

**The Interrelationship between Teachers' Beliefs and the Implementation of Inclusive
Practices**

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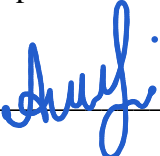
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The Interrelationship between Teachers' Beliefs and the Implementation of Inclusive Practices in Kazakhstan

Abstract

The purpose of this ethnographic study is to highlight the key concepts of inclusive educational practices for students with cognitive, emotional, and physical disabilities in Kazakhstan, a country where such a policy is still new and has yet to be fully implemented. While some educators believe in the urgency of implementing inclusive education, and some schools have already done so, contrasting opinions regarding the correct approach for teaching special needs students still exist and others perceive these changes as too drastic and expeditious.

This study examines the interrelationship between the quality of teachers' classroom practices towards their special needs students and their beliefs, values and attitudes towards inclusive education. The phenomenon of inclusive education was viewed through the lens of Lev Vygotsky's (1980) social constructivist theory, which along with UNESCO guidelines on inclusion (2009), formed the basis of this study's conceptual framework. The research participants were six teachers who were interviewed twice via semi-structured interviews, and then observed interacting with their students over a two-and-a-half month period. Document analysis formed a third data collection instrument.

The findings revealed that, despite a lack of confidence regarding their knowledge of the most appropriate teaching methods required for teaching special needs students, these teachers embrace the concept of inclusion and its implementation. Yet, they question

its benefits in the absence of specialized working conditions. Moreover, in accordance with the literature, this school is considered more integrated than inclusive.

This study can inform policies regarding the implementation of inclusion on the part of governmental institutions and school administrations and covers a gap in the field of inclusive education in Kazakhstan. It concludes with useful recommendations on ways to improve inclusive teaching practices in Kazakhstan.

Key words: inclusive education, teacher attitudes and willingness, ethnography, secondary school, Kazakhstan

**Взаимосвязь Между Отношением Учителей к Вопросу Инклюзивного
Образования в Стране и Процесс его Практического Внедрения в Казахстане**

Аннотация

Цель этого этнографического исследования - осветить ключевые концепции инклюзивных образовательных практик для учащихся с когнитивными, эмоциональными и физическими отклонениями в Казахстане, стране, где такая политика все еще нова и еще не полностью реализована. В то время как некоторые преподаватели верят в срочность внедрения инклюзивного образования, а некоторые школы уже сделали это, противоречивые мнения относительно правильного подхода к обучению учащихся с особыми потребностями все еще существуют, а другие считают эти изменения слишком радикальными и оперативными.

В этом исследовании исследуется взаимосвязь между качественным преподаванием учителей в классе с учащимися с особыми потребностями и не только, а также их убеждениями, ценностями и отношением к инклюзивному образованию в целом. Феномен инклюзивного образования рассматривался через призму социальной конструктивистской теории Льва Выготского (1980 г.), которая наряду с руководящими принципами ЮНЕСКО по интеграции (2009 г.) легла в основу концептуальной основы данного исследования. Участниками исследования были шесть учителей, у которых дважды взяли интервью, а также наблюдали взаимодействие со своими учениками в течение двух с половиной месяцев, как на уроках, так и во внеурочное время. Анализ документов дополнил сбор данных.

Результаты показали, что, несмотря на отсутствие уверенности в своих знаниях о наиболее подходящих методах обучения, необходимых для обучения учащихся с особыми потребностями, в целом, учителя принимают идею инклюзивного образования и ее моральную сторону и причины внедрения. Тем не менее, они ставят под сомнение преимущества такого образования в отсутствие специализированных условий труда. В рассмотренной нами литературе такую школу можно больше назвать интегрированной, чем инклюзивной.

Это исследование является источником информации о процессе внедрения политики об инклюзивном образовании, как для государственных учреждений, так и для школьной администрации. Также эта работа частично заполняет пробел в области исследований инклюзивного образования в Казахстане. В заключение приводятся полезные рекомендации о возможных способах улучшения методов преподавания инклюзивного образования в стране.

Ключевые слова: инклюзивное образование, отношение и желание учителей преподавать в условиях инклюзивного образования, этнография, средняя школа, Казахстан

Қазақстанда Инклюзияны Ендіру Процесі мен Мұғалімдердің Көзқарасының**Қатынасы**

Аннотация

Бұл этнографиялық зерттеудің басты мақсаты Қазақстандағы танымдық, эмоционалды және физикалық мүмкіндіктері шектулі балаларға арналған білім беру үрдісін зерттеу. Елімізде бұл білім беру бағдарламасы жаңа болғандықтан әлі де дамып келе жатыр. Егер кейбір мектептер инклюзивті білім беру үрдісін қарқындату керек екеніне сеніп, жұмысты бастап кетсе, кейбіреулер бұл бағдарлама елімізде енгізуге тым қиын және ерте деп пайымдауда.

Бұл зерттеу мұғалімдердің мүмкіндіктері шектеулі оқушыларымен жұмыс атқару сапасы мен олардың білім жүйесіне инклюзивті бағдарламаны енгізуге көзқарасы арасындағы қатынасты зерттейді. Бұл термин зерттеуде Лев Выготскийдің (1980) әлеуметтік конструктивті теориясы мен ЮНЕСКОның (2009) нұсқаулығы арқылы қарастырылып, зерттеудің тұжырымдамалық негізін қалады. Зерттеу қатысушылары ретінде алты мұғалім екі рет жартылау құрастырылған интервьюден өііп, кейін екі жарым ау ішінде бақылаудан өтті. Деректерді жинақтаудың үшінші құралы ретінде құжаттар қарастырылды.

Зерттеу нәтижесінде зерттеуге қатысушы мұғалімдердің мүмкіндігі шектеулі балаларды қалай оқыту керек екені туралы аз білімдеріне қарамастан инклюзивті бағдарламаны қолдайтыны анықталды. Олардың жұмыс жағдайларының бұл бағдарламаға сәйкес келмейтіндіктен сапа туралы сұрақ туындайды. Сонымен қатар

әдебиеттерге сүйенсек, бұл мектепті инклюзивті дегеннен гөрі кіріктірілген деп атауға болады.

Зерттеудің нәтижелерін елімізде инклюзивті бағдарламаны енгізу үрдісінде білім беру институттары мен мектеп әкімшіліктеріне бағдарламаны енгізуде қандай қателіктер болатынын көрсетуге көмек ретінде қолдануға болады. Зерттеу нәтижесіне сүйене отырып Қазақстанда инклюзивті бағдарламаны енгізу үрдісіне нұсқаулықтар берілген.

Кілт сөздер: инклюзивті білім беру, мұғалімдердің көзқарасы мен ықыласы, этнография, орта мектеп, Қазақстан

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The Interrelationship between Teachers' Beliefs and the Implementation of Inclusive Practices

Chapter 1. Introduction

This research is an ethnographic study which explores the phenomenon of inclusive education practices in one secondary school in Kazakhstan. The school claims to offer an inclusive environment as it enrolls young people regardless of any physical or cognitive challenges.

Background of the Study

Internationally, over the last few decades, inclusion has been recognized as an educational approach to ensure equitable educational opportunities enabling everyone to have access to education; however, the ways people interpret and understand inclusion and the processes of successful implementation of education for all still dependent on various factors (Kiswarday & Drljić, 2015). Ainscow (2005) emphasizes the fact that every country is likely to have their own definition of inclusive education but insists there must be compliance with key elements that meaningfully delineate inclusion. The ideas of UNESCO (2009) are to include active participation of a child into a school community, use an individual approach in teaching and consider the elements of universal design for learning. Currently, inclusive education is treated differently depending on the cultural, geographical (Ainscow, 2005; Boyle, Topping, Jindal-Snape & Norwich, 2012), economic, political (Ungar 2010; Kozleski, Artiles, Fletcher, & Engelbrecht, 2007; Malinen et al., 2011) and historical (Artiles & Dyson, 2005) school background. However, global integration of the concept, its definition and conditions for the implementation of inclusive education are best described in the UNESCO guidelines (2009). One of the most disputed

issues around inclusive education are the attitudes of teachers towards integrated learning of children with special needs into mainstream schools.

According to European studies (Forlin, 1995; Scruggs & Mastropieri, 1996), there are several influential factors that may be related to the positive attitude of teachers towards inclusion: age (Lindsay, 2007), gender (Amravidies et al., 2000), and their professional experience (Štemberger, 2017). Among the attempts to define inclusive education there are various historically formed concepts that are part of this development. Depending on the historical and political background, or situation, policymakers introduced the concepts of multicultural education, special education, integration and finally inclusive education (Ainscow, 2005; Boyle et al., 2012).

With the new trends in education being introduced, parents and teachers' attitudes have been a positive force in inclusive education the inclusive education movement. Parents' involvement and active participation has pushed the development of inclusive education around the world (Leatherman & Niemeyer, 2005). Claiming that attitudes of teachers are not always adequately understood or considered in educational changes, Leatherman et al. (2005) further suggests paying attention to the perspective of teachers as they are the primary implementers of the policies.

The Salamanca Statement has guided the implementation of inclusion in schools all around the world (UNESCO, 1994) resulting in the implementation of inclusive schools internationally. According to the declaration, inclusive education is explained as having all children included into all classrooms. This means not only their physical presence in regular classrooms but equal opportunities to develop their potential "regardless of their origin and abilities or disabilities, and regardless of their physical, intellectual, social, emotional, or linguistic differences" (UNESCO, 1994. p.8).

In the same declaration (parts viii-x) inclusive schools should accommodate children with special educational needs through child-centered pedagogy, thus promoting non-discrimination to society and the whole school community. It calls for changes in thinking, employing innovations in education, and training personnel in order to enhance their professional competencies. According to Index of Inclusion (Booth & Ainscow, 2002) inclusion is more of a philosophy in education that requires a lot of attention from teachers, their devotion and patience to children and ability to respond to individual differences of all students.

Perceiving all children as equally deserving and providing equal access to educational opportunities are the main principles of inclusion. Nevertheless, developing a philosophy alone is not a guarantee of successful implementation and acceptance. Studies have revealed that “teacher attitudes and expectations are significant barriers to the successful implementation of inclusive classrooms” (Amravidis, 2000; Makoelle, 2009) and “equitable participation of all students” (Leatherman et al., 2005).

Problem Statement

The issue of attitudes and beliefs regarding inclusion has internationally been a highly researched topic; however, fewer colleagues are focusing on the influence of willingness and educators' efforts to implement inclusion in practice. Even less research has been done in the context of Kazakhstan, thus this thesis will contribute to adding research to this context. The author sees the attitudes of teachers to be one of the most significant factors to the successful implementation of inclusive settings in mainstream schools in Kazakhstan. None of the policies will work in reality if teachers are not ready or trained to embrace it.

Purpose of the Study

This study aims to explore the phenomenon of school inclusive practices in terms of its implementation in lessons and at the school organizational level in general in one of the secondary schools in Kazakhstan. It also investigates the attitudes of teachers towards inclusive education and its effectiveness regarding all children attending school. Thus, the objectives of this research are to investigate, observe and describe how inclusive education practices are being implemented.

Research Questions

In order to explore the process of inclusive practices implementation and teacher attitudes towards the issue at school the following questions were used to navigate the direction of this study:

- How is the concept of inclusion interpreted, understood and implemented?
- To what extent are the current teaching practices satisfying the additional educational needs of individuals in the class?
- How does the curriculum correspond to the needs of inclusive education?

Central Phenomenon of this Study

The central phenomenon of this study is teacher attitudes and beliefs to inclusive practices as the major factor in the process of the successful implementation of the policy of inclusion in Kazakhstan. In order to monitor the process of implementation in the context of the school more effectively a conceptual framework was developed. The framework was adapted from the flow chart suggested in 2009 by UNESCO that includes the conditions for inclusive education (see in Introduction chapter: fig.2). Each layer in this framework is possible only on the condition of finalizing the previous and planning for the next one. All the parts of this framework lead to the final stage of inclusive practices but

have branches that this research is especially interested in investigating as stated in the research questions.

Conceptual Framework

To best guide this research, several theories were taken into consideration. These educational theories direct practical research and explain the use of the data collected to generate ethical and logical solutions to the problems researched. Hence, this study has taken an angle of conceptualization underpinned by socio-constructivist theories developed by Lev Vygotsky (1896 –1934) through which the issue of disabilities is deconstructed through the lenses of opinions, attitudes and beliefs in society (Thomas & Loxley, 2001). Inside of this theory scientists claim that inclusive practices are based on the principle of adjusting the teaching strategies for learners. Value is laid on the teachers who are believed to be experts in multiple aspects of education and can affect children and their development. That is why teacher attitudes are of a central interest as it can have both positive and negative influence on the implementation of inclusive practices in schools.

