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Inclusive education – a space for development of all students or a utopian vision?

Current education policy seeks to promote an inclusive education model that aims to prevent social exclusion and marginalization by taking advantage of the potential of diversity. Inclusive education is an idea that is part of the direction of systemic changes in contemporary educational policy. Despite the many years of presence in the educational space, this concept is not free from critical remarks regarding the real possibilities of implementing its assumptions in everyday educational practice. The bright vision of the school for everyone creates a difficult model in practical implementation. This article attempts to show the potential of inclusive education on the one hand as a space for change, and on the other as a utopian concept difficult to implement in its present shape, but socially important and necessary in modern special education.

Keywords: pedagogy, inclusive education, educational space, diversity, utopia

Introduction

In the age of globalisation and transformation processes, the model of social performance has been subject to change. Our rapidly changing world creates a new social reality in which we become the global village. The changes pertain to all areas of social performance of individuals, including education. One of the priorities of modern-day education is to create conditions for coexistent functioning of all of its participants, regardless of existing differences and their extent. Inclusive education, which is one of the dimensions of social inclusion, has been established as the new paradigm in pedagogy. The objective of contemporary education is to take advantage of the potential found in diversity. Inclusive education is a suitable area for creation and development of this potential as its inclusive space encompasses all aspects of diversity and, according to Lesław Pytka, is both an expression of dissent and hope, a manifestation of objection to the situation of discrimination and social exclusion (Pytka, 2017).

Current educational policy is set to promote an inclusive model of teaching intended to prevent the problems of social exclusion and marginalisation of minorities, which include students with disabilities. The concept of inclusive education is not a new one. Persisting for nearly three decades, it has been continuously changed to create the best educational space, friendly for development of all students. Nevertheless, it still gives rise to a lot of controversy concerning problems related to coexistent functioning of all students within a common mainstream school space. Prejudice, stereotypical view of disabled persons, and lack of acceptance for 'the other' are a subject of numerous discussions on whether mixed schooling of all students is practicable. Does the current state of inclusive education provide conditions for development of all students or maybe there is a risk of marginalisation and exclusion of some of its participants? If, after nearly thirty years of implementing and improving this model of teaching, the disabled student is its weakest link, prone to various inconveniences, one should ask whether inclusive education is a space for development of all students or a conflict of parties. Nonetheless, as noted by Karina Kozłowska, 'eliminating conflicts from the area of individuals' social performance is equivalent to leaving them with no ground for development that lies in gaining experience and knowledge prerequisite for proper activity in a complex and dynamically shifting reality in question'[1] (Kozłowska, 2014, p. 180).

This paper is an attempt to show the potential of inclusive education as a space for change, on one hand, and as a utopian concept, hard for implementation in its existing form but still socially relevant and necessary in contemporary special education, on the other hand. The following deliberations present the issue of educational space and one of its dimensions – inclusive education, and a discussion of the title issue.

Educational space as a space for change

A modern educational space determined by dynamic progress of civilisation should cater for the needs of a changing reality by promoting diversity both as a value and as an outcome of globalisation processes. Amidst the plethora of progressive changes in modern society are transformations of the totality of past human experience in every area of human activity (Gerlach, 2014, p. 12). As M. Michalik points out, '[…] man is a spatial being. Space is the property and condition of his existence and activity, and thus it bears existential relevance. Man's relation to space is active and spontaneous but also conscious and intentional. Space has multifaceted dimensions'[2] (2006, p. 9). The notion of space is ambiguous and can be grasped in many different ways. The Polish monolingual dictionary provides four such ways. The first one is 'a three-dimensional expanse,

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[1] Original quote: 'wyeliminowanie konfliktów z przestrzeni społecznego funkcjonowania jednostki jest równoznaczne z odebraniem jej przestrzeni rozwoju, wyrażającej się w nabywaniu doświadczeń i wiedzy warunkujących jej prawidłową aktywność w wymaganej, złożonej oraz dynamicznie zmieniającej się rzeczywistości'.

