

**Charles University Prague**

**Faculty of Education**

**An Investigation into the role of Pedagogical Counsellor (Výchovný Poradce)  
in the Education of Children with Special Education Needs (SEN) in the  
Mainstream Primary Schools of Central Prague**

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**Prague 2009**

An Investigation into the role of Pedagogical Counsellor (Výchovný Poradce) in the  
Education of Children with Special Education Needs (SEN) in the Mainstream Primary  
Schools of Central Prague

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This dissertation is

Submitted to

The Research Committees

Charles University, Prague

Roehampton University, London

Fontys University of Applied Sciences:

Teacher Training College for Special Education Needs, Tilburg

In partial fulfilment of the requirements

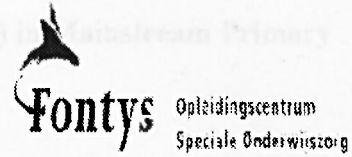
For the Degree of

Master of Education in Special Education Needs

August, 2009.



**Roehampton  
University**  
London



**European Master/Magistr**

**In**

**Special Education Needs**

**MA SEN/Mgr. (Special Education Needs) - Erasmus Mundus**

**Module Title:**

**Dissertation**

**Module code: ERM030LOO3Y**

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Education and Culture

**Erasmus Mundus**

**An Investigation into the role of Pedagogical Counsellor (Výchovný Poradce) in the Education of Children with Special Education Needs (SEN) in Mainstream Primary Schools of Central Prague**

**DECLARATION**

This dissertation has been created entirely by the author, Md. Ahsan Habib, for European Master/Magister in Special Education Needs, MA SEN/Mgr. (Special Education Needs) – Erasmus Mundus – 2008- 2009 at Roehampton University, London, UK; Charles University, Prague, Czech Republic and Fontys University, Tilburg, the Netherlands.

I hereby declare that this dissertation has not been submitted for the candidature of any other degree and all references cited have been acknowledged.

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Programme Convenor, Erasmus Mundus  
Charles University

Keywords: Inclusive Education, Pedagogical Counsellor (Výchovný Poradce), Special Education Needs (SEN)

## ABSTRACT

The movement for inclusive education produces number of innovations. One of this is special services coordinators (SENCOs) in the mainstream schools. When the schools start accepting the children with special education needs it becomes inevitable to take someone with special training and knowledge responsibility of these children in the mainstream schools. In Czech Republic Pedagogical Counsellor (Výchovný Poradce) were given this responsibility of coordination by legislation. The present research attempts to explore the role of Výchovný Poradce in relation to the children with special education needs in legislation as well as in practice. The research also aims to investigate the challenges the Výchovný Poradce face and how they over come the challenges. A total 26 participants including teachers, Výchovný Poradce, special pedagogue (mainstream school), special pedagogue (special centres) and parents were engaged in collecting data through interviews, questionnaire and focused group discussion. As an exploratory research a sequential mixed method research design was applied where initial qualitative data collection and analysis was followed by a quantitative data collection and analysis. The findings show that the role of the Výchovný Poradce is not a one-person coordination concern on Czech schools rather one of the significant members of a team responsible for the children with special education needs. Výchovný Poradce is traditionally responsible for behaviour and career counselling. After enacting the legislation of integrating the SEN children, over all coordination of the children with Special education needs is added as additional a duty of Výchovný Poradce. In practice, the finding also shows that as Czech schools employed special education teachers in the mainstream schools, Výchovný Poradce need not to involved directly in education of the children with disability rather as a senior position of the responsibility for the overall integration process from school absenteeism to social pathological phenomenon, from disability to ethnic groups integration, Výchovný Poradce play the coordination part of the process.

**Keywords:** Inclusive Education, Pedagogical Counsellor (Výchovný Poradce), Special Education Needs (SEN)

## ACKNOWLEDGEMENT

I wish to express my gratitude to my tutor, Dr. Libor Novosad for his constant support through out the dissertation. His guidance made this research a great learning experience for me. I also wish to extend my special thanks to Dr. Jan Šiška, Dr. Sulochini Pather for their critical comments and the words of encouragement.

I am hugely indebted to my research schools where the research was carried out. The Head teachers, Výchovný Poradce and the teachers were extremely supportive, enthusiastic and warm. A special thanks to all of them. I am also grateful to my critical friends on Erasmus Mundus program, especially Charles Omboto, Estevan Ikonomi, Maria van Asseldonk, Kebreab Tedla, Tracy Tai Fuisie and Munira Aldawi.

I also wish to convey my heartfelt thanks to the Prague group which provided me with the moral support whenever required. I thank Baby Poernomo, Ibrahim Bangura, Kum Loy NG and Munira Aldawi. I am indebted to Ms Eva Vosáhlová, an excellent language support for the present research. She not only supported the translation and guidance at the different institutions and centres but also provided language support for the dissertation writings. I wish to acknowledge all others who gave their critical comments – especially Wim Claasen and Jan Siebelink.

Last but not least, I am very appreciative to my family whose patience, support and constant encouragement have been invaluable for the entire period of my study abroad.

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## Chapter 1

### INTRODUCTION

#### **1.1 Introduction**

In this chapter I have explained the motivation and the rationale behind this research. The topic of this dissertation is 'An Investigation into the role of Pedagogical Counsellor (Výchovný Poradce) in the education of Children with Special Education Needs (SEN) in Mainstream Primary Schools of Central Prague'. Therefore, the research pertains to coordination process of inclusive practices in the mainstream schools and explores how the Czech Pedagogical Counsellor (Výchovný Poradce) plays the coordination role for implementing inclusive education. The present study further explores how existing practice reflects the legislative task of the Pedagogical Counsellor (Výchovný Poradce) and secondly what challenges the Pedagogical Counsellor (Výchovný Poradce) are facing implementing inclusive practices. Hence, in the introduction chapter it has been included a background of the present coordination role across different countries and context of the Czech Republic as well. A brief history of the development of education for the children with special education needs has been discussed in order to get overall the context of the country's present inclusion education practices. I also discussed my theoretical stand point of disability which will reflect the philosophical perspectives of the whole research. In addition, my research questions have been stated at the end for readers' perusal.

#### **1.2 Background**

Along with the development of global consciousness, campaign for inclusive education is gaining momentum. The world has well advanced in signing and ratifying international agreements linked to inclusive education. Countries around the world have taken initiatives to enact laws and provisions for the education of the children with special education needs. Despite enacting number of laws and provisions in favour of inclusive education, an immense gap between policy and practice is unequivocally visible. The policies in most of the cases are being adapted from top down process; schools are still far behind to response these changes (Florian, 2005; Houten, 2008). Inclusive education is not only an educational approach but also a philosophical campaign. From the child to parents; teachers, educators to politicians, each and everybody in the society is the stakeholder of this global movement.

Teachers are one of the main stakeholders who play a pivotal role in this effort. They are not only engaged with the students in all sorts of learning processes in and outside the school but also involved sharing the information and skills with the parents of the children with special needs. In order to perform this role teachers need specialized knowledge and skills to respond to atypical pupils. Since most of the cases it was not feasible to train all the teachers on every disability in a short period, hence some supplementary steps were needed. Remedial or itinerary teacher to special teacher and then Special Education Needs Coordinator (SENCo) has evolved to support the children with special education needs in mainstream schools (Crowther *et al*, 2001). Primarily their role was to support the individual child but as long as the notion of inclusion is getting wider they are to take the lead to inclusive movement within the school system (Gerschel, 2005; Layton, 2005). Along with the classroom teaching these teachers are responsible to coordinate all the activities of the child with special needs such as, guiding parents, helping classroom teacher, organising sessions with itinerary/peripatetic teachers and other specialists. They are also responsible for whole school capacity building in response to children with special needs. This vast and diverse work load creates the conflict between their positions as a manager and a professional specialist. A number of studies have been done especially in United Kingdom to understand the most suitable role of this position to lead the Inclusion policies in the schools. A similar role of SENCo is found in the school system of Czech Republic. Understanding from an international experience can contribute to this issue further. The present study will try to investigate the role of Pedagogical Counsellor (Výchovný Poradce) in the education of Children with Special Education Needs (SEN) in Mainstream Primary Schools in Prague.

### **1.3. Statement of the Problem**

In the Czech Republic Schools provide guidance services (to the children with special needs) usually through a Výchovný Poradce (advisor) and a prevention specialist, who cooperate with class teachers and teachers of social subjects' (Eurybase, 2007/08: 10.6.10.1.). Výchovný poradce or school advisor is 'a member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced' (Eurybase, 2007/08, glossary). The

school advisors post is already considered as a higher post in the school. Therefore it is assumed that the roles of school advisors as SENCo would not conflict each other.

As the schools start taking children with special education needs, it is a new task for Pedagogical Counsellor (Výchovný poradce) to support coordination of the schools integration process as pedagogical counsellor. Therefore this research will help to understand the current legislative task of Pedagogical Counsellor (Výchovný poradce) for the inclusion process and what the practices are. The research also likes to investigate the challenges the Pedagogical Counsellor (Výchovný poradce) face and how they have overcome that. The study also intends to see the coordination practices with the teachers and schools as whole. This study will contribute ideas and insights from Czech experience. The investigation brings understanding of the role and responsibility as well as concerns and challenges of pedagogical counsellor (Výchovný Poradce) for the education of the children with special education needs.

#### **1.4 Context of the Czech Republic**

Czech Republic has a rich education system for a long time especially the country inherits a very rich and quality primary and pre-primary education from its socialist background (1968 to 1993). After the political revolution of November 1989, the country transformed from socialistic to market economy and political pluralism. However, after joining OECD in 1995 and European Union 2004 the country has undergone a series of legislation for special education or children with special needs. At present the special education provision is stated as 'Children, pupils and students with health disadvantage and social disadvantage are educated within the mainstream education (Eurybase, 2007/08, 10.5.)'. To understand the present inclusion education practices, it is important to see how special education system develops in Czech Republic. The development can be observed in three different period; pre communist period, during communist regime and after reform post communist period.

##### **1.4.1 Pre Communist Period**

Education history for Disability could be track back many years in the Czech Republic. Medieval educator teacher, writer John Amos Komenský (1592 –1670) and one of the earliest fights for universal education, a concept eventually set forth in his book *Didactica Magna*. He wrote, '... children of rich or of the powerful only, but of all alike boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages

and hamlets, should be sent to school (Komenský: 1967, chapter ix)'. The country is traditionally considered as egalitarian and social cohesion from its past to even this present capitalist structure (Mora: 2006, IMF: 2008). This characteristic made it possible for the development of its education for all the members of the society.

Alike the long history of education e.g. preschool education, Czech Republic also own evidence of special education in the long past. As Cerná (2000) wrote,

'The first educational institution were established as early as 1786 for the deaf, 1807 for the blind, 1871 for the 'feeble-minded', and the first auxiliary school was set up in 1896. In the same period, the Empire law (at that time the country belonged to the Austro-Hungarian Empire) ensured care for the handicapped, and a 1929 enactment stipulated the compulsory education for the handicapped children should last eight years'

However, it should be mentioned that alike any other countries, in this earlier period the education for children with disability was more about care than education, the prevailing approach, known as segregation. The main features were to exclude the children, pupils and students into special schools, focusing on different types of disability. Choice of child or parents for the possibility of education did not practically exist in the educational system.

#### **1.4.2 During the Communist Regime**

Czech Republic experienced a 40-year of communist ruling from 1948 to 1989. Within these 40 years of the communist ruling, almost all the sector was reformed with the communist totalitarian ideology. Education was one of them which were highly impacted.

During this time socialist principles of education were adopted for national education system. 'Schools were owned, maintained and supervised by the state. Education was based on Marxist-Leninist ideology and was considered mainly as means of economic development and ideological stability (Cerná: 2000)'. Cerná further claimed that in spite of the fact that no exact evaluations of results of teaching and learning are available, it is possible to estimate the level of education as diminishing, especially in foreign language, methods of scientific work, research, educational technologies, computer science and humanities.

The continuation of education for disabilities has not been interrupted. Though a number of socialist idea was imposed on which left both bad and good consequences for the services for the people with disabilities. People with disability were highly institutionalized. They were often confined in some residential facilities usually far from the city. This segregation was highly practiced and little information has been passed through in to the mainstream society. But study (Cerná: 2000) reported that the standard of living for disabled people was not dramatically different from that of the rest of the population. Education for children with disabilities, although segregated, was a part of the general education system, and was provided free of charge. However, it is not evident that this segregated education even in equal condition able them to have basic rights of controlling their own personal lifestyles and basic democratic right to have a say in the community in which they live while they were living in isolated confined place (Finkelstein: 1991).

#### **1.4.3 Post Communist Period**

In 1989 Czech Republic through a non-violent protest known as Velvet revolution has reformed from communism to democracy. Just after the change number of significant changes took places in every sphere of the country's socio-political and economical structure. The change also highly impact on the philosophical foundation of the national education.

The change brought the perspective of disability from its soviet based ideology defectology to democratic and humanistic education (Cerná: 2000). The influence of this new ideology of national education system also played significant role to changes structural policy in the care and education of people with disabilities. 'In the early 1990s an important shift took place with the de-monopolization of the central state's role in delivering social services and the accompanying transfer of responsibility to local authorities. This process was continued when in 2003, regional authorities assumed responsibility for institutions' (Šiška: 2006). Termination of governmental monopolization opened the opportunities of pluralism in social services. Pressure group and civil society mobilized to take initiative to develop different organization for the people with disabilities. Therefore number of Non-government Organization has been initiated with many different services for the people with disabilities.

This change also mobilizes the thinking and attitude level towards disability, from a medical model to social model. The focus switches from individual fault to social inhibits of disability has got emphasised. In the word of Cerná (2000), 'there has been a shift from the concept of 'impairment of mind and body' to the concept of the 'satisfaction of the basic and special needs'. Individual needs has been come forward rather than to provide an average services for everybody. Individual needs has been recognized which was very important for the later legislation process of the Czech Republic.

Though after joining European Union good number of legislative changes brought break through in country status in disability issues, Czech Republic is yet to get rid of its historical foot print. The de-institutionalization process in the Czech Republic is far to be satisfactory and a large number of people with learning disabilities still remain in residential care (Šiška: 2006). The task is not easy and it will take time to bring the change. It is not only an administrative change, which is the key moving agent, it is a process from a bureaucratic to participatory administration but also an attitudinal and consciences cultural change of long time term legacy. However, it can not be said the existence of the SEN children in the mainstream school before 1989 except some extremely favourable conditions in the form of personal support for the family or other form of individual extra effort. Integration of the children with special education needs was not functional till the Education Act of 2004.

Recently along with the development of social security, overall consciousness social and individual mobilization, Ministry of education enacted a number of education laws allowing faster changes in the education of children with special education needs. Among them '73\_2005 - Decree on the education of children, pupils and students with special educational needs and children, pupils and students extremely gifted' and '75\_2005 - Government Regulation on determining the extent of direct teaching, direct education, specially direct teaching and direct educational-psychological activities of teaching staff' specify how the children will be supported and educated in the main stream school. This provides each school a designated person Výchovný Poradce to coordinate the children with special needs.

According to the provision the children with special needs could be placed in three different categories.



- integrated individually into classes or study groups in mainstream schools, with adequate educational conditions and necessary special pedagogical and psychological care;
- integrated in a group into special classes or study groups for disabled pupils in the mainstream schools;
- educated in schools established separately for pupils with physical disabilities (Eurybase, 2007/08, 10.6)

Children with special educational needs can be enrolled if conditions meet the standards set by the school guidance facilities (Eurybase, 2007/08, 10.6.10.).

### **1.5 Theoretical Stand Point of Disability**

The foundation of the present research is based on a particular theoretical stance of disability. The study is based on the social model of disability paradigm. Recently, the study of disability has explicitly been based on two models, medical model and social model. Medical model or individual model of disability referring to disability is a result of an individual's physical or mental pathological condition which may reduce the individual's normal life activities. On the contrary the social model claims that disability is constructed by the society.

Later in 1970s right based movement particularly the activists in the Union of the Physically Impaired against Segregation (UPIAS) pushed that disability concept from new paradigm. They asserted that the cause of disability is not person's own fault rather disability is socially contributed (Oliver: 1990, Shakespeare: 2001). The radical social model claims that disability is constructed by the society. Systemic barriers, negative attitudes and physical inaccessibility by the society deliberately or inadvertently are the factors defining who is disabled and who is not in a particular society. With this paradigm people have physical, sensory, intellectual, or psychological variations which may cause individual functional limitation for some specific activities. But this individual impairment is not the cause of disability rather society fails to take account of and include people regardless of their individual differences lead disability. The social mode of disability coined by Mike Oliver (1990) who describes, 'the idea of the individual and the social model was taken quite simply and explicitly from the distinction originally made between impairment and disability by the Union of the Physically Impaired against Segregation (1976)'. Impairment is an injury, illness, or

congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. On the other hand the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. Therefore, the social model of disability considered that disability is imposed on the top of impairment by the way people isolated and excluded from full participation (Oliver, 1996).

Social model gets high acceptance and gives momentum in the development of disability movement. It gives a way out than to wait for medical cure and institutionalization which did not bring much change in lives of people with disability. In stagnation of medical model, social model offers two things, one, make easier to take political change like barrier removal and secondly remove position of disabled people as its one's fault (Shakespeare & Watson: 2001).

However, as the society practices for a long time and still perpetuates the traditional conception of impairment, it is rather difficult to understand how the society creates disability. Furthermore, the social constriction of disability is based on wide range of socio-economic and cultural factors as Priestly (2007, 2009) mentions religious and cultural values, industrial development, geographical mobility, capitalist wage economy, literacy and numeracy, administrative segregation, medicalisation and scientific rationalism, surveillance and incarceration.

Despite huge popularity of social model of disability theory, question raised (Crow: 1996, Shakespeare: Finkelstein: 2007) in basic of its foundation if it is reality based to ignore totally the impairment. Some basic question Shakespeare and Watson show in their study one, Compared with feminist movement social model ignored the conspicuous presence of impairment, flawed conception of ideal social situation for all the disabilities and disability is complex issues which every human could experience for certain period of time. (Shakespeare & Watson: 2001).

