**STAVOVI UČITELJA I NASTAVNIKA OSNOVNIH I SREDNJIH ŠKOLA LIČKO-SENJSKE ŽUPANIJE O PROVEDBI OBRAZOVNE INKLUZIJE**

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Sažetak

U akad. god. 2016./2017. provedeno je istraživanje *Stavovi učitelja i nastavnika osnovnih i srednjih škola Ličko-senjske županije o provedbi obrazovne inkluzije*. Istraživanje je obuhvatilo gotovo sve osnovne i srednje škole u toj županiji. Inkluzivno obrazovanje (NOK, 2011: 26) pretpostavlja načelo „uključenosti svih učenika u odgojno-obrazovni sustav uvažavajući odgojno-obrazovne potrebe svakog djeteta, učenika i odrasle osobe, napose onih koji su izloženi marginalizaciji i isključenosti“. U istraživanju je primijenjen *Upitnik o procjeni inkluzivne odgojno-obrazovne prakse u predškolskom i osnovnoškolskom sustavu odgoja i obrazovanja* autorica Kudek Mirošević i Jurčević Lozančić. Faktorska analiza upitnika pokazuje da on mjeri 6 latentnih dimenzija: 1. Uključivanje djece s teškoćama u sustav odgoja i obrazovanja; 2. Metodičko-didaktički aspekti rada (odabiranje adekvatnih metoda/načina rada); 3. Prihvaćanje djece s teškoćama od vršnjaka i njihovih roditelja; 4. Kompetentnost u radu s djecom s teškoćama i njihovim roditeljima; 5. Primjena individualiziranih odgojno-obrazovnih programa; 6. Stručno usavršavanje i suradnja u okviru odgojno-obrazovne ustanove. Osim osnovnih deskriptivnih podataka i postupaka inferencijalne statistike zanimljivo je bilo ispitati kako pojedini prediktori (spol, dob i radni staž nastavnika, stupanj obrazovanja i obrazovanje za rad s učenicima s posebnim potrebama, potpora u inkluzivnoj kulturi škole, suradnja s roditeljima i drugim institucijama u zajednici) pridonose razvoju inkluzivne kulture škola (latentne dimenzije kao kriteriji) u ovoj županiji.

**Ključne riječi**: obrazovna inkluzija, stavovi učitelja i nastavnika, osnovne i srednje škole, Ličko-senjska županija, inkluzivna kultura škola.

**ATTITUDES OF TEACHERS AND PROFESSORS IN PRIMARY AND SECONDARY SCHOOLS IN LIKA-SENJ COUNTY TOWARDS IMPLEMENTATION OF EDUCATIONAL INCLUSION**  
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Abstract  
  
In the academic year 2016/2017, a research was conducted on the topic of *Attitudes of teachers and professors in primary and secondary schools in Lika-Senj county towards implementation of educational inclusion*. The study included almost all primary and secondary schools in that county. Inclusive education (NOK, 2011: 26) assumes the principle of "inclusion of all students in the educational system taking into account the educational needs of all children, students and adults, especially of those who are exposed to marginalization and exclusion." A *Questionnaire on the evaluation of the inclusive educational practice in preschool and primary education system* by Kudek Miroševic and Jurcevic Lozancic (2014) was applied in this study. Factor analysis of the questionnaire shows that it measured 6 latent dimensions: 1. Inclusion of children with disabilities into the education system; 2. Methodical-didactic aspects of work (selection of appropriate methods / modes); 3. Acceptance of children with disabilities by their peers and their parents; 4. Competency in working with children with special needs and their parents; 5. Application of individualized educational programs; 6. Professional training and cooperation in the context of the educational institution. In addition to the basic descriptive data and methods of inferential statistics, it was interesting to examine how individual predictors (gender, age and length of service of teachers, level of education and training for work with students with special needs, support in the school’s inclusive culture, cooperation with parents and other institutions in the community) can contribute to the development of inclusive culture in schools (latent dimensions as criteria) in this county.

**Keywords:** educational inclusion, attitudes of teachers and professors, primary and secondary schools, Lika-Senj county, schools’ inclusive culture.