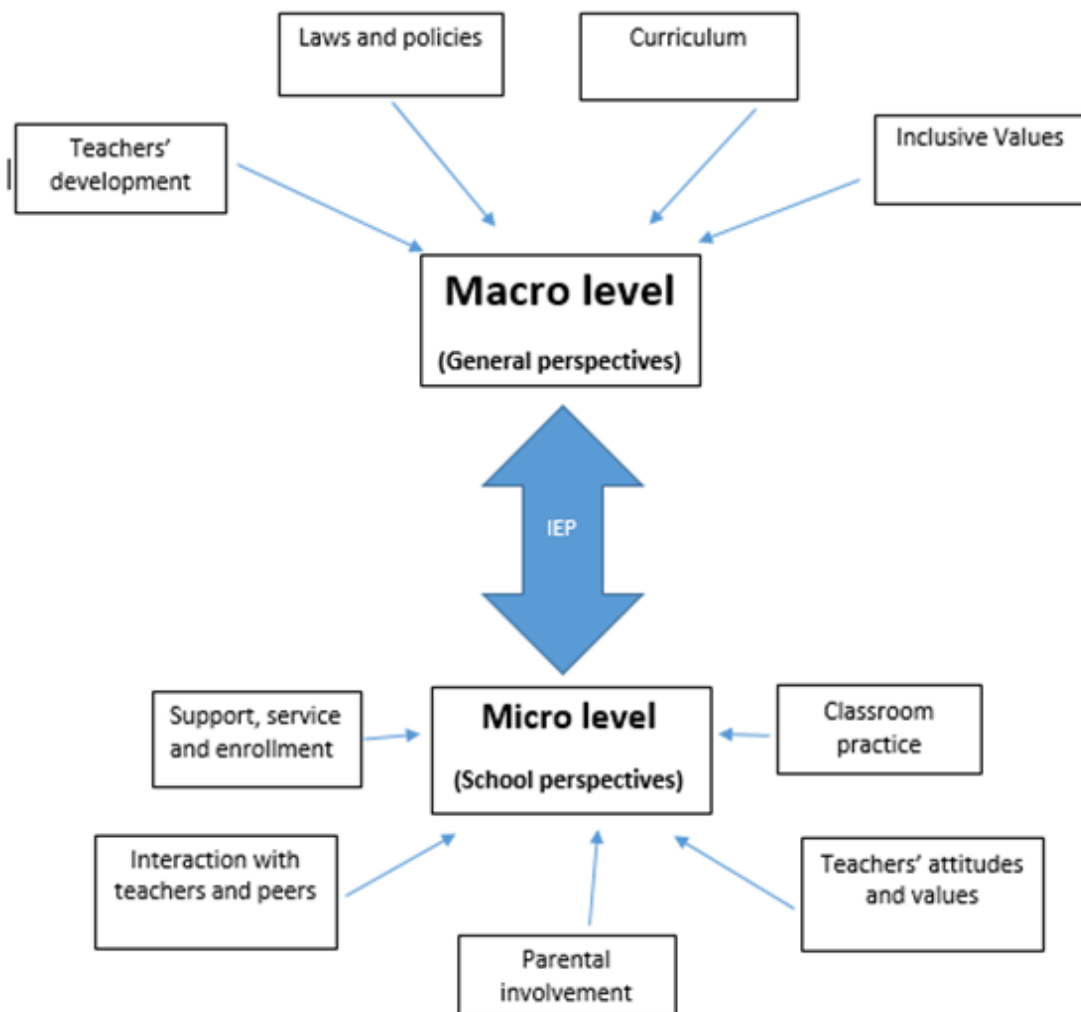
In order to explain the research aims and questions we have to understand the theoretical connection between academic achievements and disabilities, and identify the beliefs that shape practices in classes of an inclusive school. According to Barr and Smith (2008) curriculum, schools, class environment and teacher's instructions are the key factors in the inquiry we may consider. The same is proved by the schooling theory (Kozleski et al., 2007), which says that when a child is provided with all the learning tools and means, he or she will progress at a similar rate as there is a potential in any learner despite differences in their abilities.

The following conceptual framework (fig.1) was formed after considering all points in the above theoretical discussion. It has been formed to help in understanding inclusive

practices on both Macro and Micro levels. In the ethnographic research samples, macro perspectives on inclusion are seen as state policy, political initiative, teachers' training and education. Meanwhile, at the school level the activities performed in the classrooms represent the Micro level which can be considered through the students' and teachers' attitudes. Due to the limitations in time and scope, this research is mostly located at the Micro level as it focuses on attitudes of teachers, their instructional quality and values they bring to the school community.

Apart from conceptual framework, this research employed the nine golden rules for inclusive education (see UNESCO, 2009) and included categories such as all pupils in one class, their communication, teachers' efficacy (from classroom management to lesson plans), adjustments of individual plans and other aids that help in teaching. In addition, attitudes towards inclusion and epistemology about it closely correlate with each other and are linked to effective teaching practices in inclusive settings as the study of Kuyini and Desai (2007) demonstrated.

Figure 1. Conceptual Framework for Inclusive Educational Practice (self-developed)



This model considers the concept of integrated inclusion based on the principles of constructivism theories. The underlying philosophy infers that it is only the teacher who can fully realize the needs of students, otherwise inclusion cannot take place. According to the conclusions of previous research (Maddern, 2009; Macfarlane, 2007), the lack of understanding of children and their needs from the teachers' side is one of the main reasons for students unsuccessful integration into the educational process. They (Macfarlane, 2007) also recommend communicating with children more and encouraging individual support for them, thereby giving students informal talks to provide them with extra moral support.

Besides the teacher in class, the whole school community is expected to create a supportive environment to adjust to the individual needs of children with any physical or mental impairment (Macfarlane, 2007).

To provide quality learning for all, teaching practices must be effective to enhance the implementation of inclusion at schools. Definitely, there are also the questions about managing the classes, organizing the system to effectively work in the school, reconstructing the buildings accordingly and other issues related to this idea. However, this thesis will examine more closely the micro level as the cultural context is of high importance for initial implementation. Considering the above mentioned issues, the research attempts to analyze the teachers' pedagogy and methods of teaching to elicit their attitudes to the policy of inclusion and the way it is implemented in the school. By observing lessons, one may see how inclusive education is being experienced and understood by teachers.

Significance of this Study

This research will contribute to educational research in inclusion not only by the fact that it has been conducted in the context of Kazakhstan, but also the methodology that has been chosen as there are few ethnographic studies in education on this particular issue. From a policy implementation process, this research is also of high value as it will be interesting to explore an objective view from inside the study site, enabling reflection on how the inclusion policies are being interpreted by educators and other participants in our country. Additionally, the process of the research will be beneficial for all the participants in the research as knowing the aim of the study and later its findings provides a starting point for school improvement.

Thesis Outline

This thesis presents an overview of the concept of inclusion in the context of international research and inquiry in the context of Kazakhstan. The paper is divided into sections to present a flow of logical organization from the bigger concept of the notion to particular factors affecting the implementation of inclusion. Chapter 2 is the literature review of this thesis, and considers the main factors contributing to the concept of inclusion according to the previous studies. This section is included to provide readers with an objective review of the previous research findings.

Chapter 3 includes the methodology and presents the primary methods of data collection. To present a clear picture of the process of data collection methods, this chapter describes and explains the methods employed and other details related to the process. All the sub-sections related to methodology present the rationale for the choice of the sample and methods of primary data collection. Chapter 4 presents the collected data through analysis of findings and discussions in Chapter 5, concluding with chapter 6 which presents the conclusions and recommendations for future study.

Chapter 2. Literature review

The Concept of Inclusion

During the last three decades, inclusion in education has taken hold and is recognized all over the world (UNESCO,2009; OECD, 2009). The educational system is currently introducing new innovations in approaches, structures and strategies. Society has to come to the point of having a common vision for the framework in providing education. (UNESCO, 2009). Thus, educational, social and economic factors justify the implementation of inclusion as a shift in education that involves content modification in the system.

Despite a shared general understanding and standards, inclusive education is interpreted in various ways depending on the schooling organization, political context and educational beliefs (Kozleski et al., 2007). It is also considered differently depending on cultural context. According to Ainscow (2005), each country might define inclusion in a unique way by connecting its meaning in compliance with the four key elements that contribute to the meaning of inclusion: to promote inclusive practices not only in educational and sociological aspects of relationships, but cultural, historical and political contexts (Ainscow, 2005).

Thus, globally there are multiple understandings of inclusion (Boyle et al., 2012; Messiou, 2017). Internationally, inclusion is described as reaching out to all learners (UNESCO, 2009), whereas there are varied interpretations from country to country (Ainscow, 2005; Boyle et al., 2012), as well as diverse national policies (Ungar, 2010; Kozleski et al., 2007; Malinen et al., 2011) and historical aspects (Artiles & Dyson, 2005). The variety of ideas about inclusive schools involve valuing all students, culture or race tolerance, reducing physical barriers to learning, and finally division of learners by

physical impairments (Booth & Ainscow, 2012). The importance of sharing the results of different contextual studies around the globe is critical, and enables researchers to discover what contributes to the attitudes and shapes the policies and improvements of programs.

Educationally, inclusion was promoted in the last decade of the twentieth century as teaching of children with and without disabilities in the same schooling environment. Later definitions suggested that all learners should become part of one school community (Judge, 2003 as cited in Hodkinson, 2011). Yet, studying together is more challenging to implement than adjusting curriculum and approaching learners with individual needs so that they do not feel discriminated against. In other words, studying together simply means forming tolerance to disabilities, but is not inclusion itself.

A more efficient process to encourage people with special needs to be a part of community is educational inclusion or as it is also known as “accommodation of the local learning environment to meet the individual needs of every student and with that to ensure that all students belong to the community” (Elina Kuittinen, 2017, p 11). Similarly, UNESCO (2009) views inclusion as a complex process during which diversity principles form the basis of all educational policies and practices. Interestingly, Kozleski et al. (2007) widen the concept of inclusion as a general pedagogical approach in the school community regarding learners. In other words, they see inclusion in school as belonging to one united community with no difference in treatment for any differences in their children. Teachers according to Kozleski et al. (2007) are described as nurturing and committed to the transformation of school and a change in their own thoughts so that implement inclusive education for children of any culture, ability, gender, language, class or ethnicity.

In this regard, this chapter defines the meaning of inclusion not only as education for people with special needs but at a deeper level as Ainscow (2005) recommends, a

process of learning from each other and situations, equal opportunities for individuals, participation and achievement, especially for those who are at risk of being marginalized or segregated. The concept of inclusion is more complex as it encompasses the school and community values to accept the differences built in the school. In other words, inclusion should not be perceived as simply putting a person into a class at a mainstream school without the corresponding measures to respond to their needs and creating conditions and adjustments to make the individual feel fully integrated and included (Makoelle, 2014).

The most precise definition in the case of the modern perception of inclusion is given by UNESCO (2001, p.8), which is based on five tenets. One tenet acknowledges that all children can learn and should have access to learning and subsequent measures to support it. Another tenet aims at minimizing barriers to learning. A third is that not only should formal education be provided at home, but other outdoor social activities should be offered. An additional tenet endorses changing attitudes, teaching methods and curriculum to meet the needs of children. A fifth tenet is that inclusion is not a static concept but is a dynamic progression.

In addition to equality in education and acceptance of differences as one aspect of inclusion, UNESCO (2009) later added universal design for learning into the concept. The concept is incorporated into the curriculum and is based on individual adjustments. Thus, this paper interprets inclusive education is a combination of implementing universal curriculum with incorporated adjustments that should be teacher initiated in order to include and encourage every learner into active participation. At the same time, there should be an open willingness to accept differences regardless of age, race, disability or any other individual particularities which a teacher may face in class.

Closer attention should be paid to the difference in the semantic meaning of the terms of "attitude" and "willingness" to teach in inclusive settings. The acceptance of human rights and equal opportunities for all regardless of ability and disability is more theoretical and is usually described as positive attitude among educators, whereas a significant barrier or gap revolves around willingness to embrace the problem and become an active participant in practice to implement inclusion in the class. The author of this paper will use the term *attitudes* referring to openness to the policy of inclusion in general, whereas *willingness* is a specific commitment to the practice of inclusion.

History of Implementation in Kazakhstan

The development of inclusive education in Kazakhstan is seen as a separate branch of education that needs attention from the government (Rouse, Yakavets, & Kulakhmetova, 2014). Historically, the education of children with special needs was organized in special schools. Teachers were trained to work with “defectology” or “frames through which children are seen with special diagnosis for treatment rather than an aspect for adaptation” (Rouse et al., 2014, p.199). Isolation of children with special needs and diagnosis limited potential opportunities for children to become part of society. The situation had been the same until the First World Conference Education for All (EFA) in 1990s (UNESCO, 1999). As a result, children are currently able to study in mainstream schools with other peers (Rouse et al., 2014).

Three years after gaining Independence, Kazakhstan signed the Convention on the Rights of the Child in 1994 and also joined the international community’s programme of Education for All (EFA) (OECD, 2009). Consequently, educational reforms to promote social inclusion were launched and a series of goals consistent with international ones were adopted (OECD, 2009, p. 52). The Ministry of Education and Science in our republic

(MESRK) developed the 'State Programme of education development 2011-2020' (2010), the objectives of which are quite ambitious, planning to reach almost total inclusion by the year 2020 in all mainstream schools of the country (70%) as there are 144 783 children experiencing physical or other difficulties in obtaining education. However, the particular actions for achieving these goals are not described; moreover, these plans have recently been changed or extended as the legislative framework is not fully developed.

Currently, Kazakhstan is reported to employ a strongly medical approach to the concept of disability (OECD, 2009). This is described as an overall lack of attention to developing social skills among children with special needs but more focus on attempts to cure these children in special educational institutions. While it is important to support the health of children with disabilities, social interaction with peers and integration in society is an important part of education for those children through which the process of understanding of culture and building relationships is necessary (Florian & McLaughlin, 2008).

Terminology Related to Inclusive education

In contrast to the principles and terminology related to inclusive education as outlined in the UNESCO document (2009), policies in Kazakhstan emphasize segregation of children with special needs to specific designated schools (Concept of inclusive education, 2013). In Kazakhstan, inclusion is thought to be the direction for the future, but special organizations for correction of disabilities are still maintained. Clearly there is a different interpretation of world policies and intentions. This means that our country fundamentally sees the concept from a different perspective. For instance, according to the interpretation of the term 'children with special needs' authors of Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan (2015) specify that this term is different from what the international agencies use when referring to

'special educational needs', making the language an important factor thus influencing the attitude to some extent. Therefore, even the way educators address individuals reveals their attitude. Referring to children with disabilities by the diagnosis first limits the rights of a child and highlights the disability not personality, while other countries are stepping back from using this terminology.

According to a review of the main challenges for policymakers as presented in the 48th International Conference on Education (ICE), the changing of attitudes was identified as a major step required for solid improvement (as cited in UNESCO, 2009). Barnish (2014) investigated ways of referring to people with disabilities by different groups, namely social groups organized by people with disabilities, researchers and health care providers. This research concluded that even though there is some progress in referring to people with special needs using person-first language over the period of the last ten years, researchers and educators especially, still tend to focus more on the disability of a person. This reflects the fact that very significant people such as teachers unconsciously show their attitude towards people with additional needs.

Actually, the way people use language can equally influence a child in the way they teach them. There is the move to focus on a person rather than emphasizing the disability (Barnish, 2014). However, it remains uncertain whether the changes in using person-first language is proof of the progress in attitude changes or the consequences of journals' specification, editors' influence or public pressure. Official guidelines from British associations for disability issues suggest instead to use terms of reference that put the emphasis on the person, not the disability, such as 'people with aphasia' and 'people with hearing impairment'.

Attitudes towards Inclusion as an Important Factor of its Implementation

A teacher plays a key role in the successful implementation of inclusion (Avramidis, Bayliss, & Burden, 2000; Avramidis & Norwich, 2002; Rutar, 2012). Teacher's attitude is essential when forming the policies of inclusion, its practices and acceptance (Avramidis et al., 2000) as it is the teacher who performs in class and his or her beliefs are reflected in the actions executed in class. Moreover, a teacher's performance is motivated by the attitude and beliefs of that teacher (Wang Elicker, Mac Mullen & Mao, 2008). That is why teachers' attitudes may influence negatively or positively the delivery of education.