In the words of Liz Crow, we have one fundamental difference from other movements, which we cannot afford to ignore. There is nothing inherently unpleasant or difficult about other groups' embodiment: sexuality, sex and skin colour are neutral facts. In contrast, impairment means our experiences of our bodies and can be unpleasant or difficult. .... it does mean that for many disabled people personal struggle related to impairment will remain even when disabling barriers no longer exist.( Crow:1996)

Only the acceptance of disabilities will end up meaningless if it does not connect with real time solution or experience. Schools are often accused to deny inclusive education as well as teachers' attitude towards inclusive education. But the real life situation is more technical than merely accepting the children into the school. Inadequate information, skills and not having experience of good practices are the main reasons behind this denial. As Novosad (2005) shows,

*'Fortunately the experience shows, that both the public and work-collaborates usually are watchful, unsure, doubting or on the other hand they want to help, but do not know how. In case they gain necessary information and realistic view and also if a natural contact is created, they usually take their co-citizens or colleagues with disabilities as a usual reality and evaluate them according to their human properties and working adaptability and success'.*

We also need to address impairment in order to engage more research and effective medical intervention for disturbing condition as well as prevention. Social model is not deniable as it brings the momentum and political commitment to change the outer barriers of disability. Along with the social model it is necessary to emphasise on proper invest to relieve existing physical problem one faces. It should be mentioned that we have already had a number of successes of medical intervention for lessen the painful experience for instance cleft-palate, vitamin deficiency related blindness. Cleft-palate nowadays can be fixed by surgery which is not only helping the child to have food properly but also to reduce problems with speech. In Bangladesh according to a national nutrition surveys, prevalence of night blindness in preschool children, decreased from 3.6% in 1982-83 to 1.78% in 1989 and 0.6% in 1996. (Ahmed: 1999). Hence, negligence to push for medical intervention away may discourage newer invention to facilitate people with disability. As in word of Crow (1996),

*'We need a renewed social model of disability. This model would operate on two levels: a more complete understanding of disability and impairment as social concepts; and recognition of an individual's experiences of their body over time and in variable circumstances. This social model of disability is thus a means to encapsulating the total experience of both disability and impairment'.*

Therefore, the theoretical background of the present research is based on liberal social model of disability. The basic belief is that the physical or other consequences of

impairments (pain or discomfort individual experiences) have to be addressed in order to assuage totally or to palliate simultaneously as much as possible. Along with this the socially constructed structural or attitudinal inhibitions have to be recognized and removed as well.

### **1.6 The Purpose of the Study**

The theme of the study is to investigate the role of Pedagogical Counsellor (Výchovný Poradce) in education of the children with special needs in the mainstream primary schools in Prague. The study seeks to establish the tasks performed by the Pedagogical Counsellor (Výchovný Poradce), the expectation of the teachers regarding advisory task, the challenges faced by the Pedagogical Counsellor (Výchovný Poradce) and finally the study finds the means and ways of solving these challenges.

### **1.7 Research Question**

This research will be guided by the following questions

1. Which tasks are performed by the Pedagogical Counsellor (Výchovný Poradce)?
2. What are the expectations and perceptions of teachers and principals regarding the tasks of Pedagogical Counsellor (Výchovný Poradce)?
3. What are the challenges the Pedagogical Counsellor (Výchovný poradce) faces in executing the tasks?
4. How does a Pedagogical Counsellor (Výchovný poradce) overcome these challenges?

### **1.8 Significant of the Study**

The present study investigates the role of Pedagogical Counsellor (Výchovný poradce) in Czech Republic. The study explores that the children with special needs in mainstream are being guided and supported by the in-school staff. It also provides insight of the role of Výchovný Poradce in the education of the children with special needs in the mainstream schools. The study can be used for understanding the coordination services and management of children special needs in the mainstream primary school.

### **1.9. Conclusion**

As long as we are moving towards the inclusive education, the demand of facilitations services in the school are increasingly under pressure. The schools and the teachers needs frequent supports through academic and technical issues regarding the children

with special education needs. School inclusive education coordinator plays a significant role to arrange this support. Furthermore, school as a special management environment, It is not only to delivery supports but also to significant to understand how these supports are delivered as well. A well coordinated support for didactic and technical issues can make the inclusive education successful. This support is utmost necessity for the teachers, the most challenged implementer of inclusive education. Therefore it is necessary to understand the coordination process of different countries in order to get insight to develop a culture specific solution for each country and also to make the scope for sharing good practices.

... historical and contemporary documents, they are 1) historical development of Pedagogical Counsellor (Vychovný Poradce) 2) historical development of the similar post in other countries 3) legislative provision of Pedagogical Counsellor (Vychovný Poradce) in Czech Republic 4) legislative provision in other countries 5) theoretical background of the SENCO 6) current debates and dilemmas about the role of SENCO 7) current debates and dilemmas about the role of Pedagogical Counsellor (Vychovný Poradce). The literature document is discussed in classifying these different perspective aims to get a comprehensive understanding of present nature as well as historical context of the coordination support system for the children with special education needs in the mainstream schools. Laws and provisions are also reviewed in order to understand the scope of work of Pedagogical Counsellor (Vychovný Poradce). As the study attempts to explore the role of Pedagogical Counsellor (Vychovný Poradce) in practice, laws and provisions are taken as a benchmark of the role for the study.

### 2.1. Historical Development of Pedagogical Counsellor (Vychovný Poradce)

Like with the long history of disability education, Czech Republic owns rich background of counselling services in education as well. In 1919 the First Czech counselling centre for vocational guidance was founded. In 1919 (Pachnerová, 2009) eight after the modern career counselling movements started in the United States by Frank Parsons. However, similar to American counselling services, the Czech counselling services also set up with vocational guidance (Kopčanová, 2002; Pachnerová, 2009). Kopčanová's study further shows in that the Institute of Human Work in Prague attained a high professional level in this field under changing social conditions up to the 1950's. The institute worked with schools and developed different

## Chapter 2

## LITERATURE REVIEW

**2.1. Introduction**

The discussion of literature review is arranged with six focal points to understand the over all concept of the coordination task for the children with special education needs in the mainstream primary schools from historical and contemporary documents; they are 1) Historical development of Pedagogical Counsellor (Výchovný Poradce) 2) historical development of the similar post in other countries 3) legislative provision of Pedagogical Counsellor (Výchovný Poradce) in Czech Republic 4) legislative provision in other countries 5) theoretical background of the SENCO 6) current debates and dilemmas about the role of SENCO 7) current debates and dilemmas about the role of Pedagogical Counsellor (Výchovný Poradce). The literature document is discussed in classifying these different perspective aims to get a comprehensive understanding of present status as well as historical context of the coordination support system for the children with special education needs in the mainstream schools. Laws and provisions are also reviewed in order to understand the scope of work of Pedagogical Counsellor (Výchovný Poradce). As the study attempts to explore the role of Pedagogical Counsellor (Výchovný Poradce) in practice, laws and provisions are taken as a benchmark of the role for the study.

**2.2. Historical Development of Pedagogical Counsellor (Výchovný Poradce)**

Likewise the long history of disability education, Czech Republic owns rich background of counselling services in education as well. In 1919 the First Czech counselling centre for vocational guidance was founded in 1919 (Pacnerová: 2009) right after the modern career counselling movement started in the United States by Frank Parsons. However, similar to American counselling services, the Czech counselling services also set out with vocational guidance (Kopcanova: 2000, Pacnerová: 2009). Kopcanova's study further shows in that the Institute of Human Work in Prague attained a high professional level in this field under changing social conditions up to the 1950's. The institute worked with schools and developed different

psychological aptitude tests and interest inventories. After the Second World War counselling services focused on education and educative problems working in the health service and in Social Security Institutes. A specialised centre that contributed significantly to the development of this field of counselling activities, both theoretically and methodologically, was again situated in the capital city of Prague: The Prague Socio-diagnostic institute engaged primarily in educative issues and social diagnostics. However, the Institute was abolished in the 1950's. But this centre founded the counselling services. The school has direct counselling services when in 1960's the function of career masters was established in all non-specialised secondary schools (Kopcanova: 2000).

At the same time, as Kopcanova (2000) further mentions, the first Regional Psychological and Educational Facilities were constituted, laying the foundation for creating the subsequent network of Educational and Psychological Counselling Centres (Child Guidance Centres) and for specification of their tasks. In the middle of the seventies, three component parts of the counselling system were defined – the Educational Counsellor, the District Educational and Psychological Counselling Centre, and The Regional Educational and Psychological Counselling Centre. Their competence spheres were differentiated, their basis relations were formulated and the whole system was legislatively laid down under the name of '*educational counselling*'. Initially, there were two recognisable centres for educational counselling with certain differences in content and methodological orientation in former Czechoslovakia. The Prague Centre oriented more to educational issues and professional orientation; on the other hand Bratislava Psychological-Educational Clinic stressed especially therapeutic and educational activities. The development and requirements of practice led in the course of the 70's and 80's to a gradual shaping of the subject matter of counselling activities and to their establishment in the educational system, as the above-mentioned approaches got nearer to each other.

After the Velvet revolution (1989), a number of changes both in the tasks and in the organisation of educational counselling have taken place (Pacnerová: 2009). Among those changes, counselling services shifted towards the children and youth's personality and social development and most importantly the counselling care for handicapped children has been extended, especially in connection with the

requirement of social integration of these children and in consequence of the decision on the possibilities and conditions of their educational integration in regular schools.

The counselling thus developed with a very comprehensive network. The system of educational and psychological counselling consists of 1) School counselling team (teacher counsellor, class teacher, coordinator of prevention, school psychologist, special educationalist) 2) Educational and Psychological Counselling Centres (psychologists, special educationalists, social workers) and 3) Special Education Centres (special educationalists, psychologists, social workers).

Hence, it is notable to mention that in Czech Republic the in-school support system is not responsible for a single designated post but more for a team consisting of teacher counsellor, class teacher, prevention coordinator, school psychologist, and special educationalist. As Pacnerová (2009) remarks though the primarily Special Education Centres are specialized in the care of children and youth with sensory, physical, and mental handicap and of children and youth with speech defects and Educational Care Centres providing a general preventive educational care of children and youth with behavioural problems, some schools employ their own school psychologists and special educationalists. Therefore, it can be said that the structure of in-school support staff for the children with special needs is not a uniform system for each and every school.

### **2.3. Development of the similar Posts in the other Countries**

The movement for inclusive education produces a number of innovations. One of this is Special Education Needs Coordinator (SENCO). When the schools start accepting the children with special needs it becomes inevitable to take someone with special training and knowledge responsibility of these children in the mainstream schools. As Szwed (2007) writes 'although the title 'special education needs coordinator' is of somewhat recent origin, the role itself is the outcome of a lengthy process of evolution of the work of special educators over the last three decades'. Track back to literature it was found evolving in some schools in United Kingdom by 1981 act (Crown cited in Pearson & Ralph: 2007) and the role of SENCO was formally established in the UK through the Code of Practice (DfE, 1994 cited in Pearson & Ralph: 2007). The initial framework for the role of the SENCO was supplemented by the SENCO Guide (DfEE, 1997 cited in Pearson & Ralph: 2007). Szwed (2007) further remarks this 'evolution has



extended both the scope of the role and possibilities open to SENCOs to be able to influence the practice and organization of the school as a whole in the interests of the pupils with special educational needs'. In defining the role of the SENCO, the Code of Practice (DfES: 2001: 5:32) provided clear lists of responsibilities as it states 'in mainstream primary schools the key responsibilities of the SENCO may include:

- \_ overseeing the day-to-day operation of the school's SEN policy
- \_ coordinating provision for children with special educational needs
- \_ liaising with and advising fellow teachers
- \_ managing learning support assistants
- \_ overseeing the records of all children with special educational needs
- \_ liaising with parents of children with special educational needs
- \_ contributing to the in-service training of staff
- \_ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies'.

#### **2.4. Legislative Provision of the Pedagogical Counsellor (Výchovný Poradce)**

The Ministry of Education, Youth and Sports of Czech Republic issued Decree on Psychological Counselling which entered into force on 17 February 2005 forwarded details of the counselling services for the children with the special education needs. The decree /Vyhláška 72/2005 (MŠMT, 72/2005:2009) titled as 'Decree on provision of advisory services at schools and at school advisory facilities' (Vyhláška o poskytování poradenských služeb ve školách a školských poradenských zařízeních) clearly details the role of the Výchovný Poradce.

Section one 'Provision of consultancy services' declares the school will provide free standard services to the children, pupils, students. Content of advisory services which includes both centre and school based consultancy services. Section three defines school counselling services as 'Pedagogical workers executing educational-psychological activities in schools and educational establishments are provided consultancy expertise to improve the quality of advisory services'. The role of Výchovný Poradce is specifically mentioned in the annex 3 to Decree No 72/2005 coll under the heading of 'Standard activities herds'. It divides the job task into two distinct categories advisory activity, methods to working as advisory

*I. Standard educational activities Adviser*

Advisory activities:

1. Career counselling and consulting assistance in deciding on further education and career path of pupils, especially:
  - a. coordination between the main areas of career counselling – career (kariérovým) education and diagnostic-advisory work for the choice of student educational travel,
  - b. Basic investigation group to choose a profession, administration, processing and interpretation of interest questionnaires within their own professional competence and preference analysis in the field to choose an occupation for the pupil.
  - c. individual investigation to choose the profession and individual counselling in this area (in cooperation with classroom teachers),
  - d. consulting legal representatives with regard to the expectations and assumptions of pupils (in collaboration with classroom teachers),
  - e. cooperation with educational counseling facilities (Centre) and educational centres for the care of ensuring advisory services beyond the competence of school
  - f. Ensuring group visits of school pupils in information consulting centres of labour offices and the provision of information to pupils and the legal representatives for the individual use of information services of these centres.
2. Search and orientation survey of pupils, the development of education and require special attention and preparation of proposals for the further care of these pupils.
3. Providing mediation of diagnosis or special educational needs (initial and recurrent) and intervention activities for pupils with special educational needs.
4. Preparation conditions for the integration of pupils with disabilities in the school, coordinating the provision of advisory services to these pupils at the school and the education advisory facilities and coordination of training for these students.
5. Providing career counselling services to pupils / aliens with respect to their special educational needs.

Methodological and information activities:

1. Providing new methods of diagnosis and educational intervention.
2. Methodological support of the teaching staff in schools on pupils' career decisions, integration, individual educational plans, work with gifted pupils etc.
3. The transfer of technical information from the career counselling and care for pupils with special educational needs to school teaching staff.
4. Providing information on the activities of schools, educational facilities and other consultancy in the region, their interests, competencies and opportunities for using their services to pupils and their legal representatives.
5. Gathering expert reports and information on the autonomy of learners in the care of other advisory consulting and equipment to ensure, in accordance with data protection regulations.
6. Keeping a written record in order to demonstrate the scope and content of educational activities consultant, designed and implemented measures.

*Standard methods of prevention of school activities*

Methodological and coordination activities:

1. Coordination of the development and implementation of preventive control of the school.
2. Coordination and participation in the implementation of activities aimed at the prevention of school absenteeism, addiction, violence, vandalism, sexual abuse, abuse of sect, pre-criminal (prekriminálního) and criminal behavior, expressions of self-harm risk and other social pathologies.
3. Methodical management activities of teaching staff in schools to prevent social pathologies (search behavior problem symptoms, preventive work with classroom teams, etc.).
4. Coordination of training of teachers in schools to prevent socio-pathological phenomena.
5. Coordination of the preparation and implementation of activities related to integration of multicultural elements of the educational process and the integration of pupils / foreigners; priority in this process is the prevention of racism, xenophobia and other phenomena related to the question of the adoption of cultural and ethnic differences.

6. Coordination of cooperation with the school government, which have the responsibility to prevent social problems of pathologist phenomena, with the methodology of preventive activities in counselling and professional work (counselling, therapeutic, crisis, and other facilities and institutions ), working in the field of prevention socio-pathological phenomena.)
7. Contacting the relevant professional work and participation in the intervention and follow-up care in case of occurrence of acute socio-pathological phenomena.
8. Collecting expert reports and information on the autonomy of learners in the care of specialized advisory consultancy facilities in the prevention of socially pathological phenomena in accordance with data protection regulations.
9. Keeping a written record in order to demonstrate the scope and content of activities to prevent school methodology, proposed and implemented measures.

73\_2005 - Decree on the education of children, pupils and students with special educational needs and children, pupils and students extremely gifted. Section one of this decree mentions, special education and support measures recommended by school guidance provide school facilities, in cooperation with the school advisory facility. Both for the gifted children should be yakking care by the school counselling services.

## **2. Theoretical Background of the Coordinating Post**

The present role of the Pedagogical Counsellor (Výchovný Poradce) or similar designated post like Special Education Needs Coordinator ( SENCO), Special Service Coordinator (SSE) in UK and the Netherlands usually play the coordination task from the a position of middle manager in the school. This role can be formulated based on two theories from two different perspectives: one is social model of disability and secondly, from the managerial point of view, postmodern management theory.

School counselling evolved from the recognition of individual difference. Every child is different and has potential to grow up differently. They need different ways to guidance to expose their potentiality and how to arrange possible information and material to arrange for the child. Medical model of disability recognized only seeing them as individual medical problem with out putting any further attention to find if the child may have different way to grow up. The socially constructed supposition labels all the children with especial needs in to one category that they are disabled. In the inception

of SENCO in UK 1994, aimed to arrange and coordinated the provision of the necessary support to integrate the child in the class as well as to remove barriers from the physical and attitudinal views for creating an environment so that the child can be a part of the mainstream school.

Secondly the role of Pedagogical Counsellor (Výchovný Poradce) is not only placed as a primary expert support but also to organize coordination with the teachers, parents and headmaster as well as out-school specialist centres. Therefore, the position itself is managerial as well. Along all this Pedagogical Counsellor (Výchovný Poradce) is a general teacher too. He has to maintain a role of collegial relationship and trust as well as managerial leadership to take initiative and coordination. The successful performance of this position is a participatory collaborative management approach. Postmodern management theory affirms this approach of the Vychovny poradce to execute their proactive role in the school for the children with special needs.

