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‘LET’S PLAY A GAME’ – INCLUSIVE EDUCATION IN THE PIERRE BOURDIEU’S *ILLUSIO* SPACE

We want schools to take each of their goals seriously but not to push any one of them too far, since to do so would put other, equally valued goals in jeopardy. We ask it to promote social equality, but we want it to do so in a way that doesn't threaten individual liberty or private interests. We ask it to promote individual opportunity, but we want it to do so in a way that doesn't threaten the integrity of the nation or the efficiency of the economy. As a result, the educational system is an abject failure in achieving any one of its primary social goals.¹

INTRODUCTION

Inclusive education as a field for social research

Year by year, in Poland, the number of students enrolled in special schools is decreasing, as is the number of schools themselves – in the 2016/2017 school year, there were about 2,400 of them, while in the 2019/2020 school year, it was only slightly over 1,900.² This might be an indication that more and more pupils

¹ D.F. Labaree, *Someone has to fail: The zero-sum game of public schooling*, Harvard University Press, 2010, p. 17.

² NIK, *Kształcenie w szkołach specjalnych*, Departament Nauki, Oświaty i Dziedzictwa Narodowego, 2021, <https://www.nik.gov.pl/plik/id,23409,vp,26129.pdf> [dostęp: 5.11.2021].

with disabilities now attempt to join inclusive schools. As a teacher who works in inclusive schools, the Author sees some discrepancy between these declarations and reality; features of a hidden 'game' can be observed, overlapped by assumptions, declarations, regulations, teachers' beliefs, and parents' expectations. Hence, the research problem. For many years, special schools have been pivotal in the education of pupils with special needs. In quite a number of countries, administrators and educators have put a great deal of effort into the development of a thorough and fully accepted system of special schools. In this kind of school, all the available expertise has been concentrated in an attempt to educate pupils with special needs to the greatest extent possible. Because of the uncommon, special instruction provided in these schools, many function as separate, independent schools.³ In recent years, most developed countries have experienced the advent of an inclusive education movement that is gradually replacing traditional forms of segregated education.⁴ This has resulted in many more students with special educational needs (SEN) now attending mainstream schools. This trend toward inclusion embraces far more than students with disabilities by seeking also to provide equal education opportunities for all students, regardless of ability, race, religion, and socio-economic background.

The idea of inclusive education emerged in the West in the 1960s. In Poland, the organization of the first inclusive schools began in the early 1990s. Inclusive education in Poland has its origins in 2006 when Poland became a member of the European Agency for Special Needs and Inclusive Education. Although earlier studies on the inclusion of children with disabilities in primary schools have not been found in the literature, only since 2006 has there been an increase in the interest in inclusion. Inclusive education is based on the social understanding of the needs of people with disabilities, who have the right to use universal education on equal terms. There are up to five children with disabilities and two teachers work at classroom at the same time.⁵ This kind of education has been associated with universal education on the level of a number of assumptions and the ways of achieving them. The education of people with disabilities has ceased to be a discipline of interest only to special educators.⁶ The term inclusive education refers to a combination of two parts of reality that had formerly functioned relatively

³ S.J. Pijl, C.J.W. Meijer, S. Hegarty, *Inclusive education: A global agenda*, Routledge, 1997.

⁴ S. Hegarty, M. Alur, *Education and children with special needs: From segregation to inclusion*, SAGE Publications, 2002; C. Forlin, *From special to inclusive education in Macau (SAR)*, "International Journal of Inclusive Education" 2011, Vol. 15, No. 4, pp. 433–443.

⁵ MEN, Rozporządzenie Ministra Edukacji Narodowej z dnia 28 lutego 2019 r. w sprawie szczegółowej organizacji publicznych szkół i publicznych przedszkoli (DzU z 2019 r. poz. 502).