Attitudes used to be viewed as fairly stable behavioural elements of teachers (Savolainen, Engelbrecht, Nel, & Malinen, 2011), but recently it was proven that even short training can affect a change in attitudes (Makoelle, 2012). More recently there has been a growing interest in studying the effect of teachers' self-efficacy in implementing inclusion into practice. Savolainen et al. (2011) define teachers' self-efficacy as 'teachers' belief or conviction that they can influence how well students learn, even though it might be rather challenging' (p.52). There is some evidence further in the study that teachers' willingness to act on changes forms proficiency and efficacy that in turn, affects their beliefs (Savolainen et al., 2011). Thus, it can be concluded that there are several factors which influence teachers' attitudes. These are not permanent, but flexible and can be affected by even short-term training.

Other studies (Norwich, 1994; Parasuram, 2006) support the argument concerning the correlation between a teacher's attitude and willingness to support the implementation of inclusive practices in schools. Their research reveals the relationship between teachers' willingness to help diverse learners in the classroom to learn leading to positive results in the process of implementation of differentiated instruction. Besides attitude, however,

Scrugg and Mastropieri (1996) noticed that teachers have some concerns about teaching a large class size, limited preparation for teaching in an inclusive setting and lack of personal knowledge. Thus, gaining a deeper understanding of the phenomenon of 'willingness' to teach in inclusive settings should be studied more explicitly considering not only a general theoretical attitude of teachers towards teaching children with special needs but their behavioral attitude in class through observation and interviews to see the phenomenon in the context of our culture.

Willingness is also described as 'professional competence' in the paper by Movkebaieva, Oralkanova and Uaidullakzy (2013). From their perspective, willingness to work in an inclusive setting is seen as a process of the inevitable pedagogical preparation of a teacher ready to perform efficiently to satisfy the needs of all learners. In their critical meta-analysis of the international literature of previous studies (Movkebaieva et al., 2013), teaching in inclusive settings is compared to more of a social phenomenon rather than psychological. Further, they investigate the characteristics of a teacher ready to work in an inclusive classroom.. According to the results of an empirical study in Semei (2013), teachers with better developed communication skills and those motivated to obtain theory in the development of teaching strategies in inclusive education are better prepared for changes. These results confirm the point raised in the papers of Booth, Ainscow, Black-Hawkins, Vaughan, and Shaw (2000) and Kalambouka, Farrell, Dyson, and Kaplan (2005), that a teacher of inclusive education does not necessarily have to be trained specifically to work with students with special needs but must be a competent and confident teacher.

Research undertaken in Australia and the United Kingdom (Avramidis et al., 2000) about attitudes toward inclusive education practices and integration has provided information about other factors affecting the attitude of educators. This primarily depends

on the nature of the disabilities and \ or educational problems that are presented. According to the results, teachers who have some experience working with learners with special educational needs are more positive about integrating children with a minor impairment that would not require much extra instructional or management skills from the teacher.

In line with these findings, Lindsay (2007) conducted a study that revealed that those teachers who were generally supporting integration, varied in opinions about students with more severe disabilities. Moreover, they all were concerned about the shortage of time for preparation of resources and skills necessary for integration. Lindsay argues against successful integration and holds a negative opinion that inclusion is not likely effective in practice, especially in cases of full integration of a child. He argued this through an analysis of studies chronologically organized to evidence that teachers are not prepared to fully adjust lesson plans or classroom management to make a special needs child be not just physically 'in class but a part of the class' (Lindsay, 2007, p.11).

In contradiction to Lindsay, previously mentioned studies (Booth et al., 2000; Kaplan et al., 2005), present evidence in favor of the positive influence for both learners with special educational needs and their peers in inclusive classes. They corroborate the findings that achievements in inclusive classes are generally higher than among those who are not part of inclusive classes. In the UK, Dyson et al (as cited in Jordan, Schwartz, & Mcghie-Richmond, 2009) found that those schools that could adjust inclusive practice to develop unique ways to adapt and embrace local communities and build positive rapport with society were more successful. Additionally, the findings of an empirical study by Jordan et al. (2009) conclude that teachers with stronger epistemological beliefs that it is their responsibility to instruct students with special needs are likely to be more effective in teaching overall. These examples demonstrate the assumption that the application of

inclusive practices has a positive influence on the academic performance of all students at the school.

Factors Contributing to the Formation of Teachers' Attitudes and Beliefs

Teacher attitudes consist of several factors such as perception and beliefs or epistemological knowledge of a teacher. Bizer et al. (2003) discuss different variables that may impact a teacher's attitude such as gender, age, experience, and grade level. However, none of these variables has been found to be consistent with the formation of a more positive opinion about inclusion (Avramidis et al., 2000, p.280). Interestingly, a factor that has major influence is knowledge about students and their special needs received during pre- or in-service teaching practice (Lindsay, 2007; Avramidis et al., 2000).

Also, findings show that even short-term training can have a positive effect on teachers' perceptions and can assist in changing their views (Savolainen, Engelbrechtb, Nelc & Malinen, 2011). The same authors reviewed previous studies (Burke & Sutherland, 2004; Scruggs & Mastropieri, 1996), in which attitudes are said to shape not only ideological arguments but also practical concerns regarding how to implement inclusion into practice. Consequently, improvement of attitudes towards inclusion is being reached through training and professional education sessions for teachers during their study. Otherwise, direct integration without appropriate preparation of teachers to work with special needs students will be challenging.

Teacher Training as a Factor Forming Teachers' Attitudes

The findings of several researchers from different cultural contexts, (Amravidis et al., 2000; Makoelle, 2012, 2014) postulate that teachers can change their attitude or are likely to do so through reflections, evolutionary thinking and development, and actually

practicing the changes through collaboration. Action research conducted by Makoelle (2012), in particular, has shown that teachers tend to change their attitude toward inclusion to a more positive one if they reflect on their practice. Moreover, teachers claimed that they are responsible for creating conditions for their students to be involved. This can be successful if they collaborate and plan with colleagues (Makoelle, 2012). In his recommendations, he suggests incorporating training for teachers not only about the curriculum changes, but more of a reflective form to review the practices of inclusion and enable teachers to discuss issues they have in a collaborative atmosphere to enable them to form a more positive attitude towards inclusive practices. The importance of training is reinforced in the studies of Beh-Pajooch and Shimman (1998) based on other groups of teachers in colleges (as cited in Avramidis, 2000), who also expressed more favorable attitudes to working in inclusive settings than those who did not receive the training. The development of teachers' skills enables them to be more willing to implement inclusive practices.

As Avramidis et al. (2000) in their research discussed, participants are positive and supportive towards inclusion, especially young teachers and those with only a few years of experience. This finding is not surprising as it is supported in many previous studies (Center & Ward, 1987; Lindsay, 2007; Jordan, 2009; Lindsay & Stanovich, 1997). Teacher training received while in pre-service institutions have affected teacher attitudes in general. Contradictory to this, training experienced teachers for working with students with special needs found that they are less likely to change their opinion and it is easier to form a new opinion than reeducating and persuading experienced teachers to accept the changes. There are some other significant variables that need consideration when analyzing teachers' attitudes towards inclusion and thus, it is crucial to establish strategies to train the teachers

to teach in inclusive settings and develop a positive attitude towards children with whom they work.

Additionally, it has been established, that the formation of a positive attitude is closely connected to the self-confidence of teachers and their self-perception about the self-efficacy, epistemology and skills to work with children with special educational needs (Štemberger & Kiswarday, 2017). It does not matter whether the teacher gains this knowledge from pre-service training or formal studies during a professional experience (Štemberger et al., 2017). However, one should be careful with the content of the material presented for teachers' segments of training. Theory based training is reported to be not that effective as training which has a greater focus on special teaching techniques and methods to deal with students with special needs (Markova, Pit-ten Cate & Krolak-Schwerdt, 2016). Instead, pre-service teachers from this research reflected that teaching the meaning of, and deeply understanding the concept of inclusion is essential, with more focus on methodology and the identification of students' needs.

An example of a not very successful course to train students to teach in inclusive settings in the study by Markova et al (2016) might serve as a concern about the content of the course that should be carefully thought out prior to teaching teachers if one wants teachers to change or form positive attitudes towards inclusion. Summing up the results of the course, teachers completely agreed on the changes in their attitude towards the issue, yet mentioned the lack of practical guidelines of the course in terms of application of the knowledge into practice. In particular, students expressed their willingness to work with students with special needs only on condition that there would be a support from administration, parents and teacher assistants that would know how to adjust teaching methods and practical techniques in working with those who need extra support in class.

Otherwise, the students confessed their uncertainty about their abilities and knowledge in this area. Thus, teachers need to be confident about their knowledge and how to approach learners with special needs, meanwhile, the quality of content should be more of a practical nature than of a theoretical one (Echeita, 2014).

In sum, teachers study and form their knowledge constantly during their working experience. However, it is possible to prove that well-organized training impacts attitudes through reflection and evaluation of practices in a collaborative atmosphere in which teachers have the opportunity to discuss and influence the practical challenges they have at schools.

Gender, Age, Subject and Experience as Possible Significant Variables Affecting the Attitude of Teachers

Most of the studies related to teachers' attitudes towards inclusive education commonly are focused on finding a significant relationship between variables such as gender, age, experience and subject they teach. Lindsay (2007) in the meta-analysis of the literature summarizes that there is not enough consistent evidence concerning teachers' age and gender in the formation of attitudes (p.13). However, the fact that females are more positive than males is a quite interesting finding of Amravidies et al. (2000), as it is not a significant variable in most cases researched. According to the survey results, females hold a more positive attitude or may be in their nature more tolerant of the issue of inclusion.

Contradictory findings of the consistency between teachers' attitudes and experience are presented in the paper of Štemberger (2017), who discusses that teachers with more experience are more likely to be positive towards inclusive education than those with little or no experience. In contrast, other researchers (Taylor, Smiley & Ramasamy,

2003) found that the less experience teachers have, the more open they are to grasp the information and new knowledge about teaching children with special needs. It will be interesting to see what is more consistent in the context of Kazakhstan, meanwhile, in the process of integration of the concept of inclusion into the mainstream of schools policymakers rely on the experience of teachers and their efficacy to work in conditions of inclusion.

The study by Vaz (2015) also aligns with the above-mentioned studies, in which experienced teachers showed more negative attitudes towards inclusive classes. The author explained this by pointing to their possible psychological unpreparedness to change the conditions of work they are used to; lack or absence of knowledge and training in inclusive education, and lack of confidence. It may be that the results of previous studies were interpreted too generally as negative attitudes of teachers to the concept, rather than teachers' beliefs in terms of much they will struggle with identifying the solutions to problems. Among the possible issues are the lack of human resources and the required skills to teach special needs children, or accommodation of students with disabilities.

To conclude, despite the relatively large amount of research conducted in terms of teachers' attitudes towards inclusion, factors such as gender, age, subjects taught by the teacher, and experience in teaching in inclusive classrooms, the findings are inconsistent. Thus, it is necessary to study all the mentioned above variables affecting attitudes in the context of Kazakhstan to see what has the greatest impact in this context.

Teacher-efficacy as a Factor Influencing the Better Performance of a Child and a Teacher

One of the most popular terms used in research papers to describe teachers' beliefs in their skills and abilities is defined as efficacy. In other words, teacher's efficacy is based

on the inclination of that teacher to think that he or she has enough knowledge and skills to choose a corresponding methodology for teaching and can positively influence a child's performance. Subsequently, these beliefs can change the level of students' motivation and influence the academic success of the latter in classrooms. Teachers' efficacy though is quite a changeable thing that may fluctuate every day during the teacher's career. Gibson and Dembo (as cited in Ford, 2012) in their scale of measuring the level of efficacy highlighted two factors: belief to bring changes regardless of the limiting external factors and a sense of enhancing the learning under the influence of personality and skills a teacher possesses (Ford, 2012).

The concept of efficacy is currently quite popular in research internationally and a variety of studies are focusing on the discussion regarding the direct interrelation between educators' efficacy and increase in motivation of students. Therefore, any form of efficacy has been identified as indirectly impacting not only students' achievements but a psychological state to some extent (Bandura, Pastorelli, Barbaranelli & Caprara, 1999). Factors such as administrative support, open atmosphere for educators to share their opinions and thoughts for taking a collective decision are concluded to be significant in the studies of efficacy (Davis & Wilson, 2000; Farrell & Weitman, 2007).

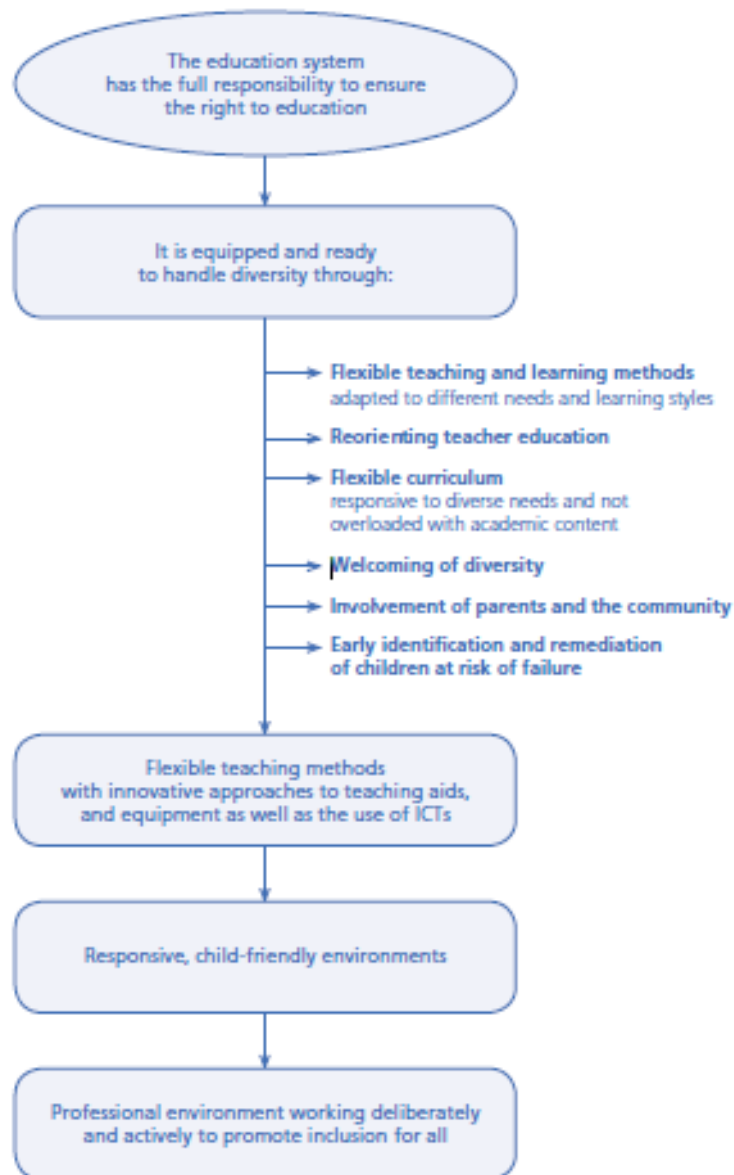
Another factor affecting teacher's efficacy is collective efficacy in school. It is defined as 'the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning' (Brinson & Steiner, 2007). According to the studies of Brinson and Steiner (2007), if a teacher has strong positive beliefs he or she will likely influence the others to share these beliefs, with the person who has low teacher efficacy likely being influenced by the others. In this case, if the collective beliefs are positive at school, it encourages an individual to more effectively display the skills another

teacher already possesses. Thus, collective efficacy is a key factor in forming positive teacher personal efficacy because teachers feel freedom in sharing ideas, having support, being open to changes and respected. These conditions, created by the school community and headed by the school administrators, will motivate teachers to be positive contributors to the whole school development.