[2] Original quote: '[…] człowiek jest istotą przestrzenną. Przestrzeń jest właściwością i warunkiem jego istnienia i działania, ma więc znaczenie egzystencjalne. Człowiek ma stosunek aktywny, spontaniczny, ale także świadomy i celowy do przestrzeni. Ma ona wielostronne wymiary'.

indefinite and unlimited, in which all physical phenomena occur'[3] (Szymczak, 1995, p. 962). The second one is 'a part of such expanse enclosed by some borders, an area'[4] (ibid.). The third way of grasping space is to define it as a 'vast and empty area'[5] (ibid.), while the fourth is 'a length, a distance between two things'[6] (ibid.). An interesting view of the ambiguity of space has been suggested by Barbara Dudel and Małgorzata Głoskowska-Sołdatow, who take these types of space in the context of education to mean:

1. an arena of educational occurrences, a nexus of all kinds of didactical and pedagogical situations, opportunities for learning and teaching, unconstrained actions of students and centred around students allowing them to gather experience, negotiate meanings, and build their own body of knowledge;
2. limitation, such as being limited to a classroom as a room, to a school as an institution, or to the local environment;
3. an area 'to be developed'. What can be exploited is the potential every student has, discovery of students' abilities and their distinguishing skills, and their proper development;
4. the 'fixed' distance can be set by teaching objectives and directional long-term objectives, indicating the direction of work with students (Dudel, Głoskowska-Sołdatow, 2009, pp. 171-172).

Such a grasp on space in the context of education conforms to the inclusive education approach, as the entirety of its actions is aimed at integration of the environment through presence of all students in a common mainstream school space as well as development and maximal harnessing of the potential that lies within the diversity of all of its participants.

In the context of the paradigm shift in progress, i.e. the transfer from a normative to an inclusive paradigm, educational space has been changing as well. Consecutive educational reforms make attempts to change the learning environment to one that is more open and friendly to all students, irrespective of their abilities and limitations. These efforts are an expression of concern for the welfare of students inasmuch as they reflect changes in the educational space of contemporary Europe. As stated by Edyta Gruszczyk--Kolczyńska (www.e-mentor.edu.pl, accessed 21.01.2016), 'the educational space is intricately woven from what constitutes the education and teaching of citizens in integrating Europe, and subsequently also in Poland. It is delimited by achievements of pedagogical sciences, the implemented concept of educational system, motives and real possibilities of adults with regard to education and teaching of children, social status and qualifications of teachers, and conditions in which they educate and teach preschoolers, pupils, and students, etc. It is an extremely delicate structure and a few bad decisions are enough to make cracks tearing apart the educational space visible'[7]. In a broader sense, educational space is a space in which educational processes

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[3] Original quote: 'trójwymiarowa rozciągłość, nieokreślona i nieograniczona, w której zachodzą wszystkie zjawiska fizyczne'.

[4] Original quote: 'część takiej rozciągłości objęta jakimiś granicami, obszar'.

[5] Original quote: 'rozległy pusty obszar'.

[6] Original quote: 'odległość, odstęp między czymś a czymś'.

[7] Original quote: 'przestrzeń edukacyjna jest misternie utkana z tego wszystkiego, co składa się na wychowanie i kształcenie

take place; Irina Surina defines it as 'a relatively reasonable uniform structure of social life organisation and social activity based on a subjective–objective perception of social reality, at the core of which is the schooling system and educational activity predominantly aimed at the development of personality'[8] (Surina, 2010, p. 14). According to Surina, the educational space is variable in time, multidimensional, and differential. The differentiation reflects multiculturalism, diversity of educational forms of activity, normative value systems, social and educational practices (ibid.). Variability of the educational space has become a sign of the times. The change in the perception of people with disabilities and their place in society, openness to the needs of this group, and inclusive policies affecting all minority groups have led to a change in the approach to their learning, education, and place in the public space. Transition from a medical to a social model resulted in changes in both the social and educational space. Inclusive education has become the long-term scheme. Zenon Gajdzica has noted that this form of education 'is embedded in the social model of disability and fits perfectly into trends of social change'[9] (Gajdzica, 2011, p. 8).

Such an approach to educational space provides an area for introduction of changes in inclusive education and a background for further reflection on its shape and place for all students.

Inclusive education as a space for development of all students

The issue of inclusive education and the issue of teaching able–bodied and disabled students in a shared mainstream school space is a topic present for several decades in both special education and sociology. Therefore, due to limited framework of this paper, the theoretical foundation of the essence of inclusive education shall not be deliberated on herein. This issue has been described in detail in numerous publications in the field of special education[10]. Over the years, attempts have been made to improve this model of teaching by making

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obywateli w integrującej się Europie, a więc i w Polsce. Wyznaczają ją: dorobek nauk pedagogicznych, realizowana koncepcja systemu oświatowego, motywy oraz rzeczywiste możliwości dorosłych odnośnie wychowania i kształcenia dzieci, status społeczny i kwalifikacje nauczycieli oraz warunki, w jakich wychowują i uczą przedszkolaków, uczniów i studentów itd. Jest to konstrukcja niebywale delikatna i wystarczy kilka złych decyzji, a już zarysowują się pęknięcia rozrywające przestrzeń edukacyjną'.