⁶ G. Szumski, *Integracyjne kształcenie niepełnosprawnych: Sens i granice zmiany edukacyjnej*, Wydawnictwo Naukowe PWN, Wydawnictwo APS, Warszawa 2013.

independently. As a result of this final combination, a new form of social practice was created.⁷

The study of this practice has required new theoretical concepts that go beyond the conceptual framework and conceptualization of reality. The concept, implementation, and assumptions of school inclusion have undergone significant changes over the years and have been determined by the vision for the development of education for children with disabilities. In special education, there have been changes that make it possible to go beyond common knowledge, including that of inclusion. It is not about the concept of inclusive education itself, or, in the simplified version, inclusion, but rather about the process and even the current and specific view of reality. In this sense, the integration paradigm means the dissemination of consent for the coexistence of disabled and non-disabled people.⁸ Inclusive schools are, by definition, community schools, which aim to involve parents in the work of education and bring the local community closer. An inclusive education system is based on the fullest possible inclusion, in ordinary schools and other educational institutions, of children with disabilities, while taking into account their different needs. This system has been an attempt to answer the increasingly often articulated slogans concerning the special educational needs of people with various types of disabilities. By design, inclusive education covers individuals with all types of disabilities. Its basic assumption is the necessity for creating conditions for disabled people to be able to grow and gain knowledge in a natural environment among able-bodied peers, as well as shaping positive psychosocial ties between disabled and non-disabled peers.⁹ Inclusive education is integrally connected with universal education at the level of the education system's ideological assumptions, and the ways in which they are achieved. As teaching practice shows, noble ideas are not always reflected in educational practice. Thanks to an analysis of the literature relevant to research results on the process of students' inclusion into school, it can be noted that inclusive education is still imperfect and not fully described scientifically. This requires hard and persistent work. The conclusions drawn from educational experience and practice have had a significant influence on the modification, enrichment, and improvement of inclusive forms of education for the disabled. And the experience of inclusive teaching has contributed to a change in the view that special schools should be places of education for children with disabilities. Even though researchers are eager to engage in this

⁷ R. Pachociński, *Współczesne systemy edukacyjne*, Instytut Badań Edukacyjnych, Warszawa 2004, p. 9.

⁸ A. Krause, *Współczesne paradygmaty pedagogiki specjalnej*, Oficyna Wydawnicza "Impuls", Kraków 2010.

⁹ A. Stankowski, M. Balukiewicz (red.), *O trudnej sztuce bycia razem, czyli różne oblicza integracji*, Oficyna Wydawnicza "Impuls", Kraków 2006.

inclusive movement, so far, research on inclusive schools has been fragmentary. The main goal of the research is most often to determine the attitude of teaching staff and parents towards inclusion in a regular school. However, little is known about the actual activities that take place within education: to what degree the inclusive education postulates are in line with the needs of contemporary recipients, and whether these assumptions have foundations.

This article is a proposal to create a theoretical framework for research on inclusive education based on P. Bourdieu's field theory.¹⁰ The scientific objective of the described project is to examine the assumptions of inclusive education in its hidden dimension, together with the confrontation between theory, practice, and declarations obtained from subjects; as well as to analyze the presence of the category of appearances in this type of education in a critical manner. The features of the studied phenomenon will be presented, and a critical analysis of the functioning of inclusive classes in the area of school education will be carried out; this will result in a description of the reality, and the mechanisms present in inclusive education. It is important to examine the place teachers (of children included in inclusive education) assign to it in the system of goals and developmental needs, and to determine the optimal pedagogical activities in this area. P. Bourdieu argued that in order to understand interactions between people, or to explain an event or social phenomenon, it was insufficient to look at what was said, or what happened. It was necessary to examine the social space in which transactions, events, and interactions occurred.¹¹ Therefore, teachers have previous social experiences that allow them to find themselves in the educational system, making it easier to identify with the logic of the school field.¹² This thesis applies to teachers of all levels of education, as well as types and forms of education. Each teacher has their own past experiences, which, to a greater or lesser extent, affect their perception of their field and attitude towards it. This can also be applied to the area of inclusive education. People are embedded in a social space that, according to Bourdieu, reveals a tendency to create and establish some kind of social order, as well as to reproduce it. The pattern of this space is shaped by individuals who, with the help of specific conditions related to the position they occupy in the field, implant specific cognitive structures in them, i.e., habitus. It can be said that in the area of the social field, there is a kind of game, or even a dispute, about the

¹⁰ P. Bourdieu, *Practical reason: On the theory of action*, Stanford University Press, Stanford 1998.

¹¹ P. Bourdieu, *The social structures of the economy*, Polity Press, Cambridge, 2005, p. 148.