Conventional educational management characterized by modern management model is highly bureaucratic and centralized. Czech Republic with its near past political stands had centralized bureaucratic system in the educational administration. Postmodern management characterized by bureaucracy 'ignored the sociological and psychological factors that affect the human behaviours in organizations.... It was prior to managers to get the job done formally more than the satisfaction of the subordinates' psychological and social needs (Aslanargun: 2007). According to Cunningham (1990, p.215), such a post-modern approach allows for the evolution of holistic wisdom. Holistic wisdom ensures that both subject and object are affirmed and reconnected thus resulting in genuine participatory procedures (Blandford & Gibson: 2000).

As Černá (2000) mentioned the education system in Czech Republic is passing a long process through bureaucratic /hierarchical system to a collaborative management, Výchovný Poradce can have the post modern management approach to initiative academic leadership to implement his/her performance especially whole school coordination , training and individual pedagogical consultancy. Post modern education management approach favours a flexible, local and value systems, which are against to technical and goal-oriented modern paradigm (Aslanargun: 2007). Schools need a person with whom the students and teachers can share their problems with out getting distraught or feeling any pressure. Collegial trust to share personal and professional

development should be developed so that the teachers and staffs do not feel threat to their job security. Teachers need a threat free on going learning environment and support to deal with children with special education needs especially at the beginning of inclusive education practices in the school.

## **2.6. Current Debates and Dilemmas about the Role of the SENCO**

A good number of researches have been carried out to understand the role of Special Education Needs Coordinator (SENCO). This is because SENCO is one of the key personnel who bridge between the policy and technical issue and school practices. The expectation and emphasized of inclusive education are growing from all the concerns, from parents to teachers and to policy makers. Frequent legislative changes are being reached to the schools. The SENCOs are to keep pace with these rapid changes as policy implementation role as well as an expertise in supporting the children with special needs. These dilemmas produce a lot of role confusion and even raise question of counter productive effect on inclusion policy (Imants *et al*, 2001; Szwed, 2007). Many researchers (Cole, 2005; Layton, 2005; Ellis & Tod, 2005) emphasise the role from the whole school perspective. Ellis & Tod (2005) suggest even such technical support like implementing social, Emotional and Behavioural Skills (SEBS) curriculum or solution focused approach by capacity building of the teacher needs the SENCOs role as the whole school approach.

The idea of the whole school approach does not solve the conflict of the SENCO role confusion. It is not clear that from what position the SENCO implement the whole school approach. Are the SENCOs able to lead the inclusion for the whole school from a specialist position or do they needs a power position like members in senior management team to implement the policy? A number of studies show interest to find this answer.

A number of studies (Szwed, 2007; Cole, 2005) suggest the SENCOs role as senior leadership. The studies mention that the SENCOs' roles are not only teaching but also building higher capacity of teacher and staff to deal with the children with special needs. They work in a whole school approach to facilitate implementation of inclusion for all corners of the school. This is possible when they have enough power to make decision or at least to influence decisions. For instant the SENCOs does not have control of budgets or have limited authority in relation to school policy (Layton, 2005).

As Cole writes (Cole, 2005), 'Yet without the power and support of the head teacher and the senior management team (SMT), it is clear that, at best, they are working in difficult circumstances'.

Study showing SENCOs who are in senior management team shows greater success to achieve their responsibility (Szwed, 2005). The same study also mentions that doing this bureaucratic work may take them away from their main task relating to children learning support. Huge paperwork, contact people leave little time to their original expertise work with children with special needs (Szwed, 2005; Pearson & Ralph, 2007). Szwed study suggests a solution to solve this problem by 'developing teaching assistant' and training them on the SENCOs skills to take over some of the tasks. Creating another posts and training on the SENCO's task raise the question of creating a special school within a mainstream school.

Another solution is to arrange more training to enable the SENCO to deal with the both managerial and professional task effectively. Research study (Szwed: 2005; Crowther, Dyson & Millward: 2001) show that lack of adequate training became the hurdle to the SENCOs to implement the policy or work with policy in the school management. Crowther *et al* (2001) further emphasis, 'to develop more generic "management" skills to enable them (SENCO) to operate in the more strategic way envisaged by policy-makers'.

On the contrary a Dutch study (Imants *et al*, 2001), shows an interesting research result. It shows that a SENCO as a middle manager could effect negatively to the inclusion policy. SENCOs role as formal middle managerial part could be a barrier to the daily school collegial consultancy. Imants *et al* (2001) suggest Special Services Coordinator role should be developed as a professional specialist not as a middle manager. Therefore they can act as more reliable, open, inspiring consultants for their colleagues in the school. They suggest the managerial role for quality of the services provides by the school can be take over by the school management team.

### **2.7. Current Debate and Dilemma about the Role of Pedagogical Counsellor (Výchovný Poradce)**

In Czech Republic school advisor is not fully responsible for all support for children with special needs in the mainstream school. A number of different organizations including school and out school institutions are involved to provided the services for the

children with special needs. Four different guidance support systems provide pedagogical, psychological and technical support for the children with special needs in Czech Republic. Schools through advisory services (a Výchovný Poradce or school advisor); Guidance facilities centres through specialist services (Pedagogicko-psychologické poradny); special education centre through itinerary service; and diagnostic centre through diagnostic services provide the special care of the children. For primary schools except the later one first four support system are directly linked to contribute implementing inclusive education in mainstream primary school.

Among them school Pedagogical Counsellor (Výchovný Poradce) is acted in the in school support system. He is a member of the educational staff (advisor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced. The present research enquires how he contributes and manages internal and external support towards inclusion.

Besides the school advisor the other three systems work as well as to support the children with special needs. First Pedagogicko-psychologické poradny which are school guidance facilities established by regions, or other legal entities or physical persons (religious and private guidance centres). There must be at least one centre in every district.

Secondly, the speciálně pedagogická centra are established mainly at special school. Their aim is to provide guidance services, supportive care and expert assistance for pupils with disabilities and pupils disadvantaged, their legal guardians and teachers who work with the pupils, during their educational and social integration. Expert teams of centres are made up of special education teachers, psychologists, and social workers. The teams can be supplemented by other experts according to the nature and degree of the physical disabilities of the centre's clients. Centres' activities are provided on a non-residential basis at the centre premises and through visits of experts to schools and other school facilities, or in families and institutions taking care of pupils with disabilities.

Thirdly, The diagnostic institute: The diagnostic institute carries out special pedagogical an psychological testing on a residential basis of children who have been ordered institutional education or imposed protective care by a court, or of children who have been referred to the institute by their parents/persons responsible for their education (on the basis of an agreement between the institution and parents, child's legal



guardian or juvenile) because of behavioural problems, in order to make appropriate recommendations. Guidance service can also be offered by associations concerned with various areas of special education.

A self –describing case study of a výchovný poradce (Cann: 2007) shows the dilemma of the role of výchovný poradce between pastoral role and pedagogy advisor. It shows the dilemmas of counselling between own perception and standard practice. It also shows the lack of specific job task of counsellor in the school as Cann (2007) questions, ‘decisions on these students determine not just the future of these individuals but the whole school ethos... Is it a pastoral care issue or a pedagogical one? Or both? And who should make that decision? Am I qualified to do it because my title says I am? And what are our functions as educators?’ This also reveals that innovative and effective strategies as well as good practices should be given more emphasised to deal with children with special education needs.

## **2.8. Conclusion**

The literature review presents three different types of school coordinators from three countries; Special Education Needs Coordinator (SENCO), Special Services Coordinator (SSE) and Pedagogical Counsellor (Výchovný Poradce) for children with special education needs in three different regions respectively United Kingdom, The Netherlands and Czech Republic. In UK, the study shows the SENCOs are considered to be more engaged with the management role than as a professional specialist whereas in the Netherlands the coordinators are expected to be more professional specialist than as manager. On the contrary in the Czech Republic the role of Pedagogical Counsellor (Výchovný Poradce) seems to be shared with many different members from the school as well as with specialists from different resources centres. Therefore, it draws the researcher’s interest to see how this distribution of role works in implementing inclusive education in the mainstream primary schools of the Czech Republic.

## Chapter 3

## METHODOLOGY

**3.1. Introduction**

This chapter describes in details the research methodology and data collection procedures. It also explains the rationale behind each of the research strategy chosen for the study. In addition, it discusses the paradigmatic assumptions underlying this research, giving the reasons behind them. It also defines and critically reflects on the research design including a description of the participants, instruments used and the procedure followed in collecting data. This chapter further discusses ethical consideration and strategies that are applied to maximize the trustworthiness of the data. A description on how the data will be analysed is also presented to conclude this chapter.

**3.2. Research Paradigm**

The present study has been done on a specific theoretical standpoint of mixed method research paradigm. A combination of two different worldviews in terms of two major paradigms: positivism and interpretivism. Mertens (2005:7) defines a paradigm as 'a way of looking at the world'. According to her, individuals see the world through their own paradigm. A number of different philosophical assumptions underpin one's own paradigm. These philosophical assumptions consist of a stance toward the nature of reality (ontology), how the researchers know what they know (epistemology), the role of values in the research (axiology), the language of research (rhetoric), and the methods used in the process (methodology) (Creswell, 2003). Philosophical assumption of a paradigm structures the researchers' view of how they see the research problem and, at the same time, how they explore the answer. As Mertens (2005: 7) remarks, these assumptions 'guide and direct the researcher's thinking and action'.

From the epistemological and ontological point of view the study is more qualitatively underpinning than quantitative. Ontology refers to the researchers' perception of the nature of reality. When conducting qualitative research, the researchers embrace the idea of multiple realities (Creswell, 2007:16). As the present research is an exploratory research that believes existence of multiple possibilities of the role of VP. Therefore the

research queries are investigated through survey, interviews and methods which epistemologically indicate that the research leans mostly on the qualitative paradigm. On the other hand, according to the rhetorical and the methodological assumption the study appears to be more positivistic than interpretive. The rhetorical assumption looks into the language that the researcher uses. Quantitative researchers tend to be more objective on the use of their language whereas in interpretative research language could be embedded with researchers' subjective observation and values. For Creswell, this could be done explicitly through the use of 'I', metaphors, and stories (2007: 18). The present research does not use the first person pronoun in their entire article. The nearly absence of use of metaphors and stories, or story-like writing, also confirms that the way of writing stands closer to a positivist research. The methodological assumption indicates what the research process is about. The present research explicitly mentions the research to be an exploratory study. As Gray (2004: 32) defines, 'exploratory studies seek to explore what is happening and to ask question about it'. The explanation for choosing this method could be found on the researchers' note at the beginning of their article: 'the aim of the article is to gain some insight into how VP plays role in the education of the Children with Special education needs in mainstream schools. Therefore the research objectives show an 'interpretivism' research underpinning. The research also use mixed method qualitative –quantitative sequential method to data collection and analyses. The study is conducted using mainly qualitative research tools like 3-point scale questionnaires, interviews and open-ended questions. Besides, relevant documents and literature are being intensively analysed as part of their theoretical framework. Nevertheless, the present research's analysis of findings and use of tools are explicitly based on both quantitative and qualitative platform. For instance, the study analyses the outcomes of the questionnaire answer by counting how frequently VP and teachers mention the tasks of the VP according to the prescribed tasks in the Government documents. Furthermore, the research uses Microsoft Excel and graphs and statistical interpretation in order to analyse the data. As Robson (1993: 42) points out 'the characteristics of an exploratory research are... usually, but not necessarily, qualitative'.

### 3.3. Why Mixed Method Research

After critical reviewing of my research question and feasibility of the research site in Czech Republic, mixed method research reveal as the most appropriate research methodology. Here I discuss my rationale of selecting this paradigm according to the five major reasons of advantages of mixed method research (Greene, Caracelli and Graham: 1989)

**Triangulation** It helps to test the consistency of findings obtained through different instruments. In the present study interview opinions can be cross checked through survey questionnaire. Similarly the survey result is could be explained through the face to face to interview and participants further explanation of the research inquiry.

**Complementarily** clarifies and illustrates results from one method with the use of another method. In present study case, Focus group discussion with the parents and open interviews with the special pedagogues and psychologists in the special institutes add the further explain of the survey results of study.

**Development** results from one method shape subsequent methods or steps in the research process. In my study, as research site Czech Republic has not been physically experienced before, an intense experience of the school system was needed before going the in depth study. Therefore initial qualitative part through face to face interviews and discussion helped to develop later quantitative part of the study. Help to incorporate further assessments like FGD with parents

**Initiation** stimulates new research questions or challenges results obtained through one method. In my study, in-depth interviews with teachers and pedagogical Advisor (Výchovný Poradce) provided new insights on how the role of pedagogical Advisor (Výchovný Poradce) has been perceived and valued in the practice of inclusive education.

**Expansion** provides richness and detail to the study exploring specific features of each method. In my case, multi method study reveals the coordinating role in terms inclusive education practices in the mainstream schools not only helped to show the role of the pedagogical Advisor (Výchovný Poradce) but also reveal the insight story of the inclusion practices in reality and in legislation. The mixed method expand the breadth of the study and likely enlighten the more

general debate of SENCos and new experience of team work in the inclusion practices in the Czech mainstream schools.

In sum, the examination of study shows that a research strategy integrating different methods is likely to produce better results in terms of quality and scope. In addition, it encourages us to probe the underlying issues assumed by mixed-method.

### 3.4. Strategy of Inquiry: Exploratory Sequential Mixed Method Research

The study aims to explore the role of pedagogical Advisor (Výchovný Poradce) as coordinator of inclusive education in the mainstream primary schools of the Czech Republic. An exploratory research was conducted to answer the research questions. As Gray (2004: 32) defines, 'exploratory studies seek to explore what is happening and to ask question about it'. To conduct the research, a mixed method research procedure (interview, questionnaire and Focus group discussion) was chosen to collect both qualitative and quantitative data. Mixed method focuses on collecting and analyzing both quantitative and qualitative data in a single study (Creswell: 2003:210). The purpose of selecting this research procedure was to get both the facts and insights of the role of the pedagogical Advisor (Výchovný Poradce). A sequential exploratory strategy was followed to collect data and data analysis. 'The sequential exploratory strategy is conducted in two phases, with the priority generally given to the first phase, and it may or may not be implemented within prescribed theoretical perspective' (Creswell: 2003:2d). The visual model of mixed methods Strategy of Inquiry is shown below.

**Figure 1 the Visual Model of Mixed Methods Strategy of Inquiry**

<i>Implementation</i>	<i>Priority</i>	<i>Integration</i>	<i>Theoretical perspective</i>
↓	↓	↓	↓
Sequential- Qualitative first	Qualitative	At Data Interpretation	Implicit

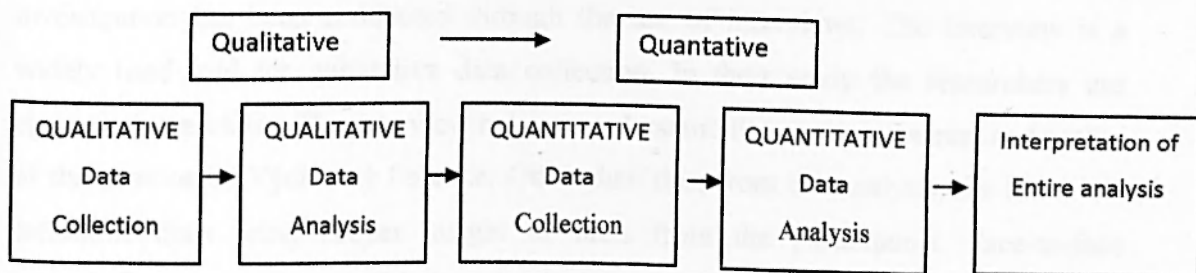
Adopted from: Creswell (2003)

Implementation indicates that the study collected both the quantitative and qualitative data in phases (sequentially) but qualitative data has been collected first. Because as the study site and system was new to the researchers and as the initial intent was to explore the situation about the role of Výchovný Poradce, qualitative and intense study through discussion and interview, FGD to get the initial information of the system. Then in the

second phase data were collected from of comparatively larger number of participants to support the qualitative data.

The priority has been chosen as qualitative as the limited resource and time it would not be possible to collect a statistically significant amount of participants and also to generalise. Furthermore as the exploratory research it has been more appropriate to use qualitative standards to get deep into the situation for the role of the Výchovní Poradce. Integration refers how these two types of data have been mixed up. For the present study at the interpretation level data has been integrated to buttress the data from each other side. And the theoretical perspective is limited to explicit only in data interpretation level. Hence the study follows a qualitative- quantitative sequential research design (Figure 1) As per this model the present study was conducted by an initial phase of qualitative data collection and analysis, which was followed by a phase of quantitative data collection and analysis. The findings of these two phases were then integrated during the interpretation phase.

**Figure 2 Study Design: Sequential Exploratory Strategy**



Source: Creswell et al (2003)

This implies that an initial phase of qualitative data (interviews) was collected and analysed then a quantitative data (survey) collection and analysis was taken place. The purpose of this strategy was to use quantitative data and results to assist in the interpretation of qualitative findings (Creswell, 2003:216).

### 3.5 Why Sequential Exploratory?

The primary focus of sequential exploratory model is to explore a phenomenon (Creswell: 20032d) which is highly compatible with aims of the present research. The sequential exploratory strategy has many advantages. Its two-phase approach makes it easy to implement and straightforward to describe and report. It is useful to researcher who wants to explore a phenomenon but also wants to expand on the qualitative findings (Creswell: 20032d).

### **3.6. Data Collection Methods and the Research Protocol**

As per the methodology selected for the research, three instruments have been used for the research, face-to-face interview, questionnaires and questionnaire. Below each of the instruments has been discussed including the rationale of using the instrument for the present research. These methods were chosen specifically to explore the optimal understanding of the role the *Výchovný Poradce* and its possible implication in inclusive practice in the mainstream schools. Multiple sources of data were chosen also for triangulation and complementing each other. The research was carried out in a mainstream primary school in Czech Republic. A total of 26 participants were targeted in different settings from school to special school centres. Interviews were taken in pre-scheduled and teachers' convenient periods. Most of the data collection was done in the month of May and June. Analysis of data was done in subsequent months.