[8] Original quote: 'względnie racjonalną jednolitą konstrukcję uporządkowania życia społecznego, działalności społecznej opartej na subiektywno-obiektywnej percepcji rzeczywistości społecznej, u podstaw której znajduje się system szkolnictwa i działalność edukacyjna, której głównym celem jest kształtowanie osobowości'.

[9] Original quote: 'jest osadzona w społecznym modelu niepełnosprawności oraz wpisuje się kapitalnie w nurty przemian społecznych'.

[10] The problem of inclusive education has been discussed by contemporary Polish pedagogues in their works, see e.g. D. Al-Khamisy, *Edukacja włączająca edukacją dialogu. W poszukiwaniu modelu edukacji dla ucznia ze specjalnymi potrzebami edukacyjnymi*, Published by Akademia Pedagogiki Specjalnej, Warszawa 2013; I. Chrzanowska, *Czy szkoła ogólnodostępna jest dostępna? Perspektywy powodzenia działań normalizacyjnych w edukacji uczniów upośledzonych umysłowo,* [in:] Z. Janiszewska-Nieścioruk (ed.), *Problemy edukacji integracyjnej dzieci i młodzieży z niepełnosprawnością intelektualną,* Published by Impuls, Kraków 2009; J. Głodkowska, *Dydaktyka specjalna w poszukiwaniu wzorców — współczesne tendencje w edukacji źródłem uogólniających inspiracji,* [in:] eadem (ed.) *Dydaktyka specjalna w przygotowaniu do kształcenia uczniów ze specjalnymi potrzebami edukacyjnymi,*

changes aimed at adapting schools to the needs of students with special educational needs as effectively as possible. The current pedagogical discourse involves the search for theoretical concepts that would help the schooling system meet the challenges of today's society. Multicultural societies that experience dynamic, often rather unpredictable changes in all areas of public life require schools that appeal to cooperation, tolerance, and reflection and recognise diversity as a standard and a value (Czerwińska, p. 166). Due to diversity of modern societies, particular focus in the school environment is placed on social sensitivity concerning individual differences between participants in the education process. Organisation of the learning process should not only address differences relating to educational opportunities or health circumstances but also those relating to sex, nationality, religion, or economic status. The attempt to identify effective solutions for equal perception and creation of conditions facilitating the functioning of all persons in a common space has yielded specific postulates, including common education without barriers or restrictions in a school located as close to the place of residence as possible. Dorota Podgórska-Jachnik concludes that 'inclusion is a thoughtful process of counteracting the perceived and unfortunately increasing social inequalities and exclusion in the modern world'[11] (2016, p. 18). It has also been emphasised that inclusive education should focus on every student, regardless of their abilities and limitations, and should work towards support and development for every child. It should therefore be a space friendly to all students. However, as Tamara Zacharuk has quite rightly pointed out, inclusion does not mean assimilation or unification of all students. 'The key course of action is flexibility achieved by means of an appropriate pedagogical approach'[12] (2011, pp. 1-3). Zacharuk lists the following qualities as characteristic of inclusive education:

— 'it acknowledges that all children can learn;
— it recognises and respects diversity in terms of age, sex, ethnicity, language, disability, etc.;
— it empowers the education system and structures, as well as methodologies, to understand the needs of pupils and to teach how to meet them;
— it is a part of a broader strategy for an inclusive society;
— is a dynamic process that is constantly evolving'[13] (ibid. p. 4).

Published by APS, Warszawa 2010; A. Krause; *Współczesne paradygmaty pedagogiki specjalnej*, Published by Impuls, Kraków 2011; G. Szumski, *Wokół edukacji włączającej. Efekty kształcenia uczniów z niepełnosprawnością intelektualną w stopniu lekkim w klasach specjalnych, integracyjnych i ogólnodostępnych*, Published by Akademia Pedagogiki Specjalnej, Warszawa 2010; idem, *Integracyjne kształcenie niepełnosprawnych, Sens i granice zmiany edukacyjnej*, Published by APS & Wyd. Naukowe PWN, Warszawa 2013; A. Zamkowska, *Wsparcie edukacyjne uczniów z upośledzeniem umysłowym w stopniu lekkim w różnych formach kształcenia na I etapie edukacji*, Published by Politechnika Radomska, Radom 2009.