¹² R. Kwiecińska, M.J. Szymański, *Nauczyciel wobec różnicowań społecznych*, Wydawnictwo Naukowe UP, Kraków 2010, p. 31.

possibility of pushing through one's vision, rules of division, or views.¹³ When writing about inclusive education in the context of P. Bourdieu's theory, it is important to mention that this area of education is a certain form of 'activity area' in which a network of relationships is created. There are various types of contacts between the entities of the educational scene in inclusive education. People who participate in this field take part in a 'game' in which certain benefits are at stake. According to P. Bourdieu, each field imposes certain forms or specific strategies of action on the actors. The school, including the inclusive school, is a specific example of a place where this practice is also visible. Inclusive education, as a social field, predisposes to be some kind of arena in which the actors participating in this symbolic 'game' come from various backgrounds, having various capital at their disposal. The game played in this field has high stakes, especially for pupils covered by inclusive education, for whom it may be taking a specific position in class structure and even success in the future. However, the teachers and all those working in inclusive schools are also in a specific place.

METHODS

The designed research aims to examine the assumptions of inclusive education in its hidden dimension, together with declarations obtained from subjects, and the confrontation between practice and theory. There are steps from phases that are important in a qualitative research process.¹⁴

- Acknowledging broad assumptions and the interpretive lens to be used,
- Drafting open-ended research questions as exploratory,
- Collecting a variety of sources of data,
- Analyzing data integrating deductive and inductive strategies,
- Representing results based on participants' perspective (teachers from inclusive schools) and researcher interpretations,
- Discussing findings and comparing them with other findings,
- Utilizing validation strategies.

The problem assumed in this way requires undertaking research.

1. First, research on the literature of the subject, which would allow selecting of a theory or theories that would have the interpretative power of the qualitative research carried out in the second step of the project.
2. Research conducted in the critical paradigm, qualitative research.

¹³ P. Bourdieu, *Medytacje pascaliańskie*, przeł. K. Wakar, Oficyna Naukowa, Warszawa 2006, p. 142.

¹⁴ J.W. Creswell, C.N. Poth, *Qualitative inquiry & research design: Choosing among five approaches*, SAGE Publications, 2018, p. 51.

In the course of research of the literature on the subject, two theories are used:

- sociological concepts of Bourdieu, and
- pedagogy – L. Kohlberg and R. Mayer were identified.

Table 1. Theoretical basis of research on inclusive education in the *illusio* space

Theoretical clues	Usefulness in research
sociological theory P. Bourdieu	Usefulness of critical analysis – in discovering and describing the reality of the ‚hidden’ practice of inclusive education. Categorical utility: habitus – field, game, rules of the game, position in the game.
pedagogical concept educational ideologies according to L. Kohlberg and R. Mayer	Typological usefulness in describing and explaining thought patterns relating to the processes of inclusive education, individual pedagogical theories represented by teachers of inclusive education and parents of pupils. Categorical utility: the way of understanding the concepts of inclusive education processes (rhetoric used by subjects), the way of building the relationship between the teacher – student – parent, the meanings given to the elements of the educational process (goals, content, methods, methods of control and evaluation).

Source: Own study by Karolina Kołodziejczak, Anna Sajdak-Burska.

It is also necessary to analyze the presence of the category of appearances in this type of education in a critical way. The assumptions of inclusive education and their actual implementation as stated in the declarations of teachers from these kinds of schools will be subject to critical analysis using Critical Discourse Analysis (CDA).¹⁵

In-depth, ‚freely directed’ interviews will be conducted with teachers working in inclusive schools, and methods of observation to get to know the opinions of teachers, during which information on inclusive education will be obtained through 20 interviews with teachers in Krakow primary schools with inclusive classes. The interview is a directed conversation in which at least two people take part, i.e., the interviewer and the respondent, through which the researcher aims to obtain data specified for the purpose of the research from the respondent. Sociologists point to the fact that this is a specific research method in which close cooperation between the respondent and the researcher is assumed. It is a form of process in which the researcher tries to influence the examined person with the questions posed and persuade them to give an opinion on the specific subject of research. This seems to be particularly important in the context of this dissertation. Thus, the interview is a method of obtaining information that is more complex and is a more demanding method, because apart from asking questions,

¹⁵ G. Weiss, R. Wodak (eds.), *Critical Discourse Analysis*, Palgrave Macmillan, London 2003.

