

- "Inclusion is about increasing participation and reducing exclusion." Booth & Ainscow (2011)
- "Inclusive education is the responsibility of all teachers." European Agency (2012)
- If inclusion is both a process of increasing participation and the responsibility of every teacher, the question arises: How do beginning teachers themselves envision this process, and what do they consider to be the conditions necessary for its implementation?

Research questions

RQ1

- How do participants conceptualise inclusive education?

RQ2

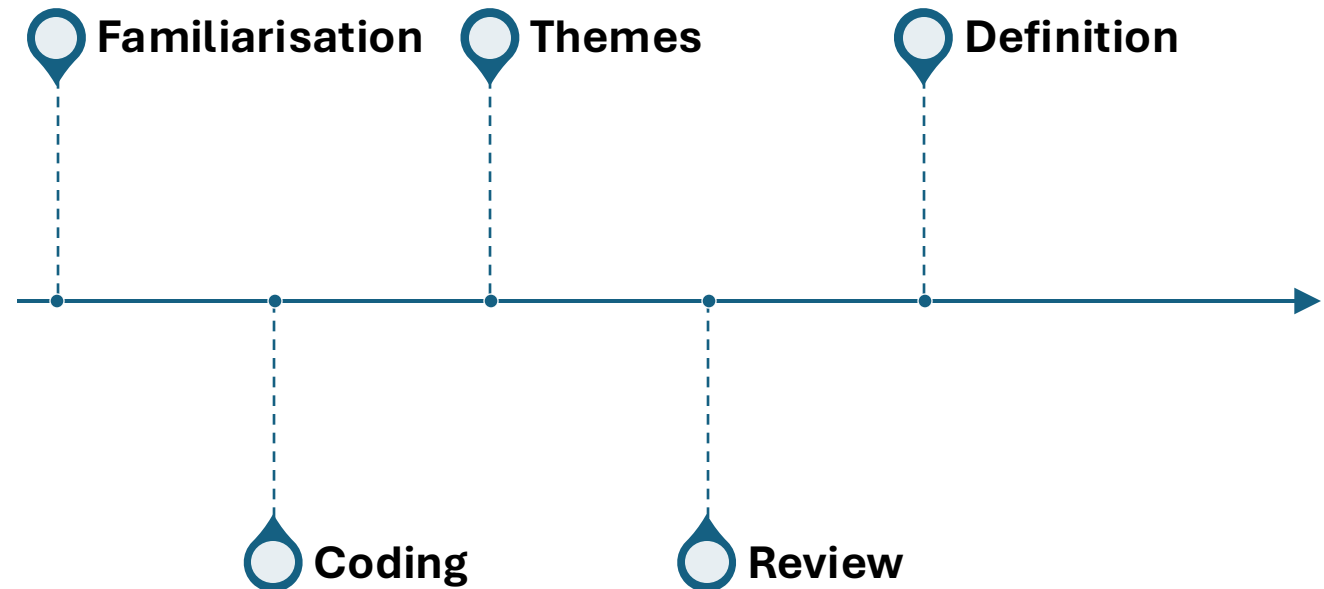
- What conditions do they perceive as necessary for implementing inclusive education?