#### **3.6.1. Why Interview**

The core research question circles around the expectations of teachers and *Výchovný Poradce*s in regard to the tasks of *Výchovný Poradce*. As part of a qualitative study, investigation has been conducted through the use of interviews. The interview is a widely used tool for qualitative data collection. In their study the researchers use structured interviews. The interview helps to understand the primary concept and reality of the position of *Výchovný Poradce*. Other than this, from the analysis, the interview technique does bring deeper insight or facts from the participants. Face-to-face interviews were conducted with the school advisors, class teachers having children with special needs and special teachers of the school as part of the triangulation process. Semi-structured interviews were used to facilitate more qualitative data generation, because questionnaires are not enough to explore the real situation of the school system as Robson (1995:243) remarks responses of questionnaires as 'the data are, necessarily, superficial'.

#### **3.6.2. Why Questionnaire**

The questionnaire is believed to be a quick, easy-to-administrate, and easy-to-formulate and analyse data tool. As Opie (2004: 95) writes, 'the justification for its use, as with all research procedures, is that there is no other more reliable and valid method which could be used'. Two different self-completed questionnaires, one for pedagogical Advisor (*Výchovný Poradce*) and one for teachers were used in order to get information

from participants. As Robson (1995:243) writes 'self-completed questionnaires, which respondents fill in for themselves, are very efficient in terms of researcher's time and effort'. Survey questionnaires contained mostly closed ended questions with six open ended questions for pedagogical Advisor (Výchovný Poradce) and four for teachers. The close-ended question provokes high rate of participants' response and also make easier to the researcher to analysis the data (Robson, 1995:243).

Questionnaires were developed based on Decree (Vyhlaska) 72\_2005 'the provision of advisory services in schools and school facilities advisor' annex 3 to Decree No 72/2005 coll under the heading of 'Standard activities herds' (The Ministry of Education, Youth and Sports of Czech Republic) which describe the details tasks of pedagogical Advisor (Výchovný Poradce). The questionnaire focused three areas of the enquiry; the current role of the advisor in inclusive education, the expectation and scope regarding the role of advisor, and problem and concerns performing this role.

### **3.6.3. Why Focus Group Discussion (FGD)**

The present research used Focus Group discussion (FGD) to collect data from the parents. A Focus Group discussion (FGD) is group discussion of approximately 6-12 persons guided by a facilitator, during which group members talks freely and spontaneously about a certain topic (Varkevisser, Pathmanathan, Brownlee :2003). FGD fits best to take interviews with parents as it is easy to get parents together in one predetermined setting and parents also feel comfortable with the foreign interview. As fgd aims to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire survey (Gibbs A. (1997)). As an exploratory research, this FGD needs to get the free flow talk about their opinion about ht e in school support they experience and their opinion about the (Výchovný Poradce). FGD was organized with the assist of Research Supervisor. He arranged language support (translator) and a place to talk with them. Therefore along with the parents, one translator, one former child and one research student were presents to facilitate the focused discussion. Enough time has been given to let the participants expressed their opinion .it is important to keep in mind that the average group meeting is approximately 90 to 120 minute s long, and than up to 30 % of this time is devoted to organizing and



informal socializing (Schensul: 1999). Therefore during the discussion personal life and country experience has been shared to get the participants more free and open.

#### **3.6.4. Why Document Analysis?**

Document analysis in this study was extensive and important. The whole study assumption was based on the legislative document of Czech Republic Education Decree (Vyhlaska) 72\_2005 'the provision of advisory services in schools and school facilities advisory'. The initial motivation of the study comes from the documents analysis of Special Education Needs Coordinator (SENCo) and Special Service Coordinators (SSE) of United Kingdom and the Netherlands respectively. Document analysis was primarily done to answer the first research question of the role Výchovní Poradce in education of SEN children in mainstream schools.

#### **3.7. Sampling**

Purposive sampling was used to select participant, because of time constrain and limited resources. It also enables the researcher to satisfy specific needs in a project (Robson, 1995:141). Because of language barrier and unknown location the school was chosen where the language translators were available. For better observations of the pedagogical Advisor (Výchovní Poradce) task, four schools with different of four different parts of the city were selected. With the help of Principals and his nominated assigned teachers, sample teachers were selected purposefully on the basis of having children with special needs in their classes.

#### **3.8. Participants**

As mentioned before four schools have been purposefully selecting for the study. The research participants were four pedagogical Advisors (Výchovní Poradce) from the four schools, two teachers from each school in total 8 teachers. But the teacher's number kept open as to compensate in case of inadequate response. Two in-school special educators from two schools and four special pedagogue/psychologists were selected from special education centres. Five parents also have participated who have children with special education needs.

**Table 1 Sample Size**

Participants category	Number of Participants
Teachers	11
Výchovný Poradce	4
Special pedagogue (mainstream school)	2
Special pedagogue (special centre)	4
Parents	5
Total	26

### 3.9. Procedure

The questionnaires were pilot-tested with the students from the same cohort of the Erasmus Mundus master special education needs programme and also the internee student-teachers of the Charles University. This was necessary to do 'so that the final version contains as full a range of possible response as can be reasonably foreseen' (Cohen, Manion & Morrison : 2007:321).

Before the final data collection, a meeting was arranged with Head teachers and nominated coordinator teacher planned together to distribute the questionnaire. With a letter of consent, two sets of questionnaires were mail electronically to the assigned teacher in order to forward them to selected teachers and sometimes emailed directly to the participant teachers.

Participants were requested to send the questionnaire within seven days. As the questionnaires were simple and short, a high rate of return was expected.

### 3.10. Analysis of Data

Mixed method research has a number of different ways to analysis data depending on its research design. As it is mentioned in the research methodology that a sequential research design (Figure 2) has been adopted for the present study, first the qualitative analysis has been produces following by a quantitative analysis. The qualitative analysis gives an over all general idea and background in formation the research site. After that a quantitative research analysis meant to see what extent the qualitative data is reliable. At the discussion chapter the analysis is integrated on the basis of the main research questions. The data-analysis in this study has been interpretive as per research

methodology (Figure1). By and large, qualitative data analysis comprises of the following steps. In this study a similar pattern was followed.

1. Using tables and figures to categories based on research questions or themes if required so that organization and retrieval of data is not overwhelming.
2. Identifying the patterns, themes and trends emerging from the data.
3. Making comparisons and contrasts if required.
4. Making sense of the trends and patterns and making logical connections between them.
5. Making constructs and theories from the raw data.

The theoretical perspective kept less emphasised as the study primarily limited its aims to explore what practice in the research site.

### **3.11. Validity and Reliability**

Del Siegle states 'An instrument is valid only to the extent that it's scores permits appropriate inferences to be made about a specific group of people for specific purposes' (University of Connecticut, No date). As the survey questionnaire can not be standardized within a short period of time, validity of questionnaire was maintained in two ways. Firstly, the questionnaires were developed based on present legislative documentation of the role of pedagogical Advisor (Výchovný Poradce) and secondly, the questionnaire were sent to the educational experts of the Technical University in Liberec for justifying whether the items of the questionnaires are in line with the research enquiry or not.

A test is reliable to the extent that whatever it measures, it measures it consistently (Del Siegle, No date). The interview and survey question results can be used to measure each others equivalent form reliability. Pilot testing of the questionnaire with two different participants were conducted and modified accordingly to measure the reliability of the test.

### **3.12. Ethical Considerations**

The ethical issues consist of an important part of any professional research. But it is often difficult to formulate and define ethical guidelines for the wider research context. Simon (1995) defines 'the search for rules of conduct that enable us to operate defensibly in the political contexts in which we have to conduct educational research'. Pring (2007: 142) remarked this 'search for rules' a significant ethical aspect to any consideration of human behaviour. Educational research ethical guidelines are often

developed by individual institutions as well as collective organizations such as the British Educational Research association (BERA) and the American Educational Research Association (AERA). One of the components of the guidelines issued by both these institutions is about informed consent. In order to obtain consent from them, the participants must first be informed on what research procedure they will go through, how the information will be used and their confidentiality ensured. The present research was entirely aware of any ethical consideration in regard to their research methods or analysis.

A permission letter was sought from the Charles University in Prague allowing the researcher to conduct the study in the selected primary schools in central Prague. Along with the questionnaire a letter of consent explaining the research purposes and procedures was mailed to participated teachers. The signed letter of consent also informed that participant's confidentiality, anonymity, non-traceability was guaranteed. Even when the researcher uses questionnaires which do not require direct face-to-face contact, the participants must be informed about the research they are going to participate in. They have the right to be informed that the research might have a potential to improve their situation, it would not harm them, will ensure confidentiality, anonymity, non-traceability (Cohen, Manion & Morrison, 2007). Hence, the letter of consent also mentioned that participants were free to participate or withdraw from attending the interviews and filling the questionnaires anytime, and this would not affect any of their position in the job.

### **3.13. Conclusion**

The study aims to understand how Inclusive Education practices are coordinated in the mainstream schools. Based on the documents, the primary assumption was that the school pedagogue counsellor (Výchovný Poradce) has the coordination role in this regard. Therefore, an exploratory research through a mixed method research strategy was chosen to explore the phenomenon. Both qualitative and quantitative research instruments- interviewing, survey questionnaire, Focus Group Discussion (FGD) and document analysis were selected to collect the data. Further using sequential research design, the study first collected qualitative data and analysed them and then quantitative data collection and analysis were conducted. Finally the interpretations of entire analysis were discussed in the fifth discussion chapter to find the research question.

## Chapter 4

## RESULTS: DATA PRESENTATION AND ANALYSIS

**4. 1. Introduction**

This chapter mainly presents the data- analysis undertaken in this research. The chapter consists of three phase; data analysis technique, initial qualitative data presentation and quantitative data presentation. Firstly, it has been discussed how the data was analysed in the present study followed by an initial qualitative data presentation and analysis. Later data gained from the questionnaires were presented in two divided parts- quantitative data with descriptive statistics and qualitative part of the questionnaire.

**4.2. Data Presentation and Analysis Strategy**

As an exploratory study the present research used iterative strategy that implies that 'analysis starts after some of the data have been collected and implications of that analysis then shape the next steps in data collection process'(Bryman:2004:399). The analysis of the qualitative data both in the initial qualitative part as well as the qualitative part of the survey questionnaire based on grounded theory refers the development of the analysis derived from the data. Coding is used to categories data. Coding the key process of grounded theory, where data are broken into component parts, which are given names (Bryman: 2004:399). Once the initial qualitative data-collection was over through interviews and FGD, analysis was comprised to develop the survey questionnaire. The survey questionnaire also included qualitative part by attaching open ended question in order to expand the qualitative intensity of the study. Hence, the initial qualitative data analysis was limited to explore the initial research question whereas later part of the qualitative data followed the extended research sub questions. It is also to mention that as an exploratory research there were number of supplementary question posed in order to understand the overall back ground of the research site which is presented at the beginning of the quantitative data analyses.

**4.3 Data Presentation: Initial Qualitative Data**

This section presents the initial qualitative data. As per the predetermined sequential exploratory research design, the study first collected the qualitative data through interview and Focus Group Discussion of the teachers, in-school special pedagogues,

Výchovný Poradce, Special Pedagogues of the special education centres and parents. The primary semi-structure interviews and open discussion aims to explore two main questions, 1) how do the participants see the role of Výchovný Poradce regarding the inclusive practices in the mainstream schools? 2) What experience do they have about the role of Výchovný Poradce?

#### **4.3.1. Interview with the Teachers**

Two teachers were interviewed for the primary perceptions of the role of Výchovný Poradce. One of the teachers had several children with special education needs; four gifted, one autistic and one child with ADHD. Both of teachers mentioned that the Výchovný Poradce usually deals with the children with behavioural problem. One of the teacher mentioned that Výchovný Poradce is the head of the responsibility of children with special education needs, integration process, drugs and any social pathological issues of the participant's school. They mentioned Výchovný Poradce contacts the Special education centres if students are to diagnosis. They also argued that Výchovný Poradce almost always talk to the parents when any thing happens to the children. Teachers sometimes discuss with Výchovný Poradce when they make Individual educational plan or need assistant teachers.

#### **4.3.2. Interview with Výchovný Poradce**

One semi-structure interview and two open interviews with Výchovný Poradce revealed a number of different ideas than what I found in the job description stated in the annex of Decree 72/2005 under the heading of 'Standard activities herds' (MŠMT, 72/2005:2009) regarding children with special education needs. From the interviews it is also seen that role of the výchovný poradce is vary from school to school. One designated Výchovný Poradce mentions that they work as a team in the school. Most of them mention that they mostly deal with children having behavioural problem including drugs, antisocial behaviour, sexual and placement and academic career counselling. Výchovný Poradce also mentioned that they talked to the parents if pupils were having any problem. During the interview session, I saw few parents were waiting to have meeting with Výchovný Poradce and the School Director. They also mentioned that they contacted with the special diagnosis centres or welfare agencies when child needs to diagnosis or have any family and social problem. In reply to a request of giving some examples, one of the Výchovný Poradce told me that she was dealing at that moment

with parent and social worker as one girl stopped coming to school from long time and remained in the house for many days for some unknown reasons. She talked to the mother in different settings. She was also engaged with a student who was trying to commit suicide. But none of them showed much interest when I was specifically asking about the children with disability. One of the Výchovný Poradce mentioned it would not be good to have children with disability as children with disability do not feel comfortable in the huge number of pupils of the mainstream schools. One of them mentioned that they do care for each and every child. While once I mentioned the state documentation on the role Výchovný Poradce, one of them told they knew about the provision. But the respective Výchovný Poradce did not extend the discussion regarding this issue.

They were agreeing that most of Výchovný Poradce were more engaged with the children with social behaviours problems than children with disabilities. They also mention that a multiple team worked with the children with disabilities.

#### **4.3.3. Interviews with Special Teacher in the Mainstream School**

Two semi interviews have been taken with two special teachers working in the mainstream schools. One of them was a part time teacher whereas the other teacher was a full time working staff of the school. Interestingly both of them were opposite in professional experience. One special teacher who worked as part time staff was an internship student while the other special teacher was a full time employee. The later Výchovný Poradce had been working as an integration specialist for five years in a kindergarten before joining in the present school. Hence I took the opportunity to know her perspective of inclusion practices in the mainstream school. Special teachers mentioned they provide special lesson for the children with special education needs. The children they supported mostly slow learner, dyslexia, and dyscalculia. No children with physical, visual or mental challenged were reported in the schools they belonged. As per discussion, special teachers usually pick the children from the class in previously planned schedule to provide extra coaching according to their Individual Educational Plan (IEP) at the special teachers' room.

Both of special teacher reported different view of inclusion process and the role of Výchovný Poradce regarding the children with special education need. Special teachers were asked how they thought about the role of the výchovný poradce. Both of the

special teacher mentioned Výchovní Poradce were responsible for modification, improvement of the children's mal and anti social behaviour. Regarding the children with special needs, two schools found two different practices. One teacher said there was no role of Výchovní Poradce regarding the children with SEN, while other special teacher said Výchovní Poradce was main concern person regarding the SEN children. The Later special teacher mentioned that she was involved in making Individual Educational plan (IEP) while the special teacher of the other school showed me the files of individual students IEP. There was no place of signing or involvement of the Výchovní Poradce in those papers. The young special teacher of the following school mentioned that the assessment and diagnosis were done by the special centres; therefore they offered mostly the remedial services of the children with special education needs. On the other hand Výchovní Poradce worked for the whole school problem like sexuality, violent behaviour or drug concerns. She further added that Výchovní Poradce offered career counselling regarding the choosing the subjects type of education for the secondary level.

#### **4.3.4. Focus Group Discussion (FGD) with Parents**

A focus group discussion was arranged with the Parents having children with special educational needs. Five parents participated at a location of employment and training centre for the people with disability. Two parents having children with special education needs managed to send them in the mainstream schools. Hence, the group was a mix of parents having children studying both in special school and mainstream schools.

Parents were requested to share experiences of their children studying in the schools. It was inspiring to see that all the parents were showed enthusiasm to talk about the education of their children with special education needs. Their stories depict how dedicated they were to educate their children. They were asked if they were aware of the post of the Výchovní Poradce. Two of them responded as they were acquainted with the position of Výchovní Poradce. They mentioned they were informed about Výchovní Poradce in the school parents meeting. On the other hand two of them seemed not familiar with the name. The responded two parents stated that they did not have well experience of Výchovní Poradce regarding dealing with disability. They remarked Výchovní Poradce were not well acquainted with disability issues and had



less experience to deal the students and parents. Parents stated they met the Head teacher and class teachers regarding their children's issue. Two of them mentioned that they never met Výchovní Poradce regarding their children. Nonetheless two previously acquainted parents commented that Výchovní Poradce was an essential post for other reasons of the school but not for the children with special education needs.

#### **4.3.5. Interview with Special Pedagogue in the Special Education Centre**

Two special centres were visited and were arranged for open discussion with the principals, special pedagogues and psychologists. The discussion helps to explore the further issues and insights of special education system of Czech Republic.