[11] Original quote: 'włączanie (inkluzja) jest przemyślanym procesem zaradczym wobec postrzeganych i niestety nasilających się we współczesnym świecie nierówności społecznych i wykluczenia'.

[12] Original quote: 'Kluczowym kierunkiem działania jest elastyczność poprzez odpowiedni sposób postępowania pedagogicznego'.

[13] Original quote: '— uznaje ona, że wszystkie dzieci mogą się uczyć; / — uznaje i szanuje zróżnicowanie pod względem wieku, płci, pochodzenia etnicznego, języka, niepełnosprawności itd.; / — pozwala systemowi oraz strukturom edukacji, a także metodyce

Elżbieta Bednarz suggests that 'modern educational institutions should begin the process of developing appropriate social attitudes as early as in preschool through well-planned activities, the purpose of which is not only to raise awareness of disability among pupils but above all to ensure full acceptance of people with disabilities and to make pupils aware of their needs, including the need to "be together"' (2015, p. 89). This is why the necessity of early inclusive education encompassing schools, preschools, and nursery schools alike has been stressed increasingly often. Education fostering coexistent 'being together' in a single space and not just being beside one another, mutual care, understanding, and respect for rights of other human beings, tolerance and acceptance of otherness, if introduced as values starting from the earliest years of children's lives, will help overcome the stereotypical view of other human beings as 'the other' and will contribute to promotion of inclusive values, not only in education but also in day-to-day life. It is not an easy task as the greatest barriers to acceptance of 'the other' are mental barriers and prejudice. Thus, the objective of school is to arrange mixed classes with the use of varied methods and didactical means to support all students and enable them to develop their individual potential. Another objective is to provide them with personalised support while avoiding selection and stigmatisation. In a mainstream school implementing an inclusive model of teaching, pupils should have the opportunity to explore and appreciate the value vested in diversity. However, as E. Kantowicz has noted, positive values are not an automatic outcome of mere presence of different people around each other (2006, p. 13). What is also necessary is cooperation of all participants of the education process. Not only does cooperative work (learning) bring people together but it also provides an opportunity to get to know another person, their weaknesses, and strengths, to learn from one another, and to exchange experience. This cooperation should be moderated by a pedagogue who is receptive to students' needs and who appreciates their potential, provides support, gives motivation for action, and accepts diversity.

Joanna Głodkowska is of the opinion that 'effectiveness of this process (inclusive education – B.S.) is conditional upon provision of a strong sense of belonging to the school community and of psychosocial, methodological, organisational, and technical support such that special developmental and educational needs arising from their individual development can be satisfied'[14] (2010, p. 74).

Subsequent governments have attempted to introduce changes to the education system in order to improve the teaching and learning process so that it suits present-day educational needs. One such proposal is a project entitled *Wspieranie podnoszenia jakości edukacji włączającej wysokiej jakości* (*Support for a Higher Quality Inclusive Education*), implemented by the Polish Ministry of National Education in cooperation with the European Agency for Special Needs and Inclusive Education as part of the European Commission's Structural Reform Support Programme in an effort to eliminate the discrepancy between politics and educational practice.

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poznać potrzeby wychowanków i uczyć, jak im sprostać; / – stanowi część szerszej strategii społeczeństwa inkluzyjnego; / – jest dynamicznym procesem, który ciągle się rozwija'.

[14] Original quote: 'warunkiem efektywności tego procesu (edukacji włączającej – B.S.) jest zapewnienie pełnego poczucia przynależności do społeczności szkolnej oraz takiego wsparcia psychospołecznego, metodycznego, organizacyjnego, technicznego, które pozwoli na zaspokojenie specjalnych potrzeb rozwojowych i edukacyjnych wynikających z ich indywidualnego rozwoju'.

The objective of the project is to employ expert knowledge of the European Agency as well as experience and solutions from other countries in preparing recommendations for both legislative reforms and actions to implement inclusive education in daily practice in Polish preschools and schools (www.gov.pl, accessed 20.05.2019).

Work on the project included polling for opinions and requests proposed by spokespersons of various communities representative of the entire education system – parents, students, representatives of non–governmental organisations for SEN students, principals and teachers from different types of preschools and schools, representatives of the broader support system:

- psychopedagogical counselling centres,
- teacher training establishments,
- pedagogical libraries,
- special centres,
- pedagogical supervision employees,
- higher education faculty[15].