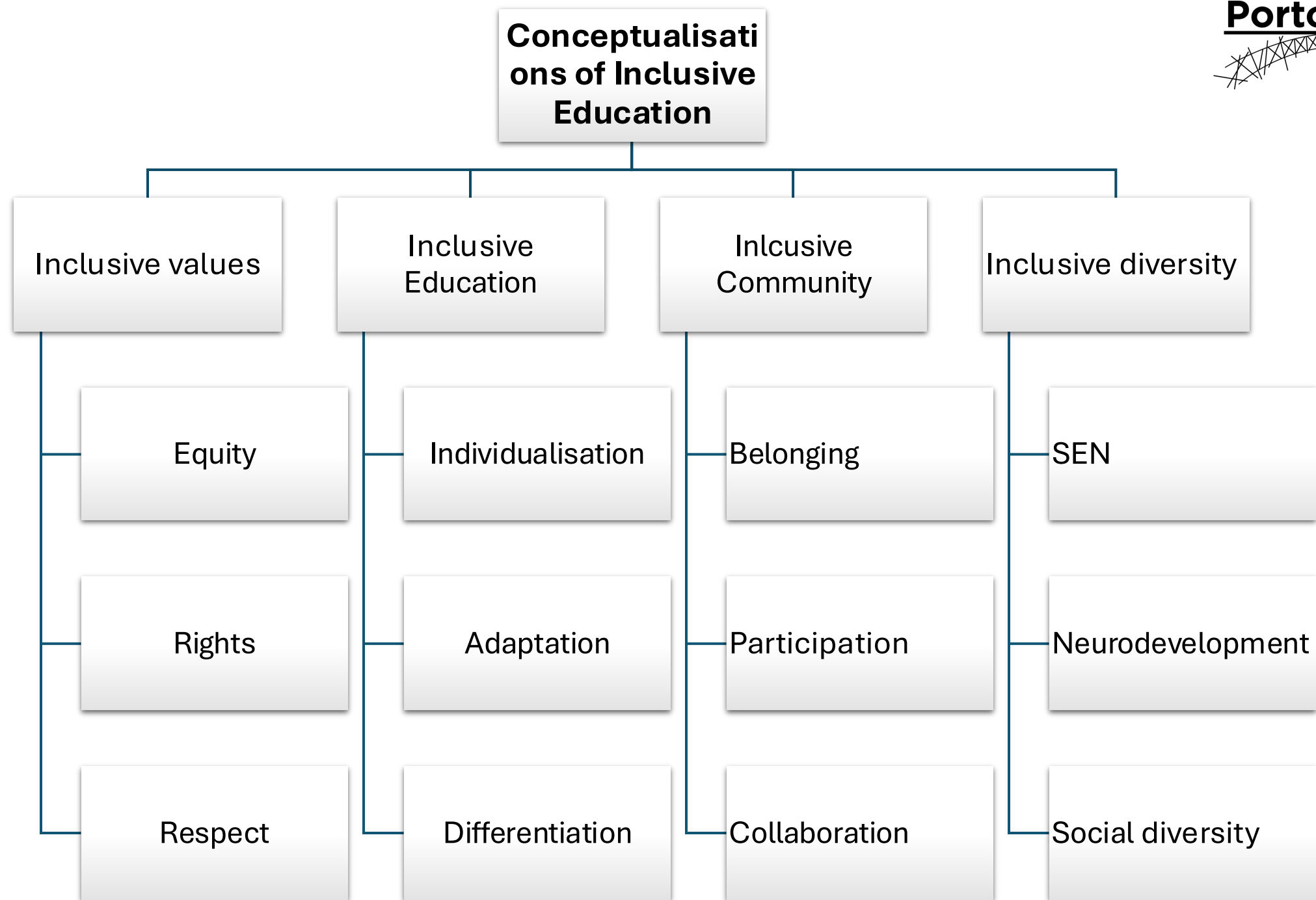
Participants

- N = 150 women
- programme for supplementary qualification for primary education
- Mean age = 34.97 years
- Teaching experience:
 - 59 % (0–5 years)
 - 27 % (6–10 years)
 - 9 % (11–15 years)
 - 3 % (15 and more years)
- Majority already employed in schools.

Method

- Questionnaire
- 2 open-ended questions
- Reflexive Thematic Analysis
Braun & Clarke (2006; 2022)





What is inclusive education?

- +
 - Every child...
 - has the right to learn
 - receives individual support
 - belongs to the school community
 - Teaching is adapted to individual needs
 - Most examples referred to
 - ADHD
 - Autism
 - Learning disabilities

From ideals to implementation

- Inclusive values
- Inclusive practice
- Requires structural conditions
- Participants did not reject inclusion
- They questioned whether schools currently provide the conditions necessary to enact it



A shift in
teachers'
discourse?

Jursová Zacharová et al. (2019)	Present study (2026)
Confusion between integration and inclusion - Conceptual uncertainty	Clear value-based conceptualisation of inclusion
Inclusion perceived as an ideal rather than an achievable practice	Inclusion perceived as professionally desirable and achievable under appropriate conditions
Strong emphasis on the need for structural support	Continued emphasis on structural conditions enabling inclusive practice
"We cannot do it."	"We need conditions to do it." Focus on implementation

Conclusions

- Teachers do not ask whether inclusion is desirable.
 - They ask how it can become everyday educational practice.
 - Building inclusive schools means building inclusive systems, not expecting individual teachers to compensate for structural limitations.
 - Inclusive education begins with values, but it succeeds through systems.
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Thank you for your attention

- Assoc.Prof. Mgr. Zlatica Zacharová, PhD.
 - zacharova@fedu.uniba.sk
- PaedDr. Anežka Hamranová, PhD.
 - hamranova@fedu.uniba.sk
- Mgr. Mária Jucková, PhD.
 - maria.juckova@fedu.uniba.sk
- Mgr. Linda Lilikova, PhD.
 - lelovicsova4@uniba.sk
- Departament of Psychology and Patopsychology, Faculty of Education, Comenius University, Slovakia



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