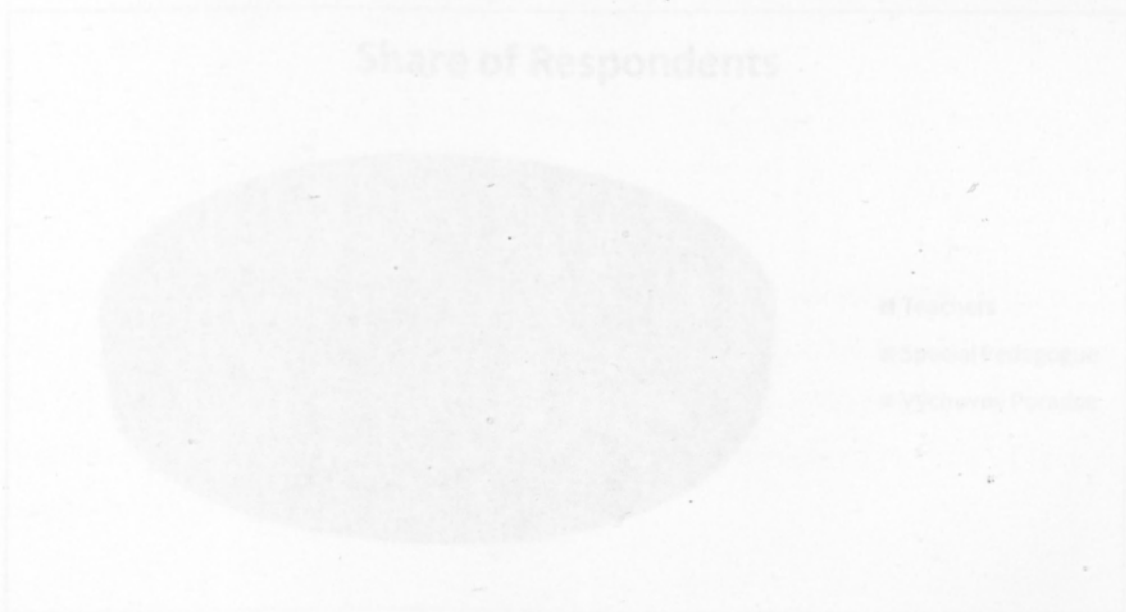
From the discussion the primary referral service for the children with special education needs was understood as the participants mentioned that preschool diagnosis services refer the child directly to the special schools. Therefore, fewer children are found in the mainstream primary schools. If the children are diagnosed with special needs during their stay in the mainstream school, special centres helps them to sustain in the mainstream school through technical support. Nevertheless, they mentioned it is always parents' decision to determine where to send the child. They further mentioned they did not have regular contact with mainstream schools. During a discussion session with the principal and special pedagogue and psychologist in a special school for Physical and multiple handicaps, the participants mentioned that they knew the post in the mainstream school designated for consulting emotional and social problem of the children. They contacts Výchovní Poradce when it comes about social and emotional issues, otherwise they contact with the class teacher and Headmaster of the school. In an another open discussion with the principal and special pedagogue and psychologists in a basic school and kindergarten for children with hearing impairment, the participant psychologists and special pedagogues remarked Výchovní Poradce has role in inclusion process. They mentioned that Výchovní Poradce participated in the special meeting for the children with special education needs and they were trained and informed about the different disabilities. They mentioned it is not one person responsibility rather a work of Head teacher, Výchovní Poradce and class teacher joint collaboration. However, the links between special pedagogy centres and schools seems not very strong.

**4.3.6. Conclusion:**

The overall findings bring out that the role of Výchovný Poradce is an established post for the career and behaviour counselling. Regarding the issue of disability, most of school did not have notable integration for the children with major disability. Nevertheless many schools have facilitation services with the special pedagogue mostly for the children with learning and to some extent children with behavioural problem. Special pedagogues usually offer special coaching for the children with learning disability. It seems as the integration is limited to certain kind of disability, Výchovný Poradce are mainly loaded with visible behavioural problems of the children in the school.

Figure 3

Figure 3 Share of the Respondent in the Survey Questionnaire



A total 13 schools (total) = 3 teachers, 2 special pedagogues and 3 Výchovný Poradce has responded to the questionnaire from 4 schools. Two teachers and one Výchovný Poradce did not respond to the questionnaire. Interestingly almost all of the respondents were female participants.

Teaching Experience

**4.4. Data Presentation: Quantitative Data**

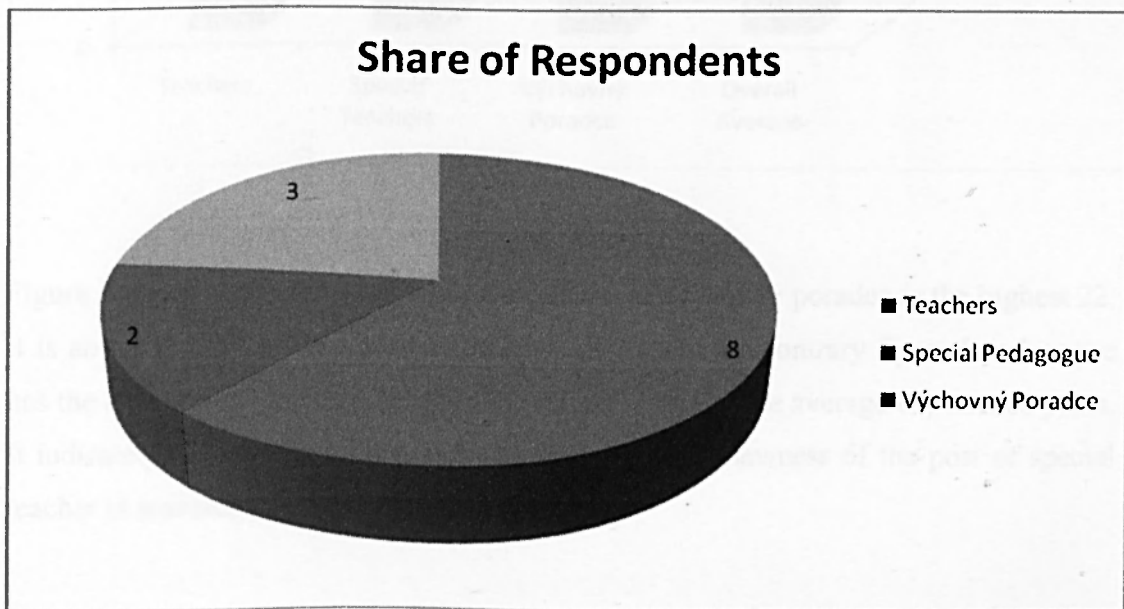
This section presents the data collected through questionnaire. The questionnaire consists of general background question of the participants and their school; three scale structured questions and open ended questions for qualitative part. The data analysis of this section is also organised according to three main themes. The categories are: 1) The descriptive statistics for background information, 2) quantitative data part of the survey questionnaire and 3) qualitative data part of the survey questionnaire.

**4.3.1 The Descriptive Statistics of Background Information**

**Participation and Responding**

A total 15 questionnaires had been sent to the 11 teacher, 2 pedagogues, 4 Výchovný Poradce.

**Figure 3 Share of the Respondent in the Survey Questionnaire**



A total 13 teacher including 8 teachers, 2 special pedagogues and 3 Výchovný Poradce has responded to the questionnaire from 4 schools. Two teachers and one Výchovný Poradce did not respond to the questionnaire. Interestingly almost all of the respondents were female participants.

**Teaching Experience**

The range of teaching experience varies widely among the teachers, special teachers and Výchovný Poradce. The ranges are 3 to 31, 5-10 and 14- 33 respectively for the teachers, special teachers and Výchovný Poradce.

**Figure 4 Teacher Experience by Type of Teachers**

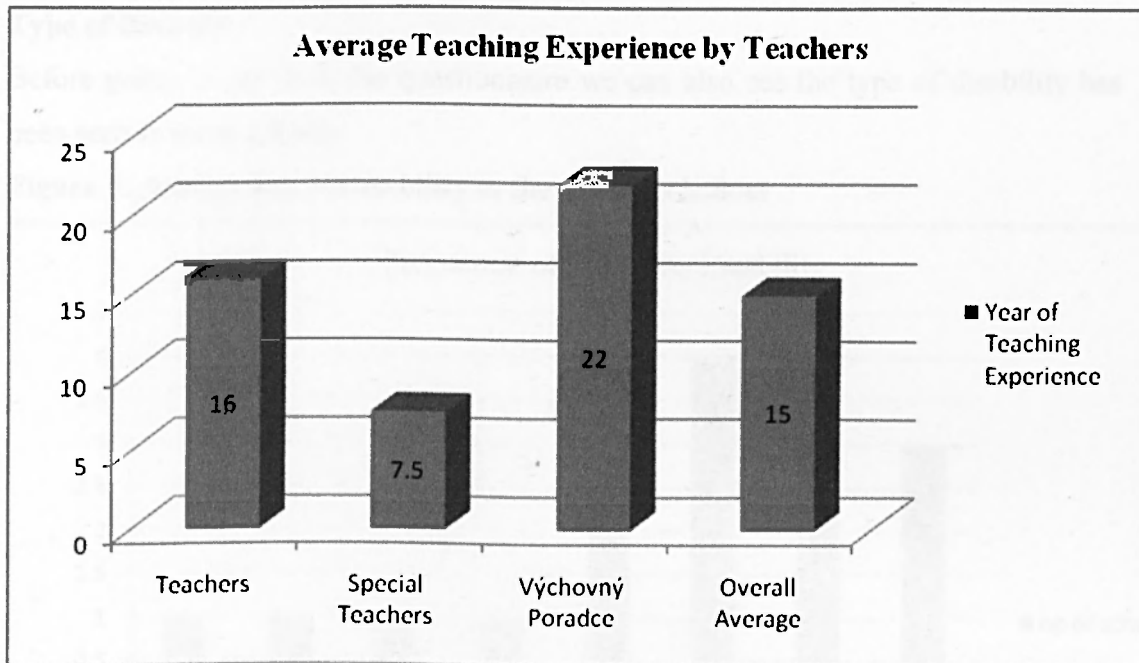


Figure 4 shows the average teaching experience of výchovný poradce is the highest 22. It is above the average teaching experience of 15. On the contrary Special pedagogue has the lowest teaching experience of 7.5 which is half of the average experience years. It indicates the seniority of the Výchovný Poradce and newness of the post of special teacher in mainstream schools.

### Type of Disability

Before going to get in to the questionnaire we can also see the type of disability has been seen in these schools.

**Figure 5: Availability of Disability in the different school**

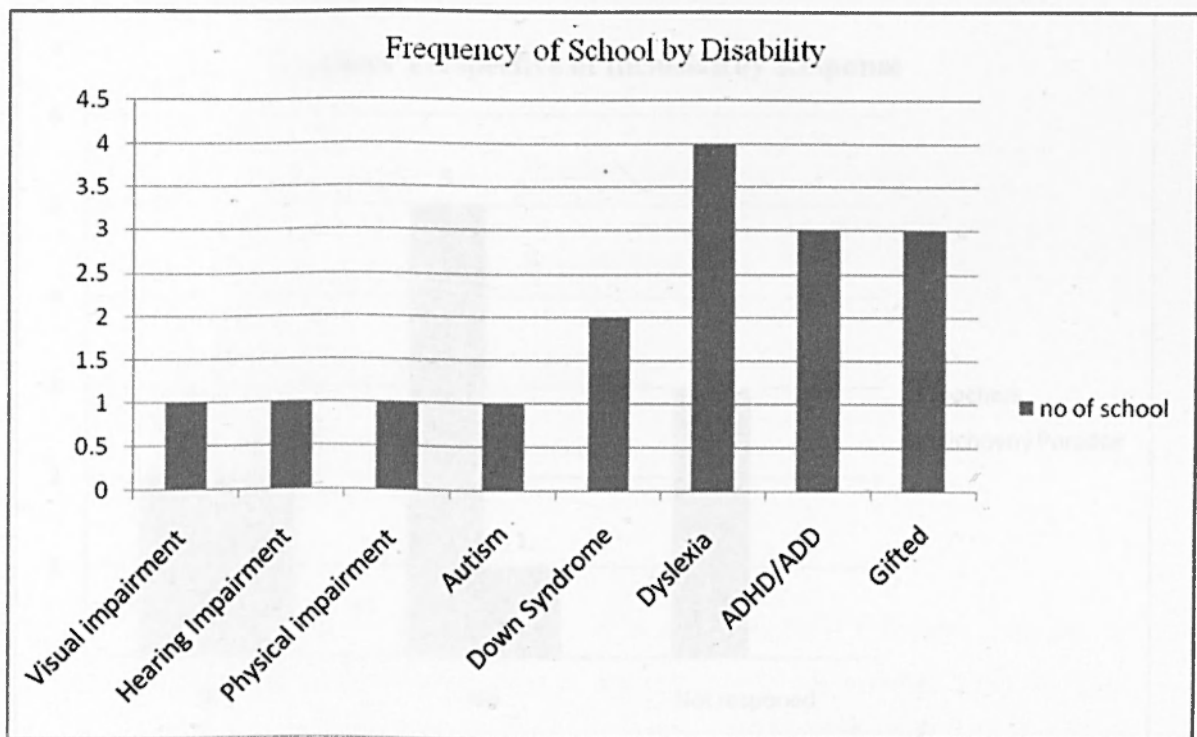


Figure 5 shows Dyslexia is the most common among the children with special education needs. The second most categories are ADHD and ADD as well as children with faster academic skills. It is also notable that except one school, children with major disability like visual, hearing, physical or mental disability are not visible.

The range of children with disability is 1 to 4. Average 2 children in each class are recognized as children with special education needs. Most of them were recognized as dyslexia.

**Teachers' Perspective of Inclusive Education**

Teachers were asked whether they think children with all disability would be integrated in the main stream schools or not.

**Figure 6: Teachers Perspective of Inclusive Education by Response**

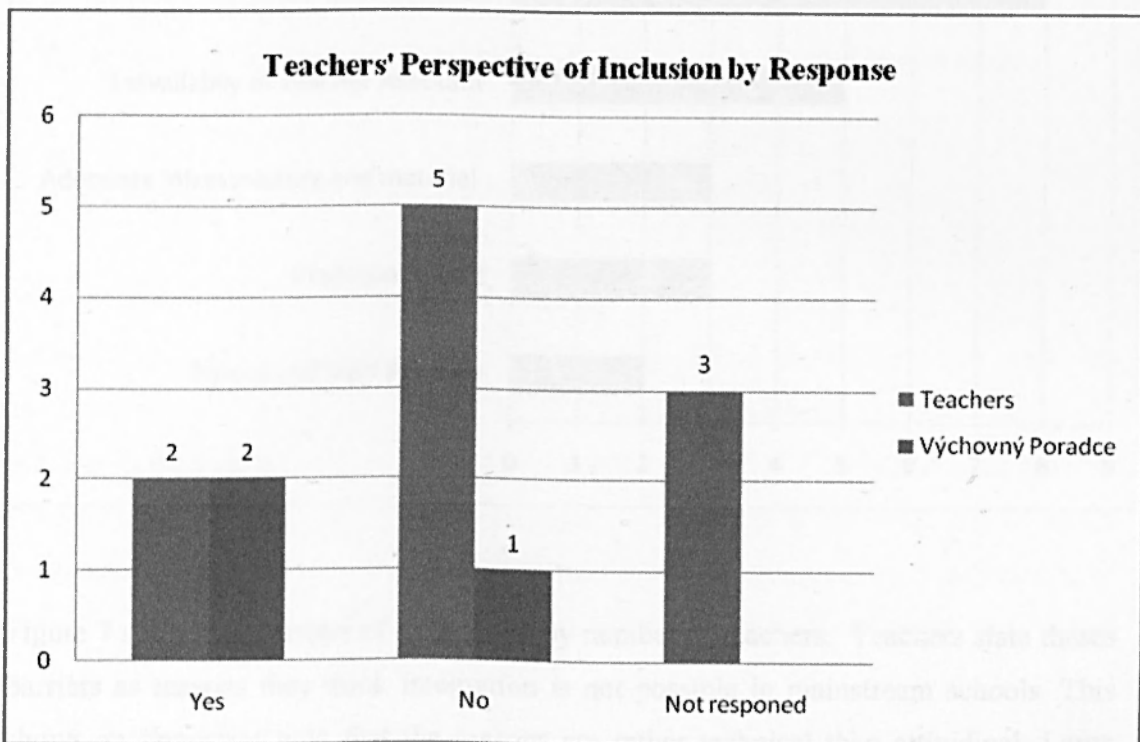


Figure 6 shows only two teachers agree to integrate all the children with special need to be in the mainstream schools. Five teachers out of seven think all the children could not be integrated in the mainstream school. On the other hand, two Výchovný Poradce agree that all the children with special educational needs could be included in the schools. It is notable that more than half about 60% of teachers do not believe that all the children could be integrated in the mainstream schools.

In answer of the question of why they think inclusion is not possible, the following reasons are stated by the both group of the teachers.

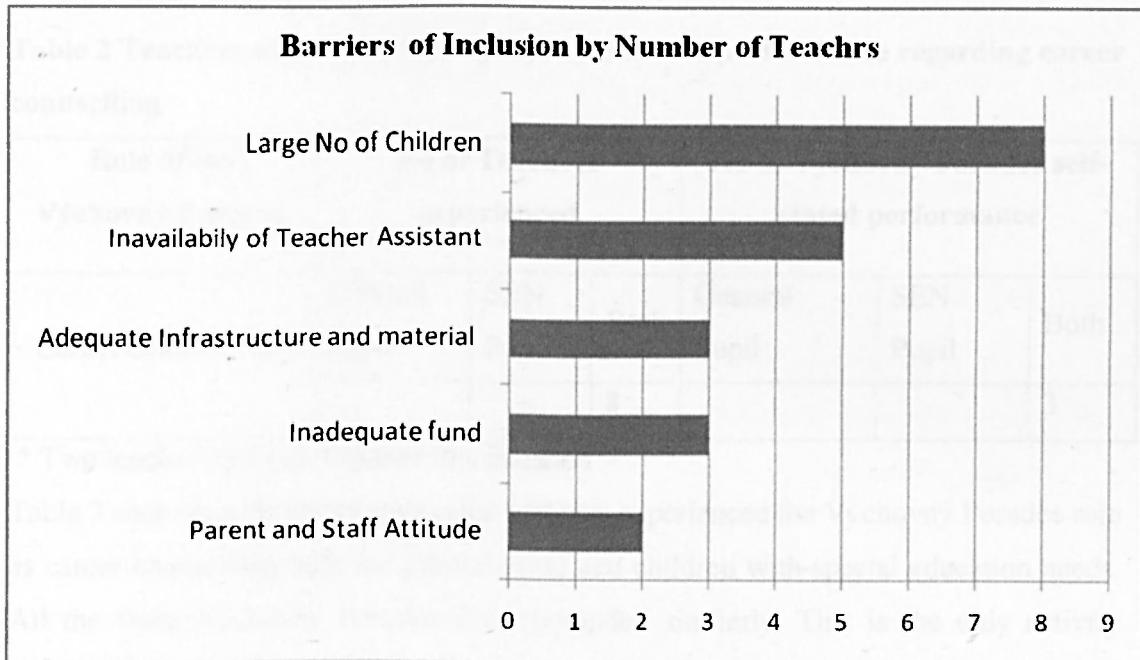
**Figure 7: Barriers of Inclusive Education in Mainstream Schools**

Figure 7 shows the barriers of integration by number of teachers. Teachers state these barriers as reasons they think integration is not possible in mainstream schools. This shows an important note that the reasons are rather technical than attitudinal. Large number of the children is identified as the biggest hinder of inclusion. Teachers believe that children with special education needs small group to facilitate their education and care. Second third and fourth reason as teacher assistant, infrastructure, material and inadequate are all technical issues that can be solved within time. Interestingly the most assumed hinder of inclusive education of attitudinal and believe systems are only stated by two teachers.