The information obtained was used to develop recommendations serving the purpose of improving inclusive education in Poland and laying the groundwork for new regulations to be enacted in 2020. They may be considered the most crucial factors that potentially have the greatest impact on promotion of systemic changes and long–term development of the education system. The recommendations are in the nature of strategies based on strengths of the Polish education system and focus on issues that require consideration, pertaining to:

- Legal provisions and policies on inclusive education;
- Building potential of the system,
- Management and financing,
- Monitoring, quality assurance, and liability,
- Education and professional training for staff,
- Conditions of learning and teaching,
- Continuity of support (www.ore.edu.pl, accessed 30.04.2019).

Each activity conducted to improve the effectiveness of inclusive education is intended to enhance the quality of this model of teaching and to follow its core idea in creation of a friendly space open to the needs of every participant of the education process in which any student might feel a part of it in every area of performance.

In spite of frequent modifications and nearly thirty years of presence of the inclusivity trend in the educational arena, promoting equal participation of all people, this concept has not avoided critical remarks

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[15] Initial recommendations had been presented during workshops organised by the Ministry of National Education on the 6th and 7th November 2018 for representatives of various communities taking interest in the education of students with special educational needs. Final recommendations for actions towards a higher quality of inclusive education in Poland were presented during an international conference held by the Ministry of National Education on 5th March 2019 in the Chancellery of the Prime Minister of Poland in Warsaw.

concerning real possibilities for implementation of its presuppositions in everyday educational practice. The following part of this publication presents shortcomings of inclusive education, its antinomies, and criticism. Even so, the concept of inclusive education is undoubtedly a manifestation of change in modern educational space.

Inclusive education — a future-oriented concept or a utopian vision?

Inclusive education is an important proposal, not only for the theory and practice of teaching persons with special educational needs but also for the future of the school in and of itself (Szumski, 2014, p. 135). A product of standardisation efforts to counteract isolation and marginalisation of minority groups, this concept, designed out of an underlying concern over ever greater inequalities in access to various areas of public life in an effort to develop solutions for the equality of developmental opportunities, has faced various difficulties with regard to implementation of its model assumptions. 'Critics of the concept in question argue that the potential for social harmony and the process of decategorisation are presented in an overly idealistic manner and that under existing conditions of a neoliberal economy promoting materialistic values, reinforcing contest and a desire for competitiveness, there is a certain naïve quality to them'[16] (Czerwińska, p. 170). This is confirmed by school rankings that are not conducive to achieving the equality of opportunities and individualisation of work to allow for different abilities of individual participants of the education process. Students with various kinds of deficits are falling behind in the race for a high grade–point average and a top position in a class or school ranking, which stands in contrast to one of the main assumptions according to which no child should experience rejection caused by inability to live up to school requirements. In his deliberations on competition in school education, Bogusław Śliwerski raises the following question: 'Is reinforcement of the mechanisms of market war between preschools and schools not diminishing our chances for a valuable education in each of these establishments in proportion to their respective human resources?'[17] (2010, p. 13). On the other hand, Otto Speck recommends scepticism as far as identifying inclusion with a vision of an inclusive society is concerned. This author is of the opinion that modern competing societies, categorised as winners and losers, are making values and norms of being with each other and for each other obsolete. A vision of 'a school for everybody' in this case is becoming an antithesis of inclusive values and, according to Speck, shows that implementation of inclusivity is a long-term objective (Speck, 2013).

Grzegorz Szumski has expressed a more radical view by stating that inclusive education has a utopian nature. It is transcendent in relation to existing realities. 'Due to its radical nature, it has never been actualised

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[16] Original quote: 'Krytycy omawianej koncepcji wysuwają argument zbyt idealistycznego przedstawienia możliwości harmonii społecznej i procesu dekategoryzacji, które w aktualnych warunkach gospodarki neoliberalnej promującej wartości materialne, wzmacniającej rywalizację i chęć bycia konkurencyjnym, odznaczają się pewną dozą naiwności'.

[17] Original quote: 'Czy wzmacnianie mechanizmów walki rynkowej między przedszkolami a szkołami nie sprawia, że pomniejszamy szanse na wartościową edukację w każdej z tych placówek w sposób adekwatny do jej zasobów ludzkich?'.

and it is likely that it will never be fully actualised'[18] (2014, p. 127). Furthermore, Szumski points out that in pedagogical literature, the inclusive school is predominantly conceived of as a task performed by development and implementation of inclusive education programmes, whereas it could instead be conceived of as a theoretical idea (2011). He concludes by noting that inclusive education is the most daring broad—range theoretical concept that has emerged in special education since the thesis on learnability of all persons with disabilities was formulated (2014, s. 133).