Criteria to Assess the Effectiveness of Inclusion

Summing up the systematic literature review and moving to methodology chapter, it is necessary to clarify a particular standardized vision of the efficient inclusive school with required changes and adjustments made according to the policies of the country. In order to see the development of inclusion systems as described in the UNESCO guidelines on inclusion in education (2009) and the Index of Inclusion (2012), not only does the school and its community affect the development and successful education of a child with special needs, there are other factors to consider as well. Below is the framework (fig.2) that is to be considered when making conclusions about a complete implementation of the concept in any school and its society.

Figure 2. The flow-chart from the UNESCO (2009) policy guidelines on inclusion in education (p.16)



Interpreting the chart, an inclusive school is a place that offers all opportunities and conditions through the adjusted curriculum, methods, inclusion of students as active participants of the school society by working to ensure their active membership in it. This implies the development of a rights-based, child-friendly school. However, academically effective learning and teaching are not the only conditions to provide inclusion; health, the safety of children and their families should be provided. Not only are teachers important to support children, but a creation of a school community that is supportive of the school is

vital. Therefore, making judgements concerning the level of inclusion in a given school is similar to interpreting the combination of all the above- mentioned factors and criterion and observing willingness to ensure inclusion for all children among all the school community members.

Summary

There are various factors affecting teachers' attitudes and willingness to implement practical changes in education aimed to provide inclusive education for all children regardless of any physical or mental impairments, psychological issues, background diversity or gender discrimination. In order to construct an objective opinion about the situation in a particular school society, it is recommended to consider local context when viewing the implementation through the lens of inclusion. Prior to claiming that a school is fully and successfully implementing inclusion, it is recommended to research the mechanisms of school development on a deeper level by employing qualitative and descriptive research methods to consider all factors and observe processes. Hence, developing a set of particular criterion, and taking a closer look at the process is required.

Chapter 3. Methodology

Introduction

This study is designed as a 'compressed time mode ethnography' employing techniques of educational ethnography methods. It is also known as a focused ethnography meaning that it can be implemented when a researcher has a limited period of time (less than a year) to investigate the phenomenon (Snow, Morrill & Anderson, 2003; Shyderl, 2012; Yang et al, 2011). This chapter presents the methods used for the data collection and also outlines information about the context of the site and study participants.

The research paradigm used in this paper is constructivism positing that persons perceive the knowledge from the surrounding world through interaction with other individuals and their environment (Highfield & Bisman, 2012). According to constructivists, the researcher mainly relies on the feedback from participants given through the conversations and other realities related to the research questions (Highfield & Bisman, 2012). In the case of the school, classrooms, playgrounds, halls, social gatherings of parents and teachers are relevant. Therefore, all realities found and observed during the study are relevant and valid (Jeffrey, 2004).

Research Design and Rationale

Aiming at exploration of educational practices in the context of special education experience, this research study examined the phenomenon of inclusion as a concept of full equity of all children despite any physical or mental impairment, and their complete integration into the school society as active participants of its life. The study includes interviews with the teachers, lesson observations, field observations, conversations with the administration and document analysis.

In order to explore relationships between people in this context, ethnography has been decided as best methodology to examine and understand the purpose of the research. It examines the full range of human emotions and interactions as well as beliefs within the community (Fields & Kafai, 2009). Ethnography is also described as an interpretative explanation or a complete immersion into the phenomenon enabling for a researcher to understand cultural context, values, personal beliefs and attitudes (Snow et al., 2009; Rubin & Rubin, 2005). The design of the study is a triangulation of methods such as semi-structured interviews, in-depth interviews, and direct observation of people, and places (Mansourian, 2008; Holloway et al., 2010). Furthermore, the researcher is completely immersed into the field work and this makes the validity of this research richer.

Research Site

The study was conducted in the one mainstream secondary school in the southeastern part of Kazakhstan. It is one of the 30 schools in the country that is considered to provide inclusive education. By the definition of the school, inclusion is enrolling students to receive an education despite their physiological or mental disabilities if they legally live in the designated area or was sent from the special institutions to be educated under special conditions and attention of the professional teachers experienced teaching in inclusive settings. All students either study in one classroom according to their grade level, or are sent to a special class in the same school if the severity of disability does not allow to study with the rest of the students. The school is following the state curriculum and there are no special criteria to be enrolled in the school. The school was recently reconstructed to create more accommodation for students with special needs.

Sample and Sampling Procedures

Following the suggestion of Hall & Hall (1996) who suggested start with those participants you found first, and then ask them to refer you to others 'if there are no candidates who can fall into the category of the interest' (p.113). Two teachers of Grade 4 and 5 were the first willing to participate after the first meeting, where I presented myself and the aims of my research. Then in the further conversations other teachers volunteered to take part in the observations. Thus, the participants were comprised of five female classroom teachers and one male teacher. They were recommended by each other through snowball sampling. None of the teachers had special training in inclusive or special education but had some experience working with disabilities as employees at this school. See Table 1 for the description of the study participants.

Table 1. Description of Participants

Participants	Age	Experience	subject	SEN* number / total students number
Teacher 1	58	27 years	all in Primary, Grade 4	3 / 28
teacher 2	37	15 years	all in Primary, Grade 4	2 / 23
Teacher 3	53	25 years	all in primary, Grade 5	0 with severe needs / 18
Teacher 4	50	30 years	all in correction class, Grade 9	5 with severe mental disabilities
Teacher 5	28	6 years	English to Grade 5 to 11	average of 20 students in class
Teacher 6	25	2 years	English to grades 1 to 9	2 / 20 in average

*SEN - students with special educational needs

The Instruments for Data Collection

The approach of collecting data in ethnography evolved during the research process. Interviews and observations were not structured or fixed in advance but were more of an open nature. They formed the triangulation of methods for data collection and underpinned the points to observe in the school. Both information during and after the interviews played a role on formation of a general overview of the situation and attitudes of teachers. Bearing this in mind, I took two interviews from each teacher and had informal discussions with each after observing their lessons. The teachers also showed me the artefacts of the students, their progress portfolios and discussed the methods for teaching following the observations.

Non-participant observations and semi-structured interviews were the best methods of data collection in this research as they provided a process of open and comfortable conversations between teachers and researcher. The procedure for observing the lessons was planned in advance to observe the points the researcher was interested in. However, ethnography is different from a common qualitative method of observation in terms of noticing all the intricacies beyond the pre-designed observation checklist. Words, phrases teachers use to teach and instruct and other comments before and after the observations were also noted. That is why this method was chosen as it is more precise and in-depth than the traditional criterion-based observation.

Formal permission was taken from the school principal and the consent for the research was signed by her prior to any data collection (appendix A). The school principal also shared her attitude and ideas about the policy informally encouraging me to observe teachers more as she believed them to be more authentic and reliable. The principal is a teacher of psychology, who has about 25 years of teaching experience and 3 years of

administrative experience in this school. She was more than willing to assist in organizing the research process and supported its aims. Besides, she had initiated the training for teachers and other colleagues to deliver the main principles of inclusive education and was interested in the outcomes of this study.

Two interviews were conducted to enrich the research data collection and eliminate any possible bias. The questions in the first interviews, taken prior to the lesson observations, aimed at getting to know each other and so the teacher would feel comfortable with me observing the lesson. Part of the interview one questions was about their general attitudes, definitions of inclusion and epistemology. Points gathered during those interviews were used to identify the criteria to observe during the lessons.

In contrast, the second interview was more of a clarification nature to discuss what has been observed. This time the questions guided the researcher to answer research questions and were open questions. I wanted to hear the stories and opinions about teaching in an inclusive class (Rubin & Rubin, 2005). The questions replicated the data collection designs from previous studies slightly adjusted in connection with the literature review and for this context (Savolainen et al., 2011; Movkebaieva et al., 2013; Lincoln & Denzin, 2003). The process of data collection was organized in the teachers' workplace, recorded and kept secured on the researcher's computer. However, most of the informal conversations were not recorded, but the notes and comments were taken.

All interviewees were informed that they were guaranteed confidentiality and names would not be used in any publications nor would any of their opinions affect them in any way. The language of the interview was Russian, but the transcripts were translated into English.

The first part of the initial interview was about teachers' background information, such as name, age and experience, training received, teaching preferences and philosophy of the learning processes (appendix B). In some parts of the interview in order to keep the respondents on track, some prompts were used. The second part of the interview was about their experience in classes in an inclusive school. Teachers told the stories of individual enrollment, interests of students, their abilities and difficulties, family conditions and psychological help that is needed. Finally, they were asked to critically talk about the barriers experienced by children, parents and other students in inclusive classes and other open-ended questions to discover teachers' attitudes and ideas about the phenomenon in question.

The second interview (appendix B) contained the questions about the observed lessons, positioning in class and materials that were used. Teachers also talked about strategies that they mostly use in an inclusive class, and some general feedback on what they think works most effectively and how it contributes to the learning process. Interview two started with asking teachers to describe their typical day at school with children with physical disabilities or cognitive disorders, peer interaction and involvement of children into the school activities and events. Second part of the same interview was about activities that are usually conducted in class and their effectiveness for students in order to find out the rationale for their choice of the teaching tools in that particular lesson. Teachers discussed the abilities and progress of students with disabilities and other special educational needs. They also commented on the guidance and support provided at school. Finally, they talked about management in class and were asked to list the most effective teaching strategies and techniques they use to address individual needs of children in class.

Observations

Data collection began immediately after receiving the approval from the NUGSE ethics committee in Nov.2018. The same teachers who agreed to take part in the interviews were also observed. The aim was to support the information received from the interviews and to direct further questioning. The participating school was visited once or twice a week for two to three months to observe and talk with teachers. As had been planned, at least 48 hours of at school events and lessons in primary and secondary school were observed. My participation in lessons was excluded as it might have affected the research results and validity. The forms of observations were organized to focus on the classroom management, interaction patterns in class and teachers' methods and comments. Memos and field notes in this method became a central part of data collection. As Jeffrey & Troman (2004) claim "hanging around and seeking for details observed, might be then found significant for further analysis and conclusions in the study" (p.538). Another function of the observations was to give the research a more purposeful focus to clarify the topic.

The notes I made were in the form of narration of the actions and words I observed in class. The notes were divided into *during* and *after observation* notes to include the details happening in class and my thoughts in the process of observation. I tried to include more extended notes about the facts I had observed immediately after the lesson while focusing on the phenomenon in general. Then I compared and developed the field notes sets accordingly to the research objectives, by immediate identification of codings, categories, interesting quotes, questions and other subcategories for further investigation.

Soon after the first set of interviews and observations, more detailed criterion were formed for a more specific observation. In class, I was observing teachers and their professional attitude and skills through what they have planned, taught and communicated.

They were also observed regarding their abilities to group students, engage them into a process and build a rapport with the class (appendix D). The broadest criteria that included most of the other components are teaching strategies. This criterion was later broken into more subcategories that include formative assessment, feedback, classroom climate, curriculum adjustments, physical environment and access to the learning equipment.

I was also given access to see the official inclusive education policies in this school and any other documentation related to the research that I might add to the study in terms of the context, policies and administrative processes at school and other information concerning the phenomenon. It was necessary to be detailed and open minded over the course of the study in order to better understand the reasons for teaching approaches or decisions taken in class, and possible requirements for teachers from the administrators. Among the documents I planned to analyze were professional development plans and timetables and events schedules for the school. These documents would allow for the triangulation of the methods in this research and add more objectivity and rigor to the study as this was “not part of the social setting” (Hatch, 2002, p.25).

Research Scope

There were 48 hours of observation in class and in school events in total. Every teacher was observed for four to eight lessons (40 minutes each) in primary school and four (40 minutes lessons) in the secondary school. Interviews were conducted with the same teachers that agreed to be observed teaching with a focus on teaching strategies and techniques in class in order to understand the central phenomenon.

Data Analysis

The material that arose from this research consisted of transcribed interviews, observation of the classes and events at school, meetings and notes that were taken during interviews, observations, day-to-day field notes, and a personal diary. I used preliminary and thematic data analysis (Agar, 1996; Grbich, 2007). The protocols for the interviews and observation forms were analyzed after each school visit and subsequently the comments of the researcher were recorded into analytic memos in electronic form. The notes were important to date, categorize and code for future use. The questions to clarify and aims to observe and double check were put as objectives to focus for the next visit. The key themes emerged in the process of data collection and in line with research questions, these headings were used to describe the findings and conclusions.

Interview Analysis

This was a complex process of coming back and forth to add, delete and recode during the data collection. The principle of circular analysis of data was followed. According to Merriam (2009) the data taken from one of the methods can alter the whole overview and overall picture of the research when explaining the phenomenon (p. 176). The most preferable and convenient process of coding of data in this type of research was open coding. Merriam (2009) describes coding as identifying the units of data which can give an answer to a particular question in the study. Through the data analysis I was planning to highlight the most repeated words and phrases that I coded to see the number of repetitions and interpret the data around the codes to quote and explain the words of the participants. However, my personal comments were also considered when analyzing the codes from the interviews as it is important to make judgements by the emotions or facial expressions of the participants in the interviews.

To ensure trustworthiness of the research, review of the original interviews in Russian, and translations of them into English was conducted. Categorization of the terms used in the interviews concerning disabilities was highlighted and elicited to further consider the terminology teachers use which added to being able to further interpret the attitude of teachers (Moustakas 1994, p.121). This approach provides more reliability to the analysis of the attitudes that could consequently be better described. As a result, subheadings or subcategories appeared in the process of data collection for better organization and presentation of the findings. Nevertheless, stories and quotes are a major part of the findings in ethnography.