#### 4.3.2 Quantitative Data part of the Survey Questionnaire

This part present the data derived from the survey questionnaire of the practiced role of the Výchovný Poradce. The teacher and special teacher were how they experienced the role of the Výchovný Poradce whereas Výchovný Poradce were asked what they

performed last one year as Výchovní Poradce. Hence the following data matrixes present a comparative statistics of activities of Výchovní Poradce in the last one. The tables are set by the no of Teachers' experienced the role of Výchovní Poradce vs. No of Výchovní Poradce performed (self-stated) by the last one year.

### A. Career counselling

**Table 2 Teachers experience vs. Výchovní Poradce performance regarding career counselling**

Role of the Výchovní Poradce	No of Teachers experienced			No of Výchovní Poradce self-stated performance		
	General Pupil	SEN Pupil	Both	General Pupil	SEN Pupil	Both
Career counselling*			8			3

\* Two teachers did not response this question

Table 2 show that the entire responded teachers experienced the Výchovní Poradce role as career counselling both for general pupil and children with special education needs. All the three Výchovní Poradce also responded similarly. This is the only activity where every participant agreed as experienced or be done. It implies that one of the main tasks of the Výchovní Poradce was career counselling regardless of differences of the children. It also implies that Výchovní Poradce did this performance as regular part of their duty.

### B. Individual Student Services

**Table 3 Teachers experience vs. Výchovní Poradce performed regarding Individual Diagnostic Advisory and Consulting with parents**

Role of the Výchovní Poradce	No of Teachers experienced			No of Výchovní Poradce self-stated performance		
	Yes	No	sometimes	Yes	No	sometimes
Diagnostic advisory*	2	2	3		2	1
Consulting with parents**	6		3	1		1

\*Three teachers did not response this question item

\*\*One teacher did not response this question item



Table 3 shows teachers have multiple understanding and experiences about the role of Výchovný Poradce on diagnostic intervention. Teachers show scatter opinions about their experience of Výchovný Poradce. On contrary data from Výchovný Poradce demonstrated that they usually did not take the responsibility of diagnosis. But about Výchovný Poradce's role of consulting with parents are frequently experienced by the teachers. Similarly coordinating with the special centres was seen by the teacher as the duty of VP. 7 teacher out of 10 mentioned that Výchovný Poradce coordinate with the counselling centres regarding the children with special education needs. This observation is buttress by the data of Výchovný Poradce too as almost all the VP did contact with the special centres last one year.

**Table 4 Teachers experience vs. Výchovný Poradce performed regarding individual counselling**

Role of the Výchovný Poradce	No of Teachers experienced			No of Výchovný Poradce self-stated performance		
	With classroom teachers	Without classroom teacher	both	With classroom teachers	With out classroom teacher	both
Individual counselling*	3		7	2		

\*One VP did not response this question

The data in table 4 show that the most of the teachers experience Výchovný Poradce's individual consultation with the students are performed sometimes in presence of class teacher and sometimes not. On the contrary, all the Výchovný Poradce shows consultation together with the classroom teacher. Overall, data show Výchovný Poradce usually does the student counselling in consultation with the class teachers. This data is important to understand the team work environment facilitated by the Výchovný Poradce.

### C. Special Education Needs (SEN)

**Table 5 Teachers experience vs. Výchovní Poradce performed regarding Initial Diagnostic and SEN intervention**

Role of the Výchovní Poradce	No of Teachers experienced			No of Výchovní Poradce self-stated performance		
	Yes	No	sometimes	Yes	No	sometimes
Providing initial and recurrent diagnosis	6	3	1	2	1	
Intervention for SEN*	4	1	3	2		1

\*Two teachers did not response this item

Table 5 reveals many teachers believe that Výchovní Poradce has role of providing initial and recurrent diagnosis. Two Výchovní Poradce showed engaged in initial and recurrent diagnosis for the children with special education needs. Interestingly teachers experienced the children with SEN were rather less intervened by the Výchovní Poradce. It implies that though Výchovní Poradce initially engaged with the SEN children but after primary diagnosis, they were not less involved.

**Table 6 Teachers experience vs. Výchovní Poradce performed regarding integration preparation/initiation, participating IEP development and coordinating with counselling centres**

Role of the Výchovní Poradce	No of Teachers experienced			No of Výchovní Poradce self-stated performance		
	Yes	No	sometimes	Yes	No	sometimes
Preparation condition for Integration*	3	1	4	3		
Participating to develop IEP	9	1		3		
Coordinating with	7		3	2		1

counselling centres						
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\*Two teachers did not response this item

Table 6 shows teachers experienced that Výchovní Poradce prepared the condition for integration process. Compare to Výchovní Poradce are found at a high rate of participation in developing the Individual educational Plan (IEP). Nine out of ten responded teacher experienced of this engagement of the Výchovní Poradce reveal a significant finding that Výchovní Poradce is the part of facilitation process of the education SEN children. The following data of coordinating counselling centres further buttress the higher involvement of the Výchovní Poradce. Data from the right side of the table: 5 show that Výchovní Poradce activities of their performance for last one year are in line with teachers' experience.

#### D. Training Initiation

**Table 7 Teachers experience vs. Výchovní Poradce performed regarding training of the Students and Teacher**

Role of the Výchovní Poradce	No of Teachers experienced			No of Výchovní Poradce self-stated performance		
	Yes	No	sometimes	Yes	No	sometimes
Training for Students	2	2	3	2		1
Training for Teachers	2	3	4		2	1

Table 7 shows the teachers more inclined to experience Výchovní Poradce's arranging training for the students than teachers. Similarly the Výchovní Poradce respondent that they did coordinate more student training than teachers as two Výchovní Poradce mentioned they did coordinate sort of training for the students whereas none has response definitely to yes about the coordination training for the teachers.

### E. Coordination Role

**Table 8 Teachers experience vs. Výchovní Poradce performed Coordination of Training of School SEN and Integration of Ethnic Minorities.**

Role of the Výchovní Poradce	No of Teachers Experienced			No of Výchovní Poradce self-stated Performance		
	Yes	No	sometimes	Yes	No	sometimes
Coordination Training for School Absenteeism Addiction Violence	7		2		2	1
Coordination for Integration Ethnic Minorities	3	1	3	1	1	1

The table 8 shows type of training the Výchovní Poradce arrange for the students. Teachers' experiences show that the Výchovní Poradce has coordinated more training on absenteeism addiction violence teachers than gifted children or ethnic minority in the schools. Interestingly on the other hand Výchovní Poradce s data shows that none of the Výchovní Poradce organized training for gifted children. Training for integration of minority and school absenteeism addiction violence teachers also shows less claimed.

### Record Keeping

**Table 9 Teachers Experience vs. Výchovní Poradce Performed Keeping Written Records**

Role of the Výchovní Poradce	No of Teachers Experienced			No of Výchovní Poradce Self-stated Performance		
	Yes	No	sometimes	Yes	No	sometimes
Keeping written records	7	1		3		

Table 9 shows the response of the task of Record keeping is strongly goes with data given by the Výchovný Poradce. 7 responded teachers experience that the Výchovný Poradce keep record of the children with special education needs. Similarly 3 Výchovný Poradce out of 3 claims they did keep record of the school SEN children.

#### **4.3.3 Qualitative Part of the Quantitative Questionnaire**

##### **A. Perception of the role of Výchovný Poradce**

In the open ended question section teacher were asked to express their general perception and expectation about the role of the Výchovný Poradce.

The general perception of the Výchovný Poradce is not well defined by the most of the teachers' response. The perception could be ranked as per the number of respondent mention in their comments.

- Behaviour counsellor
- Career counselling
- An irreplaceable position
- Psychological intervention

It is notable that the general perception of Výchovný Poradce among the teacher is as a behaviour and career counsellor. One of teacher mentioned, 'psychological intervention on a basic level, career counselling; behaviour problems'. The respondent also marked the position as valuable as well irreplaceable. Though they did not elaborate how the role has an irreplaceable value in the schools. In contrast all the Výchovný Poradce responded in details. All of them see the role as support to all as one o of them wrote, 'the widest possible help to the students, teachers, assistant teacher and parents in many field'.

##### **B. Expectation of the role of Výchovný Poradce**

The responses for the teachers' expectation from the Výchovný Poradce follow the perception. The expectations could be ranked as follows:

- Support in students behavioural problems
- Výchovný Poradce should have more trained and experiences
- Explain the legal changes and SEN terminology
- Work as a team
- Pedagogical documentation of the children

The teachers expect support from the Výchovný Poradce regarding students' behavioural problem. They also expect the Výchovný Poradce could explain the related new educational provision and SEN related educational terminology as one of the teacher remark, '... they (Výchovný Poradce) should know all the necessary legalities and their changes and should be able to explain them clearly to other teachers'. Teachers also mention in their expectation that Výchovný Poradce needs to work with different counterpart like teachers, parents, special education centres. Special teacher of a school mentioned 'a part of the team with Psychologist, SEN teacher (special pedagogue) and methodologist'.

All the Výchovný Poradce commented the same expectation to maintain good contact and support for everybody as one of the Výchovný Poradce commented, 'cooperation with class teachers, parents and specialized institutions on a very good level'. The intent to work as a part of the team has been repeated both in comments of teachers and Výchovný Poradce.

### **C. Challenges and Problems faced by the Teaches to conduct with Výchovný Poradce**

In reply to the challenges the teachers face with the Výchovný Poradce regarding the children special education needs, many teachers remain unanswered. However, among the respondent, the following challenge are identifies the teachers face conducting with the Výchovný Poradce.

- Evaluation the children
- Teaching methodologies
- Not enough information regarding SEN from Výchovný Poradce
- Conducting with Assistant teacher

### **D. Strategies Teachers Take to Over Come Challenges**

In the subsequent question of how teachers over come theses challenges, few teacher has responded. Among the respondent the following solution they took as solution to over come the previous problems.

- Meet the Výchovný Poradce frequently
- More personal initiative to know about the SEN children
- Course and workshops

The strategies shows above that most of the teachers try to get over any conflict with výchovný poradce try to solve by the talk and discussion. Besides personal initiative to enhance knowledge where výchovný poradce failed to provide is also notable from the teachers' side. One teacher mentioned conducting courses and workshops to solve further problem about the role of výchovný poradce.

#### **E. Challenges for Výchovný Poradce to Conduct SEN Children**

This question consists of two sub questions one emphasis the overall challenges of the Výchovný Poradce and second one to focus the administrative challenges.

In response to the first question only one Výchovný Poradce stated challenges regarding the children with special education needs while one of them stated 'none' which implied there were no challenges. Nevertheless the challenge mentioned by Výchovný Poradce was a very significant didactic issue for classroom teaching learning process of the children with special education needs. In her language, '... when they (SEN children) come to so called second grade (age from 10 to 15) and the subjects are more specialized'. This is a practical challenge of teaching learning process in integrating SEN children in the mainstream classroom.

As part of management side time constraint reveal as one of the challenge for the Výchovný Poradce. As in one of Výchovný Poradce word, 'if there were more time it would be possible to have more frequent consultation of the problematic situation with all those concerns'. One of them answered in reply of a sub question (what extent Výchovný Poradce can play further role to support integrated SEN children) that at present all most all the role are being adopted in their duty in her words, 'there is no other role that should be added'. Though the details were not been explained, this response implies the saturated job task of Výchovný Poradce.

#### **F. How to Over Come these Challenges**

The subsequent question asked how they could face these problems. Regarding the academic issue of didactic challenge the respective Výchovný Poradce commented how she dealt with this problem. She remarks, 'in team, supporting one another, close cooperation with all teachers, experts and the family'. This is also significant comments to understand the management attitudes of the Výchovný Poradce.

As a sub question Výchovní Poradce were asked whether they prefer the position of Výchovní Poradce as Collegial consultancy or mid-manager. Two Výchovní Poradce out of three responded this question. One of the Výchovní Poradce skipped this question. Rest both of them preferred to be a collegial consultant than a mid-manager. Both of them remarked that it is easy to get more correct solution through collegial consultancy than by oneself. One of them explained, 'it's always more efficient to cooperate with more professionally concerned people and to hear more opinions'. This data is significant for the present study as it shows different management paradigm of the coordination activities of the Výchovní Poradce.

#### 4.3.4 Conclusion

Though initially questionnaires were designed as complementary data collection method for the initial qualitative part of the study, eventually the questionnaire obtained more extended information from the participants. New information and inside story emerged through comments and reply of the participants. Descriptive background statistics catch a glimpse of inclusion perspective of research site. Inclusion is still in primary stage both in terms attitudinal and practice in the mainstream schools. Quantitative part exposes the diversified work of the Výchovní Poradce. It also shows the more emphasised work of the Výchovní Poradce as behavioural and career counselling rather responsibility with SEN pupil. Qualitative part of the questionnaire opens the scope to get the extended view of the participants. It shows challenges of time constrained, didactic knowledge, coordination or network building on the work of Výchovní Poradce. It also emerges idea of team work, team consultation in the role of Výchovní Poradce in practicing inclusive education in the mainstream school.



## Chapter 5

## DISCUSSION

**5.1. Introduction**

This chapter presents data interpretation. As mixed method research is a comparatively newer paradigm, it needs a rigorous competence to handle the scatter data from the two totally different form qualitative and quantitative data set. As Greene (2007) describes, 'the challenges are especially important for integrated designs that intentionally incorporate a back and forth conversation among diverse methods and data sets'. Therefore, to simplify the interpretation process, the findings are discussed in the light of the research questions. It also investigated how the findings linked to previous knowledge as discussed in the literature review. My findings in this research basically pertain to three main sub question 1) the role of pedagogical Counsellor (Výchovný Poradce) in document and practices 2) expectation and perception of teachers regarding the tasks of pedagogical Counsellor (Výchovný Poradce) 3) challenges the pedagogical Counsellor (Výchovný Poradce) faces in executing the tasks and 4) how pedagogical Counsellors (Výchovný Poradce) over come these challenges, including a discussion of background findings.

**5.2. The Context of the Research**

The experiences of implementing inclusive education practices in the mainstream schools show that a coordinating post is designated in the number of countries for example Special Education Needs Coordinator (SENCO) and Special Services Coordinators (SSE) in UK and the Netherlands respectively. As per the state document Vyhláška 72/2005 of Czech Republic (MŠMT: 2005), a similar post 'the pedagogical Counsellor (Výchovný Poradce)' are given the same role and responsibility of coordinating the inclusion process in the mainstream school. The present study as an exploratory research aims to find how this position contributes and works in the education and inclusion process in mainstream primary school of Czech Republic.

**5.3. Findings and Discussion**

This section comprises of in-depth discussion or interpretation of the findings. In other words, the findings have been compared with the findings in the legislative document and cross cultural studies to see how the pedagogical Counsellor (Výchovný Poradce)

plays the role in inclusion practice of the mainstream primary schools and related divergence, challenges in the theory and practise.

### **Background Findings**

The supplementary descriptive statistical gives a glimpse of background picture of inclusion of the study site (figure 6 and 7). Data shows most of teachers' reverse perspective on inclusive education. This statistics is not surprising. As the end user 'the practical implementation of inclusion places considerable pressure on individual teachers (Konza: 2008). Cross country studies also shows the similar findings as a 14 country study shows teacher resisted the inclusion of students with significant disabilities (Bowman cited in Konza: 2008). The present study findings are also in line of this cross studies. One teacher participants comment is mentionable as she reasoned why she disagreed with the inclusion,

'I think that despite of the attempts to enable SEN children their education together with common population, some children will anyways still prefer a small study team and a strictly individual approach. Moreover, integration of some children is only possible with an assistant teacher, which is an expensive issue'.

However, the development of perception and attitude towards inclusion is vital for the subsequent implementation of inclusive education in the mainstream schools.

### **5.3.1. The Role of Pedagogical Counsellor (Výchovný Poradce) in Document and Practices**

#### **A. Overall Findings Regarding All Children**

- Counselling for career in terms of selecting next level education and counselling for behavioural and anti social activities of the pupil are the most common role of Výchovný Poradce. They deal with pupil's anti social behaviour including drugs, sexuality and violence and socio pathological phenomenon. They talk to parents and other external organization to prevent students' negative behavioural practices.

#### **Discussion**

Finding of these roles of Výchovný Poradce no doubt related to the origin of the post it self. From the inception of the school counselling date back to 1919, career counselling in name of vocational counselling was the main task of counselling services (Kopcanova: 2000, Pacnerová: 2009). After initial familiarization the counselling services extended the psychological diagnosis and counselling of the pupil within 1950s

(Kopcanova: 2000). Therefore, Výchovní Poradce is much known as career and behavioural counselling (table 2). This is very interesting to compare that while Výchovní Poradce developed out of career and psychological counselling of the general pupil, its counter part Special Education Needs Coordinator (SENCO) developed to meet the needs of children with special education needs (Szwed :2007). Hence, the primary integration of these two posts to the mainstream schools based on two different objectives. As a result, career counselling and psychological supports are rationally the primary job task of the Výchovní Poradce.

