

This mixed method study quantitatively explores the relationship between teacher student's conception of inclusivity (DeLuca 2012; 2013) and their perceptions of democratic attributes experienced in the university community (Knight, 2000; Pearl & Pryor, 2005). In addition to this, two sociological constructs are involved in a qualitative analysis of discourse, namely: awareness of action (Taylor, 2002) and common sense (Fairclough, 2001). Therefore, data was gathered from a cross-sectional survey developed in the Primary Education Program of Charles University where 66 teacher students completed a questionnaire. Concurrently, teacher students were asked to participate in a semi-structured interview. Regarding results, quantitative data points to seven significant relations that may promote the implementation of inclusive education reform, remarkable are those experiences related to persuasive educational authority, positive expectations and definition of students' rights. On the other hand, qualitative data increase the credibility and validity of the results while completing the understanding of the phenomenon from a non-linear perspective. Although the conclusions of this study do not imply a strong inference or generalization, its findings open new lines of research and give light to possible educative interventions to prepare teacher students for inclusive education.