Observations Analysis

Class observations were analyzed by the pre-planned criteria that teachers mentioned in their interviews and arose from the literature review. Classes of Math, Literature and English in Grade 4 were observed. More information was found during the unofficial observations in the school canteen or the assembly halls and the corridors of the primary school. These observations focused on identification of inclusive practices in the school not only in the lessons, but in general. Those observations relate to the micro level according to the framework of this study (Cassady, 2011). The field notes and memos were analyzed iteratively to ensure the clarity and avoid misinterpretations. After reading the field notes, a final set of coding categories was formed. The themes were adjusted to the interview categories with an additional one included from the observations.

Ethical Concerns and Risks of Research

Prior to conducting any fieldwork, ethical approval was requested from the NU GSE ethics committee. This study had minimal risk to participants as participation was

voluntary. Information was kept confidential and the information they shared had no impact on their job security. The school permission for research was officially requested of the principal. This was provided in a letter which became evidence that the research had been approved by the NU GSE Ethics Committee as the researcher was a student of this university.

As this was ethnographic research that included the documentation analysis and descriptions of the classrooms and other events at school, I also asked for written consent from the participants. The research excluded any photos of children as they were not the objects of the research. The main focus was of the phenomenon of the inclusion in class and outside of it, thus, the field notes and observations were the main data.

Limitations

The biggest concern about this methodology was “how to compensate the lack of time in the field to clearly explicate the part played by subjective engagement and the lack of time to collect triangulated data to counter criticism of researcher bias” (Jeffrey, 2004,p. 543). However with my triangulation of methods of data collection I believe that all the possible bias has been minimized in this research.

It was also hard to choose a sample to study as while in the same place, some people were not willing to be observed and had concerns about being reported to the principal on their lessons. Also professionals in this school had different levels of experience. Initially, the purposeful heterogeneous sampling had been chosen as this adds more subjectivity to interpretations. In the end the snowball sampling was used due to the first two volunteers that invited the researcher to their lessons and then subsequently recommended their colleagues to be interviewed. Having considered the point that the

success of ethnography depends on the degree of openness to the researcher from the participants, I decided that snowball sampling was justified in this particular study. It is in people's nature to be aware and feel uncomfortable when there is an observation. There was a risk that participants might act to show their "best" behavior and "performance" trying to build a better image of them for the researcher. That is why observations were made only after so I spent some time in the school and could build some positive relationships with the teachers.

Chapter summary

Thus, methods of data collection were carefully planned and selected to avoid any possible limitations of the research methodology as bias and subjectivity of the researcher. In this regard, triangulation of methods and field notes were constantly analyzed to further select the main and most important findings. The results of the investigation are described in the following chapter. The information is organized by the chronological order of the instruments of data collection used, besides the moments when the findings contradict or disprove each other.

Chapter 4. Findings

This chapter presents the results of the collected data in this research through semi-structured interviews and casual conversations; analysis of the curriculum, lesson observation and observation notes in the field. The information is presented in a form of ethnographic design narrating the opinions, perceptions, epistemology and misconceptions of the respondents. The information is organized in accordance with the research questions but as ethnography allows, the themes and categories evolved within those questions after the life stories had been collected.

Respondents' Understanding of the Term Inclusion

The first aim of the formal face-to-face interview was to ask the participants to define inclusion and share their understanding of this phenomenon. As part of their responses, I heard the stories of their teaching practices and experiences. They were mostly describing the concept of inclusive education to be a mode of education in which every child, even those with special educational needs, study within the same classroom.

In line with this statement, some participants defined inclusion to be 'teaching values and morality'. Others emphasized the importance of equal opportunities, access to resources, education and equipment. Later, when I clarified their description of inclusive education, comparing it to their school, most of the teacher participants had doubts about this. One participant even stated that their school is 'just trying to become inclusive' or that teaching lessons in inclusive settings 'sounds nice in theory, but in practice it is extremely hard'.

Later it was added that the school used to be a special school with integrated classes for students with less severe disabilities. Then with the new policy of

inclusive education implemented in Kazakhstan, this school received the status of being an inclusive school and received much more attention and government financing as a result. Last year the school was refurnished and equipped, however most of the teachers were not trained to teach neither in inclusive settings nor to implement the renewed curriculum into practice.

Generally, teachers agree that inclusion is bigger than simply teaching physically disabled children. It is clear that teachers are aware of the main concept of inclusion as defined globally. As evidence of this, one of the respondents claimed:

Cooperation is a key element of inclusion. Any teacher works in conditions whereby individual children need more attention than others nowadays. I mean to successfully cooperate with children, colleagues and parents for better learning - this type of teaching is inclusion already, right?

It is clear from the above that inclusion is considered as teachers' attention to and respect for all students, and close communication with all stakeholders. Most of the teachers are willing to accept the children as they are and help them perform better in class. However, observations revealed that teaching practices have remained traditional and are not yet adjusted fully to satisfy the needs of all children.

Teaching Practices in Class

Inclusion was described as being the opposite of exclusion and segregation of students into special classes with a specialized curriculum, where they are kept aside from the rest of the school community. It is inclusion that also helps children cope with social challenges such as making friends and communicating with their classmates. To achieve this, there are a lot of school events organized to promote inclusion and cooperation between different groups of individuals. All the decisions and subsequent plans to organize these events and other activities related to learning

and teaching were planned after the school administration had met with teachers. These events were, thus organized according to the experience and recommendations of the latter.

The teachers discussed the fact that they have no assistants in class to help instruct physically disabled children, and this is why they are kept in a separate class studying according to individual programs that follow a special educational plan. There are cases when a child is mentally able to study the concepts taught in the regular classroom but has physical impairments, and yet, these children are in a special class, where the programme is taught orally and does not correspond to the ages of the children; rather, it resembles the content that would be delivered to much younger students. However, teachers and the school principal commented that this is the best alternative for children that can only cope with the general program with a teacher monitoring their learning:

It is not our fault that parents sent their teenage children to school so late. Now they have to cover the primary school program with our teachers, and if we place such a child in a group of Grade 4 children, there will be confusion for the teacher and children in this class. Of course, there won't be any communication between 9 and 14 year-old children. Also, teachers will have to either deal with 20 other children or pay attention to this only child who needs help to hold a pen or book...we have no other teacher who can help...no money for them...who will work in these conditions? (School Principal).

As a result, a group of three or four students of different ages attend a special class to learn mathematics and the alphabet with their special education teacher. Teacher 4 explained that she has to create ways to teach the yearly curriculum in several months to cover 11 years in three years only to give these children a chance to obtain a school certificate after graduation.

Teaching Styles

During class observations, teaching approaches mainly used included lecture style delivery of content and memorization techniques. Teacher 1 described her perception of inclusive practices in general as being partially realistic within the context. She believes that the major concepts of promoting communication, respect for others, and providing the support of individuals with special educational needs is a positive change in people's thinking, and in this context the policy of implementing inclusive education is a good initiative. In her opinion, even though teachers are trained to provide special education, it would nonetheless, be challenging to manage in a class with more than 20 children. She added that she does not believe that any teaching strategies can help maintain classroom discipline, nor could a teacher successfully apply active teaching methods to a class of this size. She further suggested that there needs to be an increase in assistants per class and better training for teachers. She described this as the best solution to the issue.

Teacher 1, who was also reluctant to generalize about inclusion of all children in one class, added:

I feel like children have to have their own pace to work in class to fit into a common program. But a few students with a mental development deficit require attention more often, so sometimes they need to be instructed individually, be given extra attention, or segregated for some period of time when they distract other children or behave aggressively in class.

This year, Teacher 1 and her students have started an NIS-Program¹ that contains up to three units on every subject and involves frequent and compulsory summative assessments after each unit. A teacher has no right to change the

¹ Educational Program that was developed with the assistance of Cambridge University and aimed at developing skills and employs constructivists theories for teaching and learning

assessment and has to find a method to teach that supports special needs children to enable them to pass these examinations. The assessment requires a lot of hard work to analyze and interpret phenomena and notions as well as develop transferable skills and higher order thinking. According to Teacher 1, if even the majority of the children who are without special needs in her class are unable to cope with the program requirements, how are those with special needs supposed to perform?

Yet, classroom observations revealed that Teacher 1 still is using what are considered more traditional methods of teaching such as lecturing, requiring silence in class, merely dictating and answering questions in front of the class. She steadfastly covered the program in the course plan, rather than teaching to the needs of her students, which resulted in a lot of homework. While teaching, she stood front and centre of the classroom, where she could not monitor the children sitting at the back, and yet, two of the students seated there, who were effectively separated from their peers had special educational needs due to their developmental lags. The severe tone and the instructions that were employed by this teacher seemed usual to the children; this is the authoritarian and direct teaching approach that was observed in this class. Students in this class were not allowed to talk, shout out the answers, move, or turn towards the back or side. For instance, some of her instructions included the phrases and imperatives such as “Did I tell you to write this down?! Yes!...why are you staring at me then?” or “Go to the board, N. if you cannot do it yourself.” (Teacher 1).

The students were never informed as to why they were performing the task, what it would teach them, or how they could cooperate to enhance their learning. All the tasks were completed orally as a class to be subsequently written down in their

copybooks without giving the students time to incorporate the new information. In this classroom, it appeared that the aim of the special needs children was to solely copy the information from the board neatly into their copybooks. Later after the class, Teacher 1 was proudly commenting on the progress of these children:

They can write now. Look at their copybooks. If you had seen them in the 1st Grade, they could not write. Now they are reading and writing. Why are they in the back? Because they speak out loud when they are writing or reading and distract others. There they do not talk and turn back because there is nobody in the back.

In contrast to Teacher 1, there was Teacher 2 who shares the values of the school by promoting them within the school and with the parents. She works in an inclusive class with 23 children, and only two are diagnosed as having mental disabilities. I frequently saw this teacher welcoming her students to class in the morning and discussing their progress with their parents. She was amenable to discussing the challenges that arise in class and seemed very sympathetic to students' parents and the children with special needs. However, according to her statement, she does not highlight these children as being special in class, but rather insists that they should have the same opportunities as all her other students. Thus, when I heard Teacher 2 giving a motivational talk to one of the parents, she was selecting supportive and encouraging phrases highlighting collaboration and hard work to achieve the results in future:

Yes, we have problems but we are fighting not to have them. Do not worry, your child is quite smart, don't you think K. can cope with the task as others do? This just needs patience... we will do it, right? Together (Teacher 2).

Instead of pinpointing the challenges, this teacher highlighted the areas that need to be worked on. Furthermore, while setting a task in the classroom, she tried to give clear instructions and focused on the process rather than the results. Despite

her students being unable to always do well in each lesson, she insisted on them performing the tasks individually first, before asking others for help. Compared to other teachers in this school, Teacher 2 attempted to use differentiation with the support from peers and teacher. I observed her moving from one desk to another helping her students, but without helping anyone more than it was required.

Regarding the students whom I was observing on the lesson in her class, the majority of them, despite the state of their abilities, behaved appropriately, were allowed to talk to each other, move around, and while there was noise it was productive noise of students working to complete the task. Most of the tasks that had been planned were either unfinished or only partially completed due to the lack of time. However, Teacher 2 was not disappointed with the fact that there were the tasks the class did not finish. In contrast, she highlighted the importance of the process and commented on each student's progress after the lesson by analyzing their achievements and the areas that required more work. She paid equal attention to each student, including those with special educational needs in her class. She smiled when she spoke; I did not hear her shouting at the children.

While giving her instructions, Teacher 2's voice was soft, pleasant and neutral. She did not express her irritation or any other emotions that could have revealed a negative attitude to the children's performance. She was patient during the whole lesson and smiled a lot after it ended. The children seemed to feel her positive mood and the atmosphere in class was appeared friendly. It seemed that the children felt safe in her classroom; they were welcome to ask questions and were allowed to make mistakes. In terms of teaching methods, flashcards and posters were used. The teacher managed to use these visuals to satisfy the needs of those

who perceive information best visually. She tried to reorganize student pairs and mini groups at least once during the 45-minute lesson.

Further in the second interview, she explained that she prefers more active methods of teaching in spite of the disadvantages of their producing a noisy and messy classroom. She also clarified her working process as one that focuses on the process of learning, rather than the results. She realizes that her students are not meeting the deadlines, but are meanwhile showing better knowledge acquisition according to their academic performance records. She believes that all students need extra attention, but it is essential to provide learners with core knowledge during class. Inclusion matters to her, but she does not see this phenomenon as being unique or new:

We used to teach large classes of up to 25 children. Of course, we had to find time for everyone. It is difficult to think of different ways to present the information for everyone or assess everyone. You know we cannot change the assessment system, but we, as teachers, can find the key to every student in the class. You spend half of the day with them, and if you are a real teacher, you will know what to teach to everyone in the class. So, inclusion for me is something I do every day. And I am not used to having assistants (speaks with emotion). Only if there is a big problem do I ask parents or colleagues to help, or to observe a child. Only in case of emergency, will I send a child to a special class (Teacher 2).

As evidence of the positive effects of the loving words she used with the children in her class, the children I saw complained that they felt tired but liked the lessons that day as they hugged the teacher and left the class smiling. One of the last children to leave approached the teacher to ask her to clarify part of the homework task she had assigned. She helped this child and I later saw her making notes about what the children were able to finish that day and what had been left undone to track their progress and plan for the next lesson.

The vast difference between Teachers 1 and 2 made me wonder about the possible reasons for their different attitudes toward inclusive practices in the classroom. Yet, by comparing each teacher's background, no significant difference was found in their education level, teaching experience, or in their ages. Regarding their training on inclusive practices, Teacher 2 had attended more school training sessions as well as an external event on this topic in Nur-Sultan. She had attended a lot of conferences and workshops in her area of specialization and was proud of having acquired a lot of certificates for the seminars she had attended from the educational organizations that had provided them.

Teachers' Epistemology

Another striking difference was that these teachers had become teachers for different reasons. In the first interview, both narrated their stories with different emotions and indicated that their respective motivation for taking on this profession was dissimilar. Teacher 1 stated that the reason for her becoming a teacher was the necessity of getting a higher education and a respected status due to having a high-level job in the society of Kazakhstan in the 1970s, while Teacher 2 was continuing a family tradition that had teachers who were devoted to their students and spent most of their lives teaching them. These two narratives seem to correspond to their attitudes to inclusion as described above.

The participants were eager to share their initial unwillingness to teach children with special needs when they were hired. During their interview teachers mostly stated that they had no idea they would ever teach to "these children". With

the time they confidently admitted that their teaching of students with additional needs improved, becoming easier for them and more productive for their students.