### **B. Regarding Children with Special Education Needs**

- The role of Výchovní Poradce regarding the children with special education needs and inclusive education practices vary from school to school.
- Regarding SEN Výchovní Poradce do initial diagnosis, discuss parent to refer the child to specialist, initiate individual educational plan (IEP) for the child, coordinating training for the teacher and students and finally keeping record of the SEN children.
- Most of the teachers experience the role Výchovní Poradce as behavioural counsellor rather special educator specialist or coordinator

### **Discussion**

The previous discussion reveals why the career counselling and psychological support became the basic task of Výchovní Poradce. Though the support for child children with special needs is comparatively newer than the long history Czech counselling services, it is contemporary with the development in USA and UK. After the Velvet revolution (1989), a number of changes both in the tasks and in the organisation of educational counselling have taken place, among them the counselling care for handicapped children has been extended, especially in connection with the requirement of social integration of these children and in consequence of the decision on the possibilities and conditions of their educational integration in regular schools (Pacnerová: 2009). While track back to literature it was found that some scatter development of this services in United Kingdom by 1981 act (Crown cited in Pearson & Ralph: 2007) and the role of SENCO was formally established in the UK through the Code of Practice (DfE, 1994 cited in Pearson & Ralph: 2007). However, in details role of the Výchovní Poradce is appeared in the Czech educational decree /Vyhláška 72/2005 titled as 'Decree on

provision of advisory services at schools and at school advisory facilities' (MŠMT, 72/2005:2009)

The most importantly all of these infer that the orientation of the role of Výchovní Poradce is not solely for the children with special needs as it happens to SENCO in UK or Special Service Coordinator (SSE) in the Netherlands. Therefore there are differences in educational and training orientation too.

The understanding of this difference helps to explain why the findings of the present research shows the less direct connectivity between the role of the Pedagogical Counsellor (Výchovní Poradce) and children with special education needs. But this is not the only reason. Regarding SEN children mainly school special pedagogues take the responsibility though state documents state major responsibility of Výchovní Poradce. Some schools Výchovní Poradce regarded as head of the responsibility or in the in team member. Alike teacher Pedagogical Counsellor (Výchovní Poradce) also give mix view of their role regarding the children with special needs. On the other hand few special pedagogues think it is their role regarding the children with special needs rather pedagogical Counsellor (Výchovní Poradce). Special pedagogues from the special centres state the role of the pedagogical Counsellor (Výchovní Poradce) depends on the type of the problem of the child. Not all the type of SEN children is coordinated by the pedagogical Counsellor (Výchovní Poradce). Parents did not receive any services from the pedagogical Counsellor (Výchovní Poradce) regarding the special education needs of their children with disability.

In addition it is notable that the role of pedagogical Counsellor (Výchovní Poradce) vary from schools. one of the reason is that some school can afford to have permanent special teachers and some where part time . but it is also personal interest as one pedagogical Counsellor (Výchovní Poradce) mention she is for all the children not only special needs. on the other hand special teachers it totally their duty to handle the children with that school are provided with special teachers part time basis and some

### **C. Regarding Coordination in Training**

- Few Výchovní Poradce arrange training session for students and teachers; training on IEP, documentation, legalities, concerning people with learning disabilities for the teacher regarding both the children with special education needs and general pupil.

**Discussion:** Training in terms of knowledge sharing is one of the indicators of the scope of Výchovní Poradce to act as leader and to initiation of inclusive practices in the mainstream schools. The legislative documents states as 'Methodological support teaching staff in schools on pupils' career decisions, integration, individual educational plans...; or 'the transfer of technical information from the career counselling and care for pupils with special educational needs school teaching staff' (MŠMT, 72/2005:2009) opens the this scope for the Výchovní Poradce to take the lead and initiation to the movement of inclusive practice. But the field data shows this scope has not been used adequately. Výchovní Poradce showed less opportunity to conduct training session for the teachers. One teachers mention that the lack of time and overloaded with classes are the barrier to execute the all the responsibility of the Výchovní Poradce. However, this may lead the cause of slowing down the cause of inclusion process especially at now when the initial process of implementation is going on. Others studies also put higher emphasise on training facilitation for the teachers and stuff in the mainstream school. As studies (Szwed, 2007; Cole, 2005) suggests school coordinator's role as senior leadership are not only teaching but also building higher capacity of teacher and stuff to deal with the children with special needs.

#### **D. Regarding the Role of Coordinating**

- Coordination role of Výchovní Poradce also vary fro school to school and person to person.
- Most of the teachers are reported Výchovní Poradce coordinate training programmes for the gifted students, school absenteeism, addition violence and ethnic minority

#### **Discussion:**

The state documents assigned a wide range of coordination role for the Výchovní Poradce; from coordinating the development and implementation of preventive control of the school to arranging training of teachers, from preparing and implementing activities related to integration of pupils / foreigners; prevention of racism, xenophobia and other related to the adoption of cultural and ethnic differences to contacting the relevant professional work and participation in the intervention and follow-up care in case of occurrence of acute socio-pathological phenomena (MŠMT, 72/2005:2009). As the Czech Republic is a homogeneous country, the multiculturalism in the schools is not much conspicuous. Therefore, the response of Výchovní Poradce in the integration

programme in terms of different ethnic group was not frequent. But programmes for behaviour intervention programme were both found in the survey and interview session. Participants mentioned the programme like on bullying, drugs; crimes, sexual education etc are common initiated by the Výchovný Poradce.

### **5.3.2. Perception and Expectation of Teachers Regarding the Tasks of Pedagogical Counsellor (Výchovný Poradce)**

- Výchovný Poradce are mostly perceived as Behavioural and career counsellor.
- Výchovný Poradce are less perceived as to coordinate the SEN children in terms of children with disability.
- The expectations from Výchovný Poradce are also derived from the previous perception as to support in students behavioural problem.

#### **Discussion**

Perception derived from the existing believes and experience. As we see the data of disability category (table 5), the major disability is almost rarely existed in the participated schools. Furthermore, newly recruited post of special teacher are almost sufficiently taking care of this fewer children with special education needs, hence the comparatively newer decree 72/2005 though assign Výchovný Poradce with wide number of responsibility regarding the children with special education need, the Výchovný Poradce is not required to involve with the children with special needs. As per present perception of the role of the Výchovný Poradce, the expectations are also directed towards the conventional role of Výchovný Poradce.

### **5.3.3. Challenges of the Pedagogical Counsellor (Výchovný Poradce)**

- Teachers reports challenges from evaluating children, teaching methodologies, inadequate training of Výchovný Poradce and dealing with assistant teacher
  - Didactic challenges in integrating SEN children in the senior grades. Few of the Výchovný Poradce find stated no problems and challenges from the academic side.
- Time constrained, overloaded work and class were found as management challenges

#### **Discussion**

Participant teachers mentioned wider challenges they found conducting with Výchovný Poradce. The evaluation process of the children is a common problem. All sort of tests and evaluation process as well as teaching methodologies are being highly contentious. Part of this information is complementary not to have enough knowledge of the

children with special education needs. As the Czech Republic entering the age of inclusive education, more and more children with special needs education are entering in the mainstream schools. Therefore, the demand of special knowledge for the expertise of Výchovný Poradce is increasing. Research study like Szwed (2005) and Crowther et al (2001) shows lack of adequate training became the hurdle to SENCOs to implement the policy or work with policy in the school management.

Though few Výchovný Poradce talked about their challenges, one raised very important academic challenge of her task to deal with children with special education needs. She mentioned that when SEN children were promoted to second grade, she faced problem to provide adequate support for this children. This finding is also supported by other European studies as Hausotter and Preuss-Lausitz (2001) stated from their study on Germany, 'problems of integration and changing of didactic approaches are usually greater at secondary level'. This is a very important findings for the this study as to determine how Výchovný Poradce arrange training or building network and knowledge sharing for herself as well as the teachers to find the appropriate didactic strategy to face this challenge. Nevertheless this didactic challenge is expected as it is a common teaching-learning challenge in integrating the children with special education needs into the mainstream classrooms. This challenge has been well addressed in an European agency project report (Meijer:2001) which is a multi countries study on revealing, analysing, describing and disseminating classroom practices in inclusive settings in such a way that European teachers can implement inclusive practices on a wider scale in their classrooms.

However, the few responses of from the Výchovný Poradce regarding this issue implies that schools were either not facing problem in integrating SEN children or not having enough activities for the children with disability in the concerned schools. The later part of possibility is discussed previously from the background study that integration process yet to start rigorously in Czech schools. Furthermore, facilitation by the special pedagogue for fewer SEN children also helps Výchovný Poradce not to involve directly and to face the challenges.

Other than the academic, time constrained was one of the biggest challenge for Výchovný Poradce. Cross countries studies (Szwed, 2005; Pearson & Ralph, 2007) also shows that time constrains is one of the hinder for the coordination job which take them

away from their main task relating to children learning support. Though alike other study of UK, Výchovný Poradce did not mention about paperwork, contacting people rather overloaded with class works were mentioned by the few teachers.

It is mentioned that Výchovný Poradce as a senior post and assigned legislatively to deal with the schools counselling services (Eurybase: 2007/08) was found less in conflict with the management. Alike SENCOs in UK, Výchovný Poradce seems not in dilemmas of in between of keeping pace with the rapid changes in policy implementation role and expertise in supporting the SEN children. This is because; the expertise responsibilities of Výchovný Poradce were taken over by the special teachers. This leaves the scope for the role of Výchovný Poradce to work through whole school approach. The whole school approach keeps the opportunity open for them to move school forward by facilitating school staffs to teachers, teaching materials to school infrastructure to response to all the children.

#### **5.3.4. Strategies to Overcome the Challenges Executing the Role of Pedagogical Counsellor (Výchovný Poradce)**

- Teaches believes frequent meeting, courses and workshop and personal initiative can play positive role to conduct with Výchovný Poradce
- Výchovný Poradce mention invest more time and consultation period could help execute the duty
- From the management perspective, most of Výchovný Poradce choose collegial consultancy to perform their duty

#### **Discussion**

One of the core research intentions of the present study was to explore the challenges and barriers of coordinating role of Výchovný Poradce. Along with the research question the core research assumption was that Výchovný Poradce would have less professional conflict than that SENCO in UK and SSC in the Netherlands (Imants *et al*: 2001; Szwed: 2007; Cole: 2005) do. Though the small sample does not illustrate the whole situation, it seems Výchovný Poradce and other specialist work as a part of the team for the children needs. This is very significant for the inclusion process 'since inclusive education is based on a unified general and special education system, success depends on the ability of various educators to work together'(Power-deFur & Orelove :1997). From the interviews and teachers open comments it seems that collegial



coordination process is more practiced in the Czech schools. Schools rearrange the role of the coordination and job tasks according to the school needs and staff situation. These flexible, localized and value systems, which is against to technical and goal-oriented modern paradigm are the characteristics of post modern management components (Aslanargun: 2007). Both document analysis (MŠMT, 72/2005:2009) and data (Figure 4) shows that Výchovný Poradce is a senior teaching staff who is legislatively designated for the whole school coordination responsibility for the students various needs. Therefore in Czech school the coordination team combined with the power and participation carry the potentiality of successful post modern education management. Nonetheless there would be a conflict in the initial state of integration process regarding believe system of including children with special education needs (Figure 6). The same perspective was experienced during the initial discussion with the special pedagogues and psychologist in the special education centres. No wonder it has been reflected in some national documents too like one 'Basic schools specifically established for disabled pupils play an irreplaceable role in the qualified preparation of pupils with combined disability for integration to society' (MŠMT : 2008). A visualization of a school for all children is hard as we have not experience it. It resists us to even we morally accept the philosophy of inclusive education. This resistance is inevitable response to impending change that effects people personally or represents a fear of unknown (Janney cited in Power-deFur & Orelove: 1997). Hence, the seniority of Výchovný Poradce may push back the effort of inclusion process. Therefore, further motivation effort and good practices sharing are necessary to fully flourish the present potentiality of success.

#### **5.4. Conclusion**

It can be stated that some of the indications given by this research are in line with the findings of the past cross country study and some on the other hand emerge as new insights. It appears that the role of the Výchovný Poradce is not a one-person coordination concern rather one of the significant members of a team responsible for the children with special education needs. Výchovný Poradce is traditionally responsible for behaviour and career counselling. After enacting the legislation of integrating the SEN children, over all coordination of the children with Special education is added as additional duty of Výchovný Poradce. The finding also shows that

schools are employed special teacher as part time or full time basis in the mainstream schools. This is also supported by the newer education policies act No. 563 'pedagogical staff of schools and school facilities' brings provision of a special educational needs teacher and a teacher's assistant (MŠMT: 2004). Current national documents also reports the increasing number qualified special pedagogy are working with pupils requiring special care in the mainstream schools (MŠMT: 2008). Therefore, the role Výchovní Poradce is not directly involved to the education of the children with disability rather as a senior position of the responsibility of the overall integration process from school absenteeism to social pathological phenomenon, from disability to ethnic group, Výchovní Poradce play the coordination part of the process. These overall responsibility Výchovní Poradce leads them for whole schools approach. Ellis & Tod (2005) suggest similar extended task like implementing social, Emotional and Behavioural Skills (SEBS) curriculum or solution focused approach by capacity building for SENCOs in order to work through whole school approach. In addition this finding is also significance regarding the actual meaning of inclusive education. Inclusive education is meant to an appropriate response to develop the full potential of every individual (UNESCO: 2009). As an experience counsellor Výchovní Poradce has the position to coordinate and lead the all the aspect of the students need. The potential of this designed post can be flourished with adequate management support and further training in order to lead a true inclusion movement in the schools.

## Chapter 6

### EVALUATION

#### 6.1. Introduction

This is the concluding chapter of the dissertation. It tries to critically evaluate the entire research. I have tried to reflect how successful my study has been; what have been the limitations of this research; what are the implications for the future and what are my suggestions to various stakeholders for future. Additionally, some directions for future research have been indicated. In nutshell, this chapter involves summing up of what has been achieved along with what could not be achieved.

#### 6.2. What did I gain?

The present study provides me the opportunity to go through in-depth study of the process of inclusion practices in the mainstream schools. I am more competent to understanding the coordination process of inclusive education in the mainstream schools. This has implications for my professional role as an educational psychologist and counsellor to promote inclusion practices in Bangladesh.

Although it has been a small research it gives useful insights into an issue as complicated and multi-dimensional process of inclusion. It gives me the basis ideas of structuring the management and staffing for the inclusive education in the main stream schools. the potential management conflict and challenges. It further aware me and enrich me with hand-in knowledge with the common challenges teachers face while managing the children with special education needs.

The comparative knowledge of three distinct country and education system respectively UK, the Netherlands and Czech Republic give me ample knowledge of the possible intervention strategies for implementing inclusive education in Bangladesh. The study in Czech education system shows a relatively different idea of the coordination role of inclusive education from the other countries.

The study prominent shows the team work is much emphasized in the process on inclusion in Czech schools. Though lack of time, further in depth study was not done,

the present study finds the possibility and scope of enriched team management is possible to implement the inclusive education.

As the Výchovní Poradce is a senior position and has linked with the governing body of the schools, there is a better scope to present the changes the school needs to adopt inclusive education. They can take new initiatives and or at least pursue the necessary initiation to provide the teachers and school staff training on children with special education needs.

Nevertheless, the research gives some elementary but useful ideas about the ground realities concerning inclusion education management procedure in the mainstream schools of central Prague.

But it has also derived with some complementary data that shows the perspective level for inclusive education is still far to go. Many teachers including Výchovní Poradce are not confident to have children with all type of disabilities. In fact the study data shows, the disability category are mostly limited to dyslexia. When many other countries hardly could afford special teacher in mainstream school, Czech school can afford the special teacher for their schools (as part time or full time). This creates better opportunities to integrate more children in the mainstream school. Hence the change in believe system can help the school to be a place for everybody. Nonetheless, the teacher replies show the fear of having SEN children mostly due to the technical issue not the perspective. Therefore, sharing good practice may help them out to solve the problems. Sharing good practices promotes optimal use of human intellectual as it spread knowledge in wider community. This universal lesson is very applicable in the practice of inclusive education.

In addition along with subject knowledge, this research gave me an opportunity to learn about the vital aspects of mixed method research, both theoretical and practical. The experience also enhanced my critical thinking and writing skills. Nonetheless, I realize that my knowledge about research, reflective practice, action research and so on needs further deepening and strengthening. During the process of writing the dissertation I made several mistakes. For, example initially I was enthusiastic to conduct a cross country study about the role of school coordination regarding special education which was too vast for this small scale research. Consequently, I spent considerable time and energy in making the literature more compact and focused.

### 6.3. Limitations of the Study

This research has a number of limitations. First of all, the study was done with a small sample. Consequently, the results can only be called suggestive and tentative, not definitive or conclusive. The study did not look for any statistical generalizations. The basic idea was to explore the role of Výchovní Poradce in education of the children with special education need in the mainstream primary school in Czech Republic. As a result, it would give the primary insights of coordination process in inclusion practices which could be applied to similar settings. At the best it can be stated that the study gave some indications which were consistent with the previous research in coordination process as well as new idea of team work with multiple students needs.

Secondly, the study based on document analysis and initial qualitative exploration through semi-structure interviews, focused group discussion. Though a survey questionnaire was conducted as additional instruments for triangulation process, but these methods generated only a limited data. A number of teachers did not reply the questionnaire and even in the answered questionnaire, many quotations were remained unanswered. As there was no scope to get explanation why this questioned were unanswered, what the teachers were thinking of this questions made the data interpretation difficult. It is assumed that more intensive and prolonged participatory observation and larger teacher interaction would have yielded the desired results.

Thirdly, language was a barrier to fully understand the attitudinal part of the research data. Much time has been spent in seeking clarifications on both sides. So, language was a barrier in a considerable extent. Furthermore due to inadequate translated literature, it was not possible to go through the domestic research articles and documents. Besides, depends on translators may have some possibility of data distortion.

