Contents

Introduction	ç
Chapter 1. Essence and contextuality of inclusive education	11
Chapter 2. Selected contexts and determinants of the transformations of inclusive education in Poland	21
Chapter 3. Own research concept Key research assumptions Data collection and analysis method Participants and procedure Instruments Description of the study group	27 28 29 30 30 31
Chapter 4. Teachers' beliefs about the validity of education for all Validity of education for all – comparative analysis of 2020 and 2022 study results	35 35 38 50 55
Chapter 5. Learners' subjectivity in inclusive education as rated by teachers	61
Learners' subjectivity as rated by teachers – comparative analysis of 2020 and 2022 study results	61
employment-related variables	63

Contents

Learners' subjectivity as rated by the teachers surveyed in 2022 – importance of sociodemographic as well as job- and	
employment-related variables	66
Conclusion and discussion	71
Chapter 6. Support for education/in inclusive education as rated by	
teachers	75
analysis of 2020 and 2022 study results	75
education as rated by the teachers surveyed in 2020 – importance of sociodemographic as well as job- and employment-related variables Support of learners' learning and of staff involved in inclusive education as rated by the teachers surveyed in 2022 – importance of	79
sociodemographic as well as job- and employment-related variables	91
Conclusion and discussion	99
Charter 7 I and and in an artist house in the artist of a section of the section	
Chapter 7. Leadership or collaboration/partnership? Teachers' point of view	103
Collaboration in inclusive education as rated by teachers -	
comparative analysis of 2020 and 2022 study results	103
employment-related variables	108
employment-related variables	121
Conclusion and discussion	129
Chapter 8. Impact of diverse learner needs on the curriculum – teachers'	
rating	133
Curriculum in inclusive education as rated by teachers - comparative	
analysis of 2020 and 2022 study results	133
Curriculum in inclusive education as rated by the teachers surveyed in 2020 – importance of sociodemographic as well as job- and	
employment-related variables	135
Curriculum in inclusive education as rated by the teachers surveyed in 2022 – importance of sociodemographic as well as job- and	
employment-related variables	137
Conclusion and discussion	142

Contents	7

Research limitations	145
Conclusion	147
References	153
Annex	165
Raising Achievement Self-Review. Self-review survey	165
Data protection statement	165
Instructions for completing the survey	165
Section 1 – Background information	166
Section 2 – Inclusive pedagogy	166
Pedagogy for all learners	166
Support for learning	167
Section 3 – Leadership and collaboration	168
Leadership roles and approaches	168
Learner well-being and participation	169
Curriculum development	170
Partnerships and collaborative working	171
Support systems for staff and leaders	172