One of the respondents said:

I am trying to encourage them and have them feel that even small progress is a big step in the study. I am confident now and enjoy working with them because they motivate me and teach me a lot of things (Teacher 5).

Another example of the phrase that Teacher 6 used to reflect about her teaching methods and collaborative teaching culture in her interview was:

I still have some challenges but not as many as I had before because this is not my first year of teaching and I have a friend and a colleague of mine who is open to share the experience with me to help in my practice when I need it (Teacher 6).

The participants shared their opinions about the responsibility of the teacher in the classroom. Several of them shared the idea that the progress of children depends on the teacher. As for teaching practices that connects this progress in their abilities to working with children with special needs, Teachers 5 and 6 stated that in class they always consider the elements of the lesson plan more carefully, keeping in mind the need to include all students into the process. During their interviews Teachers 2 and 4 described themselves as professionals with high quality lessons and methodology. After the official part of the interview, Teacher 4 added that if the teacher is experienced he or she does not need lesson plans to teach effectively.

I observed lessons where the teacher used active teaching methods and interactive activities to have students move, work in groups or pairs, and peer assess each other. However, some teachers preferred to keep their leading position at the front of the classroom and had their students seated in rows only. The latter type of lesson was more standardized and was organized into orally checking the homework, having the teacher explain the new topic, exercises based on the examples, reading,

individual tasks and a final conclusion of the teacher about the students' understanding of the topics. Students' reflections and questions were discouraged in this class. These children had to stay after class as the teacher did not finish the lesson on time, so the break was taken up in class. The information that was left uncovered in class was usually given as homework. I checked the homework tasks teachers assigned and realized that some of them had to be completed in groups or pairs.

Observations Out of the Classroom

The teachers told me after the lessons that the students need to write some notes in their copybooks daily, otherwise the administration will think they are not working in class. That explains why a large portion of class time is devoted to students taking notes or copying their lessons from the whiteboard. Thus, in some cases, there is not enough time to cover the planned lesson material.

Among the outside activities I observed, physical exercises in the morning, and dance every day both in the morning and between the morning and afternoon shifts. Their break times are twenty minutes long. Those parents who are willing to participate in the morning exercises sometimes join their children too. This exercise regime is implemented to involve children in physical activities and promote a healthy lifestyle for the whole school community. This idea was implemented by the principal and highly supported by the staff. It needs to be noted that the discipline at this school is quite strict; I have never seen students running in the school or being disrespectful to others. The same situation was observed in their classes. Teachers shared their methods in achieving such discipline:

I seat students with disabilities in the first row. I also think that teachers should know a student well by talking to that student not only in class but

outside of it. Then a good relationship between a teacher and a student can be developed (Teacher 2).

Other results have shown that some teachers in this school are lacking the methodological tools to adjust the curriculum or actively teach in a way that enables their students to perform effectively. Completely ignoring the reformed curriculum, these teachers are against the recently introduced changes and suggested activities in these new programs. They consider these changes as not corresponding to the level of the students in their school and prefer to teach in the more familiar and comfortable traditional way they employed before the introduction of the new curriculum.

Curriculum and Its Relation to the Needs of Students with Special Educational Needs.

This year all the schools have started providing lessons from the NIS-program curriculum and this school is not an exception. Generally, the new system is very challenging for the students as it was initially created for talented and gifted students who usually ahead of their peers and need a more challenging individual educational plan. Also it is based on the conceptual knowledge and research skills development. Most special needs students are not capable of doing its modified versions that teachers used to teach before the renewed curriculum.

Part of the curriculum is assessment that is described and incorporated into the course plans. This assessment system is a new procedure, which requires that teachers need to be trained to be able to evaluate the tests objectively and construct criteria for tasks that used to be evaluated via a written test. The respondents commented that high levels of achievement in their lessons are now either too easy or too difficult to reach for their students. However, they did not say whether they are empowered with the ability to change and adjust the system. To support the learners,

teachers mentioned that they have to spend up to ten extra hours with individual students to ensure they will not fail the summative assessments.

Values in School

Introducing inclusive practices in the school, teachers noticed positive changes in the students' attitudes and their understanding of inclusion and morality: "Students with disabilities feel morally strong being in the same conditions as others, and all the other students help my hearing impairment child and a disabled one". Supporting this, I noticed children communicating during the break in a hall and a classroom. Teacher 3 agrees that inclusion fosters the cooperation and ethics at school as well as social integration of children with disabilities:

I have a student with mild intellectual deficits he was really difficult to talk with. Of course, he was avoided by others in the class, no one played with him. But I tried to talk more about his talent to draw and sing and praised him during the lessons. Now, he is well accepted. Other students help him with the tasks or to get to class and other facilities (Teacher 3).

The school principal supports the idea of morality and the ethical aspect of inclusion as a notion. She argues that it has more benefits than drawbacks and believes that "it [inclusion] socially enriches people, ensuring better acceptance and creating more chances to be educated." (School Principal, unofficial talk, 2019).

The Process of Implementing Inclusion

A major part of the second interview was to discuss the process whereby inclusion is implemented, and to highlight the benefits and difficulties the teachers have been facing during the process. The respondents expressed great concern about the early identification of children with disabilities and the process of screening in general. In their words, all these children come to school with the same diagnosis and

minimal recommendations that would help them study more effectively. Teachers noticed that there is a common specification for every child and in fact, that they were not examined properly. It has been recommended that those children with minimal intelligent deficits study in a general class within the same program provided to students without SEN. No other recommendations or comments about their memory, skill levels, or abilities have been provided.

Other issues that arose during the conversations were society's negative attitudes, the necessity that the school environment be friendly, and encourage parental involvement. Teacher 4 communicated the following:

Inclusion process will work only if we have an appropriate system of correct identification of any deviation in the children's development. We have cases, when due to society's inadequate reaction parents prefer to not identify their children as disabled. We need to ensure that there are no negative consequences to worry about after the diagnosis. They [parents] should know that the government cares about their citizens. We have special kindergartens, schools and Vocational Education and Training (VET) institutions. But honestly, nobody believes that these children have a future. If a person has a document identifying her or him as "disabled", which employer will hire such a person? (Teacher 4).

Evaluation of common challenges to implement inclusion in schools showed that teachers believe that only teachers of special education can conduct the process effectively as they have the knowledge and training for this. In other words, teachers prefer to have another person in class to deal with the student with special needs, while the teacher is teaching the rest of the children. Apart from that, teachers do not see their own development in methodological aspect as an alternative to having teacher assistants in the classroom:

It is quite difficult to teach big size class alone even though I am used to it with my teaching experience. I feel it would be better if I had a specialist in inclusion to help with management in class. I need someone who will sit and explain the information to M or S individually. I have no time to repeat things

over and over again. We do have one professional assistant, but she is busy visiting children in their homes and teaching them there individually (Teacher 2).

However, there was one teacher who actually talked about the individual approach in class while teaching and assessment analysis through providing more attention to every child and realizing the needs:

I have to teach students who have disabilities, and of course, it is difficult to treat a person patiently with attention, and talk to the parents. I spend half of the lesson with this child. But now that I know him, I can understand him easily. It is easier to assess his work now (Teacher 6).

In fact, all the teachers at this school had learnt the majority of their skills on the job. At university, they were not provided with any courses on teaching children with special needs or any additional training, but inclusion was integrated into this school in a gradual fashion with strong support from the principal. Despite their initial hesitation about the process of inclusion of all learners in one school despite their cognitive or physical abilities, most of them agreed that it is more beneficial if special educational needs children study in a mainstream with their same age-peers. These teachers claimed that as a developed nation, we have to accept inclusion in our schools and change classroom management techniques and methodology accordingly.

Other teachers highlighted a need to form more positive attitudes to children with disabilities among people in Kazakhstan in general and promote the idea of inclusion in education. They spoke honestly and admitted that even if they had harbored a negative attitude about this before being hired at this school they no longer felt this way. From a social perspective, they realize that there should be respect for others and the equal treatment of children with disabilities. Additionally, they believed that such children should be fully included in society.

Challenges of Teaching in Inclusive Settings

Coming back to the theoretical framework that guided the data collection process, the participants described numerous advantages and stated several barriers to implementing inclusion in this school. Namely, challenges arose from negative attitude of local society and individual teachers' inability to adjust teaching methods according to the class needs. In response to the question about challenges, teachers communicated that one of the challenges to inclusion and its successful implementation was the negative attitude of the parents of other children. Even though most of the teachers told me that the parents of their students are quite open and friendly to all of their children's classmates, it is really difficult to persuade them to accept the fact that their children are not lacking the teachers' attention because of the presence of special needs students in the classroom.

The problem becomes more serious when it comes to evaluate the perspective of the parents and how they see their children with disabilities. Thus, in case of early identification of any impairment in their children, such parents do not wish to accept the fact that their child has special needs and may need to be sent to a correctional class. Moreover, some of the parents receive this information negatively and are unwilling to take their child to a school that is assumed to be one that caters to slow and weak students and are considered "abnormal" by society. This is, unfortunately, how such a school is usually described in this town. As the school principal recalls, one of the parents claimed "my son is not stupid; teachers just can't find a way. But your school will mean that he is ... [stupid] for everybody in our town."

The lack of high-quality professional development for teachers was marked as another challenge to the successful implementation of inclusion. The school

principal informed me that she is a teacher trainer in The Oblast², and she in her turn, was trained a couple of years ago in Russia. Yet, in Kazakhstan, there is a dearth of information about this issue, no psychological support from specialists, and even, no proper identification of the problems; this is a great concern. She was sitting in her room talking about how her teachers need to be trained professionally to increase the level of their professionalism. She agreed that they are all good at teaching their subjects, and nice and kind individuals, but they need to change their mindsets to become more willing to participate in more effective teaching and learning processes for all children. She organizes weekly seminars and invites defectologists³ and psychologists to help her, but meanwhile, there are not enough psychologists in her school with so many children that need attention. That is why she strongly believes that her teachers have to become mothers, psychologists and advocates for all children's rights to education.

Additionally, the school principal noted that empowering teachers to implement the policy of inclusion is more effective than relying on a top-down approach and having policies dictated by the government without first finding out the real situation in schools. For the moment the school lacks specialists with high quality educational knowledge, and it is difficult to employ teachers for vacancies as there are no candidates who want to work in an inclusive school, where the salary range is the same as for any mainstream teacher. This is another macro level problem that was identified as a barrier to the successful implementation of the policy.

I noticed that this school does not employ enough teachers, and yet there are vacancies there. Moreover, most of the teachers are officially pensioners, and only

² a region

³ specially trained teachers that work with different speech impairments

work there part-time. The rest are either recent graduates or are approaching retirement. In their interviews, the teachers reiterate this issue raised by the principal. They have to teach all their classes for more than 24 hours a week and are required to remain there for two shifts daily. To cover the salary and hours they have to substitute extra besides their main teaching schedule. An example is that of an English teacher who teaches almost all the students at the school except those in Grade 5 as there are not enough English teachers. Due to these conditions, teachers complained about the workload and paperwork required to manage teaching in all these grades.

Chapter Summary

Chapter four has reported the results of the data collected in the process of conducting this ethnographic inquiry of semi-structured and informal discussions about the issue of inclusive education practices in school and teachers' attitudes towards it. The results that were collected were based on the two interviews with each participant, observations of lessons and after-class activities. The respondents demonstrated their controversial views to the phenomenon by supporting the idea of equity in education, however were unwilling to modify lessons and adjust their approach by utilizing more active teaching methods. In general, teachers have identified the lack of their own knowledge about the issue, a lack of training in the area, and other factors, such as workload and parental involvement, as factors that affect successful implementation of inclusion in their school.

Some of the teachers were completely unsupportive in class and later went so far as to express that they had very few hopes for the future of the children with additional educational needs. Meanwhile, there were some teachers and the school

principal who believed that it is the teachers who can initiate change through their small actions, which inevitably lead to progress that is subsequently reflected in the personal stories of the children in their school. In terms of lesson observations, these teachers showed much more willingness to teach all children regardless of their abilities and experience.

Chapter 5. Discussion

This study researched the phenomenon of teachers' perceptions and factors affecting them in one inclusive school. This chapter synthesizes the connection of the findings and theories in the study followed by some recommendations for future research in the process of implementation of inclusive education. It also highlights the limitations of the study and the overall implications of it. Each of the main findings will be discussed through the lens of the theoretical and conceptual framework used in this paper.

Framework

The theory of constructing knowledge and developing learning through communication and collaboration is widely discussed by Vygotsky (1980) and is applicable to the investigation of the phenomenon of inclusion in this context. It directed the study in terms of organizing the methodology section and creating a design for the study as well as identifying the definition of inclusion used in this research, and factors contributing to teachers' attitudes.

Teachers' Understanding of Inclusive Education Practices

The respondents in this study define the concept of inclusion as 'diversity', 'equity' and 'rights policy' that supports children of any age, race or social status and provides each the opportunity to get an education. While these notions all support human rights, what these school educators do not realize is that this also refers to the belief that all children should have the same rights as other children and be treated equally, and yet, this is often not the case. While they are physically in the same school, and in some cases, the same class as their peers, this is not complete

inclusion. The class observations revealed that many SEN⁴ students are not likely to be able to take in the same level of information or comprehend new concepts as readily as their peers. However, there was no accommodation or modification of the lessons made to meet their individual needs. These children are basically ignored during the lessons, and then they are expected to stay after class to study further because they cannot adjust to the instructional pace and methods of teaching.

In the European context (Boyle, 2012) this situation is referred to as 'a partial integration' of students with special educational needs into public schools. This understanding is acceptable in some contexts around the world (Messiou, 2017; Ainscow, 2005) where inclusion is defined as integration. However, this completely contradicts the social constructivist theory of disability and education issues of Lev Vygotsky (1980, as cited in Mahn, 1999), who defines inclusion as serving all students by adjusting lesson plans and being tolerant towards marginalized populations, accepting diversity and developing a deeper knowledge of individuals with SEN.

In this study, most of the educators and administrators share the same understanding of the broader notion of the concept excluding some teachers who were more neutral than most of the others. In general, most of the professionals working in the school agree that legislatively the children that are identified as having special educational needs should have a chance to receive their teachers' attention and have a right to receive a secondary education. The problem is that, in practice, these teachers are actually not welcoming or fully integrating these learners into their classes. They do not wish to spend additional time on their lesson planning or helping

⁴ Students with Special Educational Needs

a student who needs more support to catch up. In other words, these teachers accept the idea, understand the concept, can define it, but are not active participants of the implementation process of inclusion in class. This is similar to what is described in the studies of Macfarlan (2007), who found out that teachers personally are not willing to be involved into teaching students with SEN even though they claim inclusion generally is the right decision.