Finally, methodologically the sequential explanatory approach requires a substantial length of time to complete both data collection phases (Creswell: 2003), which can be a drawback for these research situations. In addition, as Creswell (2003) predicts I also experienced not enough competent to build a satisfied subsequent quantitative data

collection from the initial qualitative analysis. Probably it needs to undergo further initial trial before starting quantitative data collection.

#### **6.4. Future Implications**

The knowledge and insights gained during this research make me confidently to state that as an educational practitioner committed to inclusion; I will be able to generate practical and useful guidance in terms of strategies and basic information on coordinating process of inclusive education. This experience and skills will help me work at expertise level in developing policy and activities regarding staffing, distributing job task, making strategic plan and networking specialist and service agencies in the field inclusion practice of Bangladesh and overseas sites.

Bangladesh primary education is one of the largest enterprise having a student population more than 16 million (BANBEIS: 2005) which is bigger than the total population of Czech and Slovak Republic together. To provide education of these children, a huge number about 344,789 (BANBEIS: 2005) of teachers are engaged. As a result, quality teacher training is one of the biggest challenges of the country's education system especially training on inclusive education which needs intensive skill and attitudinal intervention. National Plan of Action II 2003-2013 suggested that one teacher will be trained from one school in cooperation with experienced NGOs and other concerned ministries (NPA II: 2003) so that the trained teachers could play a coordinating role in implementing inclusive education in the mainstream primary schools of Bangladesh. The present study experience will help the education policy makers and researchers of Bangladesh to get the insights on this issue. It will help them to adopt necessary localized strategy to develop the coordination framework for the inclusive education in the school level. The study will also help to develop a code of practice in terms of inclusive education practice for the main stream primary schools.

Secondly, this research has given me the knowledge and confidence to undertake further studies in future, including the continuation of the present research by developing an action research in small scale in Bangladesh. In future I like to develop a small pilot project with few schools. One teacher will be taken from one school to train on basics of inclusive education and student facilitation. The teachers will be supported to develop a network which enables to bring the specialist agency including special

education institute, local health agency, local vocational institute, national training institute and university under a service net. The training would be offered through participatory method so that teachers need not to leave their workplace and job duties. The aim of the study is to develop a coordination model of inclusive education for the mainstream school. It will help the Government and other initiator to understand the process, challenges to further implements the process. The cross country experience from Europe and an action research in the domestic level will help to develop a cultural specific model for the inclusive education coordination practices for Bangladesh.

### **6.5. Recommendations**

The recommendations derived from the present study are primarily for the policy makers, local school authorities and school administrations as the research is concerned with the administrative issue of the role of Výchovný Poradce. My recommendations are more in the context of the role of coordination activities regarding inclusive education practices in the mainstream schools. In light of the findings of this research, I have several recommendations for educational administrators keep in mind that the recommendation do not aim to undermine the efforts of the present activities of the Výchovný Poradce rather for the further enforcement of the present effort.

Firstly, more evidence based research and good practices on inclusive education should be circulated to the school teachers as well the Výchovný Poradce in order to boost the confident of the reality and possibility of inclusive education.

Secondly, further network development with the special education centres should be emphasised.

Thirdly, an investigation needs to be administrated to explore the working load of the Výchovný Poradce in order to take necessary steps accordingly like reducing class in order to keep them full functional in their all responsibilities. As per some of the teachers' comments it may also to consider arranging appropriate remuneration and rewards.

Forth, Výchovný Poradce should be provided with more management trainings and network buildings skills so that they can lead the necessary steps for the inclusive education.

Fifth, some school level action research could be introduced to solve the didactic solution from the schools.

Sixth, reflective practice can be introduced in the schools so that teachers can learn from each other.

Seventh, a larger research can be initiative to understand the further challenges of the role of Výchovní Poradce and to generate a model for the effective role in implementing the inclusion practices in the mainstream school of Czech Republic. With a bigger sample it could be studied to see how the team of school facilitation works for the integration process.

Finally, it carries further message for the policy makers and those at the helm of educational affairs. The study gives a rudimentary idea of the happening in mainstream schools; what teachers perceive about inclusion of children with SEN; what are the difficulties and opportunities and potentials for further development, direction of teacher training at pre-service and in-service levels and allocation of funding.

#### **6.6. Conclusion**

In conclusion it can be stated that this research, despite some limitations, helped me to look at coordination process for the implementing inclusive education in the mainstream schools. Pedagogical Counsellor (Výchovní Poradce) plays a significant role to overall integration process of the schools. Adequate training and management power could help to flourish the potentiality of this assigned post to build the comprehensive network system in the school as well as to push forward the inclusive movement. This study gives me the glimpse of this reality and further possibility. Further research is required to explore this possibility in more conclusive and definite way.



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APPENDIX A: Letter of Consent



Roehampton  
University



Fontys

Opleidingscentrum  
Speciale Onderwijszorg

Dated 10.05.2009

Dear Respondent,

I am inviting you participate in a research project to study exploring the role and challenges of the Pedagogical Counselor (Výchovný poradce) in implementing inclusive education in the mainstream schools. This research project is funded by European Union Erasmus Mundus Programme. Along with this letter a short questionnaire that asks a variety of questions about the role of Vychovny Poradce. is forwarded to you .If you choose to do so, please complete the questionnaire and send it back to me. It should take you about 20 minutes to complete.

The results of this project will be part of EM SEN Master Programme. Through your participation I hope to understand the role of Výchovný Poradce in inclusive education. I hope that the results of the survey will be useful for contributing to understand and explore strategic method to implement inclusive education and I hope to share my results by publishing them in a scientific journal.

I guarantee that your responses will not be identified with you personally. The present researcher ensures you to maintain all the ethical code and principles regarding your data protection and confidentiality. The entire questionnaire will be eventually used as anonymous. Hence, the information you will provide will be maintained strictly that it would not bring any harm and threaten to your personal and professional life. If you do not feel comfortable handing in your survey to me, you may also refuge me to provide the information. The survey should take you about 20 minutes to complete. I hope you will take the time to complete this questionnaire and return it. Your participation is voluntary. Regardless of whether you choose to participate, please let me know if you would like a summary of my findings. To receive a summary, send me a mail [mdahabib@hotmail.com](mailto:mdahabib@hotmail.com) .If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at [mdahabib@hotmail.com](mailto:mdahabib@hotmail.com) or +420774045399. The Review Board of the mentioned Universities has approved this study.

Sincerely,

Md. Ahsan Habib,  
EM MA SEN Student



Education and Culture

Erasmus Mundus

## APPENDIX B: Sample Questionnaire for Pedagogical Counsellor (Výchovný Poradce)

**Questionnaire for Výchovný poradce (VP)**

Name (Jméno): ..... Sex (zvolte pohlaví): Male (Muž)/Female/žena

School (Škola): ..... Teaching Experience (Učitelské zkušenosti, praxe): .....years/ let

How many children with Special Educational Needs in your class (Kolik dětí se speciálními potřebami máte ve třídě):...../per class (average)/ ve třídě (průměr)

What kind of disability they have (Jaký druh postižení mají): Please mark with ✓/colour the option (Prosím značku ✓ / barevné možnosti) (e.g. dyslexia)

- 1) Visual impairment (zrakové postižení) 2) Hearing Impairment (sluchové postižení)  
 3) Physical impairment (tělesné postižení) 4) Down Syndrome (Downův syndrom) 5) Autismus  
 6) Dyslexia or others development learning disability/dysfunction (vývojové poruchy učení)  
 6) ADHD/ADD (poruchy pozornosti a chování, hyperaktivita) 7) Others (Please mention) Jiné (uveďte)..... 8) Gifted (Mimořádně nadaní)

**5. Which of the tasks did you perform as Výchovný poradce (VP) in last one year? ( Který z úkolů jste plnil jako výchovný poradce v posledním roce? )**

1. *Career counselling (Kariérové poradenství) A. General Pupil (všichni žáci) B. Children with Special Education Needs (SEN) (žáci se speciálními potřebami) C. Both (obojí)*
2. *Diagnostic-advisory work to for the students placement (Diagnosticko-poradenské práce pro zaměstnávání nebo stáže studentů) A) yes – ano B)No – ne C) Sometimes někdy*
3. *Individual investigation and counselling (Individuální vyšetření a poradenství) A) With classroom teachers (s třídním učitelem) B) Without classroom teachers (bez třídního učitele) c) both (obojí)*
4. *Consulting with parents with classroom teachers (Konzultace rodičů s třídními učiteli) A) yes (ano) b) No ((ne) C) sometimes ((někdy)*

5. *Coordinating with Educational Counselling Centres (Spolupráce s Pedagogicko-psychologickými poradnami a Speciálně pedagogickými centry)* A) yes - ano B) No - ne C) sometimes - někdy

**Children with Special Education Needs (SEN) related**

A) *Providing initial and recurrent diagnosis of SEN (Poskytování či provádění vstupní a průběžné diagnostiky SEN dětí) : a) ano b) ne c) někdy*

B) *Intervention (Intervence) for SEN : a)ano b) ne c) někdy*

C) *Preparation conditions in the school for the integration SEN children (Příprava podmínek ve škole pro integraci SEN dětí) a) ano b) ne c) někdy*

*Please give some examples (Prosím uveďte příklady)*

D) *Participate in Individual Educational Plan (IEP) (Účast v individuálním vzdělávacím plánu) a) ano b) ne c) někdy*

**Trainings**

A. *Coordination of training for students (Koordinace přípravy pro studenty)*

a) ano b) ne c) někdy

*Give some examples - Prosím uveďte příklady.....*

B. *Coordination training for teachers (Koordinace všeobecného vzdělávání učitelů)*

a) ano b) ne c) někdy

*Give some examples - Prosím uveďte příklady .....*

C. *Coordinate training for teachers on Gifted children (Koordinace školení pro učitele o nadaných dětech) a) ano b) ne c) někdy*

*Give some examples - Prosím uveďte příklady.....*

D. *Coordination of activities of school absenteeism, addiction, violence, vandalism, sexual abuse, social pathologies (Koordinace aktivit školy v oblasti - prevence a řešení -záškoláctví, závislostí, násilí, vandalismu, sexuálního zneužívání, sociální patologie) : a)ano b) ne c) někdy*

*For examples - Prosím uveďte příklady.....*



E. *Coordination of training of teachers in schools/ Koordinace přípravy, zejm. dalšího vzdělávání, učitelů ve školách: a) ano b) ne c) někdy*

*Example - Prosím uveďte příklady.....*

F. *Coordination of integration activities related ethnic/foreigner student/ Koordinace činností souvisejících s integrací studentů z etnických menšin nebo cizinců): a) ano b) ne c) někdy*

*For examples – Na příklad.....*

G. *Keeping a written record of Students with SEN (Vedení písemných záznamů studentů se SEN) a) Ano b) Ne*

**What is your expectation and perception regarding the tasks of Vychovny Poradce (VP)? Jaká jsou vaše očekávání a jak vímáte úkoly i poslání výchovného poradce (VP)?**

Perception (Vnímání) (A general idea about PV - obecné, základní představy o PV):

Expectation (Očekávání) (as a teacher, how you think the PV can Help you /jako učitel jste očekával/a, že vám PV může pomoci):

**6. What is more preferable position for you as Vychovny Poradce (Co je pro vás výhodnější pozicí než výchovný poradce?)**

- a) *Collegial consultant (konzultant pro kolegy - pedagogy) b)*  
*Mid-Manager (střední řídicí pracovník, koordinátor podpory) c) other specialist (jiný odborník):.....*

**Please explain why (Prosím, vysvětlete, proč):**

**7. Do you think children with all disability could be integrated in the main stream schools? ( Myslíte si, že všechny děti se zdravotním postižením mohou být integrovány do hlavního proudu školního vzdělávání?)**

- a) *Ano b)ne*

*If yes/no, then why (Pokud ano / ne, pak proč).....*

- 8. What are the challenges you face conducting the children with special education needs? (Jaké jsou potíže či obtížné úkoly, se kterými se setkáváte při vedení dětí se speciálními vzdělávacími potřebami?)**

- 9. How do you overcome these challenges? (Jak můžete eliminovat a řešit tyto problémy?)**

- 10. What extent Vychovny Poradce can play further role to integrate children with disability? (Jaký rozsah může mít další role VP při integraci dětí s postižením)**

**Děkuji Vám za čas a cenné informace (Thank you for your time and valuable information).**

**APPENDIX C: Sample Questionnaire for Teachers**

**Questionnaire for Class Teachers**

Name (Jméno): ..... (Optional/Volitelné) Sex (pohlaví): Male (Muž)/Female/žena

School (Škola): ..... Class (třída, školní ročník).....

Teaching Experience (učitelské zkušenosti, praxe): .....years/ let

How many children with Special Educational Needs in your class (Kolik dětí se speciálními potřebami máte ve své třídě):...../per class (average)/ ve třídě (průměr)

What kind of disability they have (Jaký druh postižení mají): **Please mark with ✓/colour the option (Prosím značku ✓ / barevné možnosti) (e.g. dyslexia)**

- 1) Visual impairment (zrakové postižení) 2) Hearing Impairment (sluchové postižení)
- 3) Physical impairment (tělesné postižení) 4) Down Syndrome (Downův syndrom) 5) Autismus
- 6) Dyslexia or others development learning disability/dysfunction (vývojové poruchy učení) 6) ADHD/ADD (poruchy pozornosti a chování, hyperaktivita) 7) Others (Please mention) Jiné (uved'te)..... 8) Gifted (Mimořádně nadaní)

**11. What do you know about the role of a career counsellor from your teaching experience? (Co víte o roli výchovného poradce prostřednictvím své pedagogické praxe?)**

6. *Career counselling (Kariérové poradenství) A. General Pupil (všichni žáci) B. Children with Special Education Needs (SEN) (žáci se speciálními potřebami) C. Both (obojí)*
7. *Diagnostic-advisory work to for the students placement (Diagnosticko-poradenské práce pro zaměstnávání nebo stáže studentů) A) yes – ano B)No – ne C) Sometimes někdy*
8. *Individual investigation and counselling (Individuální vyšetření a poradenství)*

A) *With classroom teachers (s třídním učitelem)* B) *Without classroom teachers (bez třídního učitele)* c) *both (obojí)*

9. *Consulting with parents with classroom teachers (Konzultace rodičů s třídními učiteli)* A) *yes (ano)* b) *No ((ne)* C) *sometimes ((někdy)*

10. *Coordinating with Educational Counselling Centres (Ve spolupráci s Pedagogicko-psychologickými poradnami a Speciálně pedagogickými centry)* A) *yes - ano* B) *No - ne* C) *sometimes - někdy*

### 11. Children with Special Needs (SEN) related

D) *Providing initial and recurrent diagnosis of SEN (Poskytovat, resp poskytují se, vstupní a průběžné diagnostiky SEN dětí) : a) ano b) ne c) někdy*

E) *Intervention (Intervence) for SEN : a)ano b) ne c) někdy*

F) *Preparation conditions in the school for the integration SEN children (Příprava podmínek ve škole pro integraci SEN dětí) a) ano b) ne c) někdy*

*Please give some examples (Prosím uveďte příklady)*

.....

D) *Participate in Individual Educational Plan (IEP) (Účast v individuálním vzdělávacím plánu)*

b) *ano b) ne c) někdy*

### 12. Trainings

E. *Coordination of training for students (Koordinace přípravy pro studenty)*

c) *ano b) ne c) někdy*

*Give some examples - Prosím uveďte příklady.....*

F. *Coordination training for teachers (Koordinace všeobecného vzdělávání učitelů)*

b) *ano b) ne c) někdy*

*Give some examples - Prosím uveďte příklady .....*

G. *Coordinate training for teachers on Gifted children (Koordinace školení pro učitele o nadaných dětech) a) ano b) ne c) někdy*

*Give some examples - Prosím uveďte příklady.....*

H. *Coordination of activities of school absenteeism, addiction, violence, vandalism, sexual abuse, social pathologies (Koordinace aktivit školy v oblasti - prevence a řešení -záškoláctví, závislosti, násilí, vandalismu, sexuálního zneužívání, sociální patologie) : a)ano b) ne c) někdy*

*For examples - Prosím uveďte příklady.....*

13. *Coordination of training of teachers in schools/ Koordinace přípravy, zejm. dalšího vzdělávání, učitelů ve školách:*

*a) ano b) ne c) někdy*

*Example - Prosím uveďte příklady.....*

14. *Coordination of integration activities related ethnic/foreigner student/ Koordinace činností souvisejících s integrací studentů z etnických menšin nebo cizinců): a) ano b) ne c) někdy*

*For examples – Na příklad.....*

10. *Keeping a written record of Students with SEN (Vedení písemných záznamů studentů se SEN)*

*a) Ano b) Ne*

**12. What is your expectation and perception regarding the tasks of Vychovny Poradce (VP)? Jaká jsou vaše očekávání a jak vímáte úkoly i poslání výchovného poradce (VP)?**

*Perception (Vnímání) (A general idea about PV - obecné představy o PV):*

*Expectation (Očekávání) (as a teacher, how you think the PV can Help you /jako učitel jste očekával/a, že vám PV může pomoci):*

**13. What are the challenges you face conducting with VP regarding SEN children? (Jaké jsou problémy či těžké úkoly, se kterými se setkáváte u VP při práci se SEN dětmi?)**

**14. How can you over come these challenges? (Jak můžete tyto problémy eliminovat?)**

APPLI... of Questionnaire for Pedagogical Counsellor (Výchovný Poradce) and teachers

**15. Do you think children with all disability could be integrated in the main stream schools? (Myslíte si, že všechny děti se zdravotním postižením mohou být integrovány do hlavního proudu školního vzdělávání?)**

*a) Ano b)ne*

*If yes/no, then why (Pokud ano / ne, tak proč).....*

**Děkuji Vám za čas a cenné informace (Thank you for you time and valuable information).**

**APPENDIX D: Responded Questionnaire for Pedagogical Counsellor (Výchovný Poradce) and teachers**