Another issue implying the utopian nature of inclusive education lies in attempts to answer the question of whether mixed education of all students is possible. According to Szumski, such belief would entail rejection of the 'two groups theory', i.e. the subdivision into able—bodied and disabled students, and recognition of a single internally diverse group. 'Only after this subdivision has been questioned can the road to inclusive education become open'[19] (2011, p. 18) and the shift from a utopian vision to a reality be made.

The discrepancy between the theory and practice of inclusive education is exemplified by antinomies, seen by Zenon Gajdzica as likely 'tools for explaining the described educational reality and generators for the formulation of problems (approached like issues to be discussed rather than difficulties to be overcome)'[20] (2011, p. 152). Examples of select antinomies that are worth considering in the context of utopian nature of inclusive education are as follows:

- individualisation of teaching, which stands in contrast to general curriculum requirements applicable to able—bodied students and students with minor intellectual disabilities to the same extent;
- the structure of schoolbooks indifferent to varied levels of knowledge and hindering the accomplishment of cognitive goals;
- verification of student achievements using a single grading model;
- prevalence of tests as the dominant form of checking knowledge.

Grzegorz Szumski notes that, regardless of the diversity of opinions on inclusive education, there is no other concept of similar ideal, theoretical, and practical prominence within modern special education. Even though the potential of special education is great, it seems to be underappreciated. However, withdrawal from it (inclusive education — B.S.) could pose a threat of stagnation in the system of education of persons with disabilities and in special education (2014 p. 137).

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[18] Original quote: 'Ze względu na swój radykalizm nie została ona dotąd urzeczywistniona i można przypuszczać, że nigdy urzeczywistniona w pełni nie będzie'.

[19] Original quote: 'Dopiero zakwestionowanie tego podziału otwiera drogę do edukacji włączającej'.

[20] Original quote: 'narzędzie służące wyjaśnianiu opisanej rzeczywistości edukacyjnej oraz generator formułowania problemów (traktowanych nie tyle jako trudności do przezwyciężenia, ile raczej jako zagadnienia do rozpatrzenia)'.

Conclusions

The approach to inclusive education where it is considered a radical and idealistic concept has been supported by Kasper Sipowicz and Tadeusz Pietras, who argue that 'every idea has to include a touch of "naivety". Even if the postulates of inclusive pedagogy are not fully implementable in practice, the benefits still outweigh the costs' (2017, p. 60). To conclude the present deliberations on inclusive education, a definite answer indicating a solution to the title issue cannot be arrived at. Therefore, on one hand, inclusive education can be approached as a 'positive utopia', which has been suggested by the arguments quoted in this paper, but on the other hand, even though 'it will not be fully put into practice, the endeavour to update it is the major course for progress of the theory and practice of disabled education and a promising vision of a complete repair of the schooling system'[21] (Szumski, 2014, p. 137). Thus, it can be considered a future-oriented concept that still remains an open issue necessitating continuous reflection and solution seeking.

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[21] Original quote: 'nie uda się jej w pełni urzeczywistnić, jednak wysiłki na rzecz jej aktualizacji są dziś najpoważniejszą drogą postępu teorii i praktyki kształcenia osób niepełnosprawnych oraz obiecującą wizją naprawy całego szkolnictwa'.

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Streszczenie

Edukacja włączająca — przestrzeń dla rozwoju wszystkich uczniów czy utopijna wizja?

Obecna polityka oświatowa dąży do promowania włączającego modelu kształcenia, który ma zapobiegać problemom wykluczenia społecznego i marginalizacji poprzez korzystanie z potencjału różnorodności. Ideą, która wpisuje się w kierunek zmian systemowych współczesnej polityki oświatowej, jest edukacja włączająca. Pomimo wieloletniej obecności w przestrzeni edukacyjnej koncepcja ta nie jest wolna od krytycznych uwag, dotyczących realnych możliwości realizacji jej założeń w codziennej praktyce edukacyjnej. Świetlana wizja szkoły dla wszystkich tworzy model trudny w praktycznej realizacji. W niniejszym artykule podjęto próbę ukazania potencjału edukacji włączającej z jednej strony jako przestrzeni zmian, z drugiej zaś jako utopijnej koncepcji trudnej do realizacji w jej obecnym kształcie, jednak ważnej społecznie i niezbędnej we współczesnej pedagogice specjalnej.

Słowa kluczowe: pedagogika, edukacja włączająca, przestrzeń edukacyjna, różnorodność, utopia