The results of the class observations helped to complete the understanding of what the school community defines as an inclusive school. It was noticed that only some of the teachers are motivated to communicate with the students with additional needs and their parents informally, or provide any extra support to help the student succeed. This is not in line with the recommendations of Macfarlane (2007), who insisted on keeping the relationship with children open and encouraging students to ask for help. Instead, teachers prefer to apply strict discipline and rely on highly structured teaching that limits the opportunities of these students to inquire about new or poorly understood concepts and ideas in order to further develop their knowledge. In this regard, teachers are described as being rigid, demanding and inflexible. They are set in their ideas. Furthermore, there is little collaboration or sharing with parents or colleagues, which may otherwise have given teachers additional ideas on how to work with particular students. The school culture is very individualistic with teachers for most part working in isolation.

Meanwhile, according to Kozleski et al (2007), successful inclusive teachers are persons who are described as being nurturing and being individuals who take on the responsibilities to change the school community and attitudes towards the implementation of inclusive education of children of any culture, ability, gender, language, class or ethnicity. The same idea is shared by Makoelle (2014), who believes that inclusion should

not merely be the action of physically integrating a child into a classroom without the attempt to organize the learning conditions to best meet the student's needs. Excuses such as classroom numbers, as was the situation in this school, for not best serving each student should not even be considered.

Another significant identifier of the teachers' understanding and attitudes towards inclusion is the language they use to address the children during and after the lessons. As one of the respondents said 'I do not believe in their future as they are disabled', it is apparent that teachers are used to primarily labelling children according to their disabilities and special needs. Phrases used to refer to individual students, such as 'inclusion case one', 'inclusion case two' may sound hurtful to some children, especially in front of the other children. Teachers might only subconsciously use this language, but it does show their attitude, and it has an ultimate impact on the degree of segregation that occurs because of their disabilities. Language is highly important when referring to children with special educational needs or disabilities in general as the research of Barnish (2014) revealed. Internationally, over the period of the last ten years, people have been making gains and improvements regarding the way they refer to people with special needs by using people first language.

To conclude, participants understand inclusion as 'their moral right and delivering values' to children. However after the participants left the room where I was interviewing them, I heard teachers discussing these same students during the break as 'chaotic', 'unrealistic to manage' and even 'problematic'. They even disagreed with the notion of accepting children with moderate physical disorders and having them mix with the others. Alternatively, they suggested having a system of correctional classes with a small number of children in each class, a less demanding curriculum, and defectologists working with special needs children, which again reveals the thinking that some children are defective

and need correcting. However, teachers expressed their hopes for the usefulness of equipment that can be used in their classrooms that in their opinion can enable the more effective delivery of knowledge to improve learning outcomes.

Factors that Contribute to the Formation of Teachers' Attitudes

The literature demonstrates that the effective integration of inclusion is formed on condition of the presence of several factors affecting teachers' attitudes, opinions and beliefs to this issue of inclusive teaching (Thomas & Loxley, 2001). Specifically, the key factors that align with the studies and that are worth considering in this research are teaching practices or teacher efficacy, curriculum adjustments and application, teacher's instructions, the school and class atmosphere (Barr & Smith, 2008). However, it appeared that there are other aspects to be noticed such as parental involvement, administrative support of teachers and training of teachers.

Interestingly, most of the participants agreed that professional development and training are the key factors that give rise to successful teaching, and ought to become a sound support to those teachers who have to deal with poor behavior of children with special educational needs and facilitate their adaptation in a class with the other 20 children. A similar conclusion was made by Makoelle (2009; 2012; 2014), who wrote that teachers should be trained methodologically, or alternatively, encouraged to reflect together to discuss their positive and negative teaching experiences.

Therefore, application focused training sessions for teachers are stated to be the best solution to the problem of teacher-efficacy (Lindsay, 2007).

Teaching Practices and Self-efficacy

Engaging students into the lesson is a key responsibility of a teacher. The teachers in this study described their intensive efforts to improve the performance level of all their

students. Teachers are proud of their experience and achievements at work. One example of this is my first meeting with Teacher 2, who proudly recounted how much her students with additional educational needs are progressing in terms of writing, speaking and reading in Grade 4. Another teacher conducted active and interactive classes to help these students further enjoy the lesson. These examples from the current study highlight the prominence of the teacher in any educational setting. The teacher's role has always been considered as the significant one in the learning process (Savolainen et al., 2017).

According to criteria put forward by UNESCO (2009), successful inclusion involves the triangulation of quality teaching, curriculum and parental involvement. In this light, parental support is a vital factor for student success (Dorfman & Fisher, 2002). Teachers also claimed that parents should be more involved into the process of learning and there is an attempt to include parents into this during morning exercises or parties. This in their belief would provide a clearer idea to teachers and help them see the students as individuals with caring families. Moreover, students' success is usually higher when parents are seen as an important stakeholder (Dorfman & Fisher, 2002). This can be one of the areas to improve in the school culture because the more developed the communication between the parents and school, the more likely the school as a whole will benefit (Dorfman & Fisher, 2002).

The teachers of the study displayed documents at their disposal that are intended to support individual learners, such as Individual Educational Plans (IEPs), and students' copybooks, but their lesson plans as represented by the (IEPs) did not contain any information about the differentiated activities teachers were planning to use in class. However, Teacher 2 does keep a diary of notes she makes while observing the children in her class and keeps track of their formative assessment results. Teacher 2 keeps records on

who among the students have provided the correct answers to her questions, or asked questions in class. Literature shows that keeping records of the students' progress is an effective strategy towards becoming an effective teacher (Dyson & Kaplan, 2005).

In class, most of the teachers fail to completely follow their lesson plans in terms of time, activities and materials used. The lessons are divided between teacher-centered, fast paced activities and individual studies with a lot of reading and writing. Actual time management in class and how the teacher ascertains whether the learner has actually understood the material is rarely considered. Among all observations conducted in their classrooms, only two teachers attempted to move around the class to monitor the students' learning. In this respect, traditional teaching is considered to be the best teaching strategy among the educators in this school and does not represent the changes suggested in the renewed curriculum.

Clement (2010) wrote about the need to have quality lesson plans for teachers in order for them to be prepared to face problems such as deviant behavior and classroom management issues. In other words, it is deemed advisable to have a detailed and well-prepared lesson plan that provides a description of any possible problems that may occur in class as this is an important ingredient for successful teaching. However, teachers heavily criticised differentiated lesson plans or collaborating on lessons with other colleagues. From observations and document analysis, their lesson plans presented a complete ignorance and lack of any effort to consider differentiation strategies. This refers back to the importance of teacher training and teachers learning how to plan their lessons more effectively. To support this, administration requires that teachers prepare detailed lessons plans and ensure enough collaborative planning between teachers to reduce the workload if they share planning equally. All these measures may help improve teachers' attitudes

towards efficient planning to satisfy the requirements of children with special needs.

Unfortunately, several of the respondents later claimed that the plans are just a formality and are standardized in order to present to the administration

Challenges in the Implementation Process

The findings identify several barriers that present inconsistencies with international definitions of inclusive schools. In summary, respondents named negative attitudes, parental misconception and assumptions about the school classification, the late identification of developmental problems among learners, large class sizes, and the absence of teaching assistants as obstacles that prevent them from teaching more effectively. These represent the most significant barriers towards the implementation of the policy. On the one hand, the stated challenges are the compounded consequences of poor management and decision making. Interestingly, many of them could be tackled (Scrugg & Mastropieri, 1996) by decisions taken by school principals.

Another difficulty the teachers frequently discussed was the assessment and evaluation system that they do not think works for students with disabilities. In their view, the division of special needs students who are more severely disabled into special correction classes and the inclusion of the less severely disabled ones is the best option to more fairly assess their students. Among their possible suggestions, the main one was not to assess students' performance by the descriptors provided. In their views, formative and summative assessments are too demanding for students with cognitive disabilities and other special educational needs. They stated that this creates more stress for the students. This is a new finding that is particular to the context of this study and was, therefore, not discussed in the previous literature.

Finally, the teachers expressed their concern about how they should teach children with severe disabilities. In their opinion, on the part of these students, it is not only challenging in terms of knowledge acquisition but also stressful psychologically. The respondents stated that because they have no special training to deal with students with such disabilities, they decided that having them placed in a special classroom would be the best option. In contrast to what most of the studies report (Avramidis, Bayliss, & Burden, 2000; Avramidis & Norwich, 2002; Rutar, 2012), teachers do not need to be specially trained to teach in inclusive classes where there are children with severe disabilities.. To conclude, it is not only that teachers are unaware of how to help children with emotional and physical disorders but that they have never tried to carry out any adjustments to differentiate their lessons and /or adopt more individualized approaches in their classroom settings.

Chapter Summary

The discussion of the findings reveals that teachers are unaware of the difference between integration and inclusion. Indeed, teachers believe they are doing their work in inclusive settings and stay motivated to help and develop social support for their learners with special educational needs on a daily basis. Meanwhile, the factors that affect their unwillingness to accept changes in inclusive practices are their lack experience, lack of training in teaching from the updated curriculum, the severity of their students' disabilities and large class sizes. In conclusion, this chapter discusses the barriers to implementing inclusion that are also part of the factors that influence the attitudes of teachers.

Chapter 6. Conclusions and Recommendations

This ethnographic study was aimed at examining the interrelationship between what teachers believe inclusion is and their teaching methods and practices to implement the concept in the school located in Almaty region that was chosen for the study. It also investigated the way teachers understand the phenomenon of inclusive education and to what extent they are able to adjust their teaching methods to provide for the needs of their students. This chapter summarizes the research findings, the implications of these findings, and makes recommendations for policy and school practices. The research questions that guided this study were:

- How is the concept of inclusion interpreted, understood and implemented?
- To what extent do the teaching practices used in class satisfy the additional educational needs of individuals in those classes?
- How does the curriculum correspond to the needs of inclusive education?

According to the findings, there are several conclusions that can be made. To answer the first research question about the concept and how it is observed at the school, teachers' background information, their stories and in-class language was analyzed. I also observed parents, other teachers and the school principal in between the lessons and during breaks. The information I collected has helped me to make the claim that this school is practicing what is described as integration (Boyle et al., 2012) rather than inclusion as the characteristics of this inclusive school does not match to what suggested in the Index of Inclusion (Booth & Ainscow, 2002).

However, in this school, the children are separated according to the degree of their disabilities and those with the most severe disabilities study in different buildings. There are some attempts to gather the entire school community during morning exercises, but other social events are held separately by the special teachers and their special needs

students in their classes. Despite there being a misinterpretation of the concept of inclusion among the whole school community, teacher attitudes are, nonetheless, open and positive.

Two out of six teachers at the school believe that teachers are able to adjust their teaching in inclusive settings regardless of whether any changes have been implemented in the educational system and the curriculum, and how many students with disabilities are present in class. These teachers agree that teaching everyone with equity and working hard to deliver the information to their students are their main priority, which forms part of their teaching philosophy. These findings have led to the salient conclusion that a renewed curriculum and teacher training will eventually evolve into a transformation of their beliefs, attitudes, and pedagogy (into using differentiated methods and instruction in class). This will contribute to adjustments of teaching methodology and the construction of a collaborative school culture.

As for the second research question, the pedagogical approaches and classroom practices that were observed revealed that most of the teaching was delivered through lecturing, teacher instructions and written activities. Classroom technology, flashcards, and any other visuals, other than the board were not or only rarely used by the teachers to support the different styles of their students' learning. Teachers are also relied on a question-answer manner of teaching without any pair or group work, as they reported that this disturbs classroom discipline. Moreover, teachers do not plan their lessons in accordance with the course plans from the updated program; instead, they use the ready-made lesson plans that they download from a national methodological website⁵ for teachers in order to have a lesson plan for the sake of its physical presence, not to use it in teaching. There is no culture of co-planning as teachers think it would take a lot of time,

⁵ www.smk.edu.kz

which they already lack. In addition, choral response and individual performances in front of the board are considered to add more stress for students in the class. Students with special educational needs to sit in the back and are not allowed asking for help or talking to other classmates as this is treated as breaking the rules of discipline. There are teachers who do try to encourage all the children in the class to participate, but most of the observed lessons were traditional. To sum up, these teaching practices completely contradict inclusive classroom practices.

The course plan suggests all the main class activities, differentiation and extra tasks, and support that a teacher could provide to challenge or facilitate their learners. However, teachers are too skeptical to accept this change to the system and prefer to conclude that school does not contain the appropriate conditions to implement the ideas suggested, and the equipment is too problematic to use in class, especially due to time limitations. Other external problems with curriculum implementation are that the number of teaching hours per subject is limited, and this affects students' comprehension of the information. Finally, the summative assessments after each unit, which are compulsory and fixed in time, do not allow the teachers to be academically autonomous nor to sufficiently revise the material before testing.

Recommendations

Having analyzed the findings of the present study, some recommendations were developed to contribute to the development of inclusive education in Kazakhstan. First of all, to increase the willingness of teachers to become more effective in teaching, regardless of whether the classroom setting is inclusive or not, teachers are suggested to reflect on their practices in a set of professional training sessions (Avramidis et al., 2000; Center & Ward, 1987; Lindsay, 2007; Jordan, 2009; Lindsay & Stanovich, 1997). Teachers would

particularly benefit from having professional discussions of successful case studies and interacting with specialists in inclusive education, as well as learning how to use the updated curriculum in a more efficient way.

Simultaneously with such training whereby teachers would improve while reflecting on their experience (Makoelle, 2012), they would learn how to differentiate their lessons and create tasks to develop students' communication and research or critical thinking skills, that are unrelated to the acquisition of factual knowledge. The school administration should better support the initiatives of those teachers who are already teaching with a student-centered approach and are ready to share their expertise with their colleagues. It has been proven that this kind of support is an effective factor influencing the attitudes of educators (Lindsay, 2007). Furthermore, external assistance could be obtained from trainers in inclusive education to mentor teachers and guide them towards the implementation of new strategies in teaching. Finally, the continual participation of the administration in the collaborative process will help develop mutual trust among all the stakeholders of inclusive education.

To broaden the collaborative atmosphere in a school that practices inclusive education, parents and educators should develop close relationships. All stakeholders should feel affiliated to the institution and share the same values and mission of the school. To have a clear vision of the role of every stakeholder of a school, the mission must first be clarified and discussed within the school community. To further enhance such a collaborative atmosphere, more teambuilding or social events should be organized for both parents and teachers. The school that was part of this study displayed positive examples of these types of communal activities, one of which was a warm-up in the morning when teachers, parents and students do morning exercises together, which both students and

parents seem to enjoy. Another positive example that seemed to be motivating and tended to unite stakeholders was a concert performance organized by students and parents to honor the teachers on their professional holiday. This exhibited the tight connection and collaborative teamwork of both the parents, students and teachers. All the participants expressed their positive emotions after the concert, and the atmosphere at the school that day was friendly and homey. With such examples, we can see why it is recommended to organize more activities to build a stronger rapport between teachers and parents.

Limitations of the study

The major limitation of the study lies in the chosen research design as it is based on attitudes and beliefs that are difficult to measure despite all attempts to be objective to the utmost degree. Furthermore, the sample of six teachers does not provide the opportunity to generalize the information gained to the whole school. Additionally, the amount of information gathered in the data collection process was analyzed over a short period of time and may include some inconsistencies or subjective judgements, even though the researcher was trying to select information that was only related to the research questions.

Recommendations for further research

As inclusive education is a novel concept in Kazakhstan, this school supplied the necessary example of one in which educators are currently dealing with its implementation. With the limited knowledge available in the specifications regarding inclusive education, I suggest investigating other inclusive schools and centers in Kazakhstan to compare the attitudes of teachers on a more national level and sharing the best practices that come out from this around the country.

The current research might be useful for policy makers and local authorities to inform the measures they may take to improve issues now present in inclusive classrooms, specifically with professional training on the curriculum, methodology, and the use of school equipment and other teaching aids that would help teachers teach more effectively. Another priority would be to pay more attention to medical personnel who specialise on the identification of disabilities. Here, policy makers can enact measures to control or develop the qualifications of these specialists in order to improve the diagnostic processes of children, better identify their disabilities, and provide appropriate recommendations to educators.

Final Reflections

Having finished this thesis and becoming completely engrossed in the information I have collected, I have learnt that the field of inclusive education is quite topical, nowadays. It would be relevant to study this subject further, both internationally and in the Kazakhstani context, as it has not been sufficiently researched. I also discovered that, as a research method, ethnography is a wide area to study, and I have, so far, attempted to study just a small part of it. However, during the year I have spent working on this thesis, I have evolved into a more mature emergent researcher than before beginning my thesis and now feel more qualified to discuss the issues related both to inclusive education and methodology in much more depth with other experts in the field. I can confidently claim that I developed several life-long learning skills, namely searching and selecting only the most relevant information to my study, planning and organizing my work, analyzing what I observe and hear, and finally, applying research skills to solve practical educational issues.

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Appendices

Appendix A

INFORMED CONSENT FORM

Teachers' Attitudes and Willingness Towards Inclusive Education Practices in One Secondary School in Kazakhstan: An Ethnographic Study

DESCRIPTION: You are invited to participate in a research study on exploring the attitudes of teachers towards the inclusive education practices and the process of its implementation in schools in the Almaty region. You will be asked to participate in a face-to-face interview which will last about one hour and will be audio taped. Your name in the data will be coded and will not be associated with any part of my written research report. All the information and interview responses will be preserved confidential.

TIME INVOLVEMENT: Your participation will take approximately 1 hour.

RISKS AND BENEFITS: The risks associated with this study are minimal. Participants will in no way have an impact on their current employment status. There are no other risks associated with this study. I am going to collect personal information that is absolutely essential to the research activity only. The research has an interest in the school, where inclusion is being implemented and it aims to describe the process in details for further experience dissemination. We are interested in your opinion a lot. However, your decision whether or not to participate in this study will not affect your employment.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study will be written up in my Masters' Thesis. They may also be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact Nadezhda Ponamareva - Master thesis student and her supervisor Janet Helmer through their emails: Nadezhd.Ponamareva@nu.edu.kz, Janet.Helmer@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Отношение учителей и их готовность к внедрению практики инклюзивного образования в школе

ОПИСАНИЕ: Вам предлагается принять участие в исследовательском семинаре по инклюзивному образованию в регионе. Вас попросят принять участие в личном интервью, которое продлится около часа и будет записано на аудио. Ваше имя в данных будет закодировано и не будет передано никому. Вся информация и интервью будут сохранены конфиденциальными.

ВРЕМЯ УЧАСТИЕ: ваше участие займет около 1 часа.

РИСКИ И ПРЕИМУЩЕСТВА: риски, связанные с этим исследованием, минимальны. Участники не будут влиять на их нынешний статус занятости. Других рисков, связанных с этим исследованием, нет. Я собираюсь собрать информацию, которая абсолютно необходима. Исследование заинтересовано в школе, где она внедряется, и она направлена на описание процесса. Нам очень интересно ваше мнение. Однако ваше решение о том, участвовать или нет в этом исследовании, не повлияет на вашу работу.

ПРАВА УЧАСТНИКА: Если вы прочли эту форму, пожалуйста, поймите, что вы имеете право отозвать свое согласие или прекратить действие. право. Альтернативой является не участие. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты этого исследования будут написаны в тезисе магистров. Они также могут быть представлены на научных или профессиональных собраниях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у вас есть какие-либо вопросы, проблемы или жалобы на это исследование, его процедуры, риски и выгоды, свяжитесь с студентом магистрантом и ее супервайзером Понамаревой Надеждой и Джанет Хэлмер по имейл Nadezhd.Ponamareva@nu.edu.kz, Janet.Helmer@nu.edu.kz.

Независимый контакт: Если вас не устраивает то, как вы работаете, обратитесь в Исследовательский комитет NUGSE в [gse_researchcommittee @ nu. edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Пожалуйста, подпишите это согласие.

- Я внимательно прочитал предоставленную информацию;
- Мне была предоставлена полная информация о цели исследования;
- Я понимаю, как будут собираться данные, и что любая конфиденциальная информация будет видна кому-либо еще;
- Я понимаю, что я могу свободно покинуть кабинет в любое время без объяснения причин;
- Имея полное знание обо всем этом, я согласен с моей собственной волей.

Подпись: _____ Дата: _____

Дополнительная копия этой подписанной и датированной формы согласия предназначена для вас.

Согласно Закону Республики Казахстан, ребенок в возрасте до 18 лет считается ребенком. Любой родитель (родители) или опекун (ов) родителя (ов) должны были быть включены в форму согласия родителей

АҚПАРАТ ЖӘНЕ БАЙЛАНЫСТЫ ФОРМА

Қазақстандағы бір орта мектепте мұғалімдердің қарым-қатынасы және инклюзивті білім беру тәжірибесіне дайындық: этнографиялық зерттеу

СИПАТТАМАСЫ: Сіздерді инклюзивтік білім беру практикасына және Алматы облысының мектептеріне енгізу процесіне мұғалімдердің қарым-қатынасы туралы зерттеуге қатысуға шақырамыз. Сізге бір сағатқа созылатын және аудиоға жазылатын жеке сұхбаттасуға қатысу сұралады. Сіздің атыңыз деректерге кодталады және менің жазбаша зерттеу есебімнің қандай да бір бөлігіне байланысты болмайды. Барлық ақпарат пен сұхбат құпия түрде сақталады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 1 сағат уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Осы зерттеуге байланысты тәуекелдер аз. Қатысушылар жұмысқа орналасу мәртебесіне ешқандай әсер етпейді. Осы зерттеуге байланысты басқа да тәуекелдер жоқ. Мен ғылыми-зерттеу жұмыстары үшін өте қажет жеке ақпаратты жинайтын боламын. Зерттеу интеграцияны жүзеге асыратын мектепке қызығушылық тудырады және тәжірибені ары қарай тарату процесін толық сипаттауға бағытталған. Сіздің пікіріңіз бізді қызықтырады. Алайда, осы зерттеуге қатысу немесе қатыспау туралы шешім сіздің жұмысыңызға әсер етпейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады Nadezhd.Ponamareva@nu.edu.kz, Janet.Helmer@nu.edu.kz.

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

Appendix B
INTERVIEW PROTOCOL

Project title: Teachers' Attitudes and Willingness Towards Inclusive Education Practices in One Secondary School in Kazakhstan: An Ethnographic Study

Interviewee:

Date:

Time: February, 2019

Place: secondary school in Kazakhstan

Preliminary procedures: introducing self, the purpose of the study, and anonymity protection; getting permission to audio record; signing the consent form.

Dear Participant,

Thank you for taking the time to participate in the interview which is part of my thesis master's program. The following questions will help me learn more about your attitude towards the inclusive education in Kazakhstan and the process of its implementation in your school. During the interview there may be some additional questions that will help me to clarify your answers. I would like to remind that the confidentiality and anonymity of your responses will be kept.

Participant Background Interview Questions:

1) How long and in what capacity(ies) have you been in education?

- 2) What subject area/grade level do you teach?
- 3) Tell me about your experience and professional qualifications
- 4) How can you describe inclusion in your own words?
- 5) What is your opinion of the inclusive education?
- 6) Can you share your concerns about the implementation of it?
- 7) Do you enjoy working with children outside of the class?
- 8) Do you feel any support from the administration and parents at school?
- 9) How can you characterise the curriculum in terms of its content and direction to inclusiveness?
- 10) What are you lacking to teach successfully as you dream about?
- 11) Can you agree that children in class only benefit from inclusive education? Why (not)?
- 12) To what extent are you able to apply the methods recommended for inclusion in your classrooms?

Interview 2

1. Describe a typical day with children with disabilities in your class?
2. How students with disabilities were included in your class?
3. How did you feel when you first came to this school?
4. What are the pros and cons of the inclusive education in your opinion?
5. Could you please give any example of challenges that you felt in the process?
6. Who do you think support you most when you feel the challenges in your job?

7. what about parents? what is their role in the process?academic activities?

8. Do you have enough equipment and other services provided to support children with special needs in school?

Thank the participant for the interview. Assure them again about the confidentiality of received information.

Appendix C

Interview 2 transcript

1: Откровенно говоря, я не верю в их будущее. Хотя и определенно, это очень хорошая практика и идея включать детей в классы вне зависимости от их положения в обществе или если вдруг они немного не дотягивают по успеваемости в классы, где учатся обычные дети. Потому что эти дети такие же, как их сверстники. Им нужно чувствовать, что их не исключают из толпы.

2: Я учитель со стажем в 27 лет на данный момент. У меня есть несколько курсов, которые были проведены по внедрению инклюзивного образования и как работать с детьми с особыми потребностями. Но до этого, у меня никогда не было специальной подготовки раньше. Теперь пришлось научиться работать с ними. Моя школа отправила меня изучать этот вопрос. Мне хотелось помочь людям, и мечта стать учителем была с детства. Когда впервые мне пришлось работать с детьми-инвалидами, то, что же делать, но позже моя школа отправила меня на курсы, и я вроде как научилась преподавать по новой программе. Но все равно групповая работа это лишь трата времени и нарушение дисциплины, во многих случаях это тот момент, когда за счет других дети не выполняют работу. Так, что я бы усомнилась в новизне программы и методах, а также в эффективности этих методов на практике.

3: Каждый день мы начинаем в 8.30 и проводим физические упражнения на улице. Затем они идут на занятия до обеда с двумя учителями в специальном классе. После занятий они могут пойти домой или остаться делать домашнее задание при поддержке помощников. В первый раз у меня был такой урок, я была не очень счастлив. У меня не было знаний, я не знал, что делать. Не чувствовать себя исключенным. Но теперь, после обучения, которое у меня есть, я чувствую, что у

этих детей есть интересные идеи и активность. У меня все еще есть некоторые проблемы, но не так много, как раньше. Они всегда чувствуют давление. Но я стараюсь продвигать эти ценности. Я учитель старой школы, я не люблю просить о помощи. Я не умею искать информацию в Интернете, но у меня есть помощник, чтобы помочь мне с этим.

5: Поддержка родителей - спросите, опасны ли они или могут напасть на своих детей. Но я пытаюсь объяснить, что они одинаковы. У меня 5 жалоб в год, но по сравнению с 10 годами это было намного больше. Мы государственная школа, поэтому финансирование осуществляется государством, но мы можем себе позволить только нас как учителей. У нас есть психолог, но не обученный особенностям инклюзии. И со стороны администрации чувствуем доверие и поддержку да, директор вполне поддерживающая женщина, она вдохновлена, она молодец конечно. однако есть и другие лица и организации перед которыми нам необходимо отчитываться и по программам и по качеству обучения и даже за индивидуальные планы по детям. Как же тогда говорить о позитиве или поддержке если со всех сторон давят....

6. В академической деятельности есть дополнительные занятия, и мы помогаем им с домашней работой и снова объясняем темы. Я даю им дополнительные 10 часов в неделю. Да это трудно, потому что они могут соответствовать картинкам, но говорить очень трудно для них. Но в некоторых предметах они могут показать свое творчество как уроки искусства или физкультуры. Я делаю все возможное, и мне не нужно, чтобы кто-то был вовлечен в мою работу. Я мог бы сказать вам, что они делают успехи столько, сколько могут. С хорошим отношением учителей дети могут

показать результат?! Да пожалуй нет, даже если там у вас два преподавателя на 20 человек. О каких методах может идти речь?

Appendix D

During observation notes	
<p>Attitude T2 - gently speaks, loud voice, moves around the class and kids, more open, patient</p>	<p>Skills and techniques (FA, feedback, climate, rapport, differentiation, access to learning equipment)</p> <p>Cards, flashcards, songs, moving children in class in the middle, pairing weaker and more able, open to questions, assessment of tasks orally, no criteria. No negative FB if some kids could not do it</p>
<p>Children and their behaviour - Loud, messing a bit, smiling, distracted easily, hug the teacher, 3 ss only, complain that tired</p>	<p>Positioning in class - next to children, moving. Kids are in a row then pairs.</p>
<p>Group or pair work - mostly individual. Then pair work and finally a group one</p>	<p>Assessment and evaluation - sets the aim of the lesson. Then the task but does not say how they will do it correctly. After completion she says that only one could do it - others are not commented</p>

During observation notes 2		After the lesson
<p>Attitude T1 - strict, neutral, no support to kids</p>	<p>Skills and techniques (FA, feedback, climate, rapport, differentiation, access to learning equipment)</p> <p>Lecturing, strict, no special equipment used jut board and desks and copybooks, no FA, checking home task as a class, dividing kids b levels and rows</p>	
<p>Children and their behaviour - Quite, only some ss speak in class, raise hands, not</p>	<p>Positioning in class - teacher in the center, in front of kids, rows, inclusive kids are in the</p>	

used to pair work or group work, feel the mood of the teacher	back	
Group or pair work - only individual on all stages and lessons	Assessment and evaluation - sometimes asks others to assess some kids to help the teacher, checks with no criteria just comments in general, marks are traditional from 2 to 5.	