it involves a large degree of personal commitment, and often a subtle approach to the respondents. Interviews conducted in a methodologically correct manner can provide valuable data about the student and the school class, both in the field of social and mental life. The guarantee of these data is, first of all, the direct contact with the examined pupil or the person who provides information about them. The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. U. Flick suggests that this method is a space for interest in subjective viewpoints. The interviewed subjects' viewpoints are more likely to be expressed in an openly designed interview situation than in a standardized interview or on a questionnaire.¹⁶

The analysis of inclusive education will be carried out through the observation of classes and extracurricular activities in schools with inclusive classes. This is an important method from a methodological point of view in pedagogical research, which aims to control the research project in the context of the implementation of the assumptions of inclusive education in Krakow primary schools. As one of the possible methods, it is a less common way of collecting, perceiving, and interpreting the cognized data in their natural course and remaining in the direct or indirect range of the observer's hearing and vision. Observation is a central and defining method of research in cultural anthropology as well as a common feature of qualitative research in other disciplines – sociology, education, or health sciences.¹⁷ This is an important method due to the possibility of the so-called 'visualization' of information obtained from teachers who work with children in inclusive education in the 'natural environment'. First of all, it will make it possible to learn about the behavior observed in ordinary conditions. The observation concerns didactic, therapeutic, and caring activities, in terms of visible reactions of students or teachers, relations in the classroom, and the behavior of educational entities in the dimension of 50 didactic hours, using an observation sheet. It will also allow for checking the correctness of theorems or generalizations derived on the basis of other methods.

The research will be positioned in the interpretative paradigm. The results can be used in educational practice, and thanks to a critical analysis of inclusive education's assumptions and their actual implementation, may be useful in creating recommendations for schools and school board projects.

¹⁶ U. Flick, *An introduction to qualitative research*, SAGE Publications, 2011, p. 217.

¹⁷ K.M. DeWalt, B.R. DeWalt, *Participant observation: A guide for fieldworkers*. AltaMira Press, 2002.

It seems important to address the following issues, which require in-depth analysis:

- What is the game¹⁸ of inclusive education?
- What are the positions of the subjects in the game: teachers, authorities, students, parents?
- What meanings do the entities – authorities, teachers, parents, students – give to inclusive education and its elements (e.g., what meanings do they give to learning content, methods, objectives)?
- What rules and laws are applied to the game by the teachers, authorities, students, or parents?
- What axiological mechanisms and compulsory enforcement of non-life regulations (both organizational and pragmatic) are visible at the sources of *illusio* in inclusive education?

The aim of the research is to critically analyze the functioning of inclusive classes in the area of school education, which will result in describing the reality and mechanisms present in inclusive education. This will provide an opportunity to acquire knowledge that is important in the area of social sciences such as acquiring knowledge that will enable practitioners to undertake such activities where the assumptions of inclusive education and activity correspond as much as possible to the school reality. The practical application of these results is associated with the possibility of expanding cooperation between the school and teachers and providing students with the most favorable conditions for development within educational institutions. It is necessary to analyze the state of implementation of the assumptions of inclusive education in primary schools, to examine the degree to which apparent actions represent real actions, and to find out what the opinions of people working with pupils covered by this education are. It is important to examine the place that parents, guardians, and teachers of children (included in inclusive education) assign to it within the system of developmental needs and goals, and to determine the optimal pedagogical activities in this area.

RESULTS

The first stage of research was carried out with the result being the selection of valid theories for analysis. The sociological theory of P. Bourdieu and the pedagogical theory of L. Kohlberg and R. Mayer were selected. The analytical categories were then specified, and the category selected.

¹⁸ The term ‘game’ in this context, refers to P. Bourdieu’s field theory. Each field has its own rules and set of rational demands on its participants (players). It shapes those who enter its area. People in it are engrossed in the game. See: P. Bourdieu, *Practical reason...*, op. cit.

P. Bourdieu, using the term 'field', describes the global social space, its organization, and the state of the social positions. The field is the source of what is social. Each field is an institutionalization of the point of view embedded in things and habitus.¹⁹ The field shapes those who enter its area of influence; this 'attitude' is called *illusion*.²⁰ *Illusio* is an unconscious state of being absorbed in the game. This is the result of the direct recognition of the field's requirements. Understanding the skills and rules of the game, as well as joining in, itself occurs without knowing it. The requirements are obvious, and they become *illusio*, i.e., the condition for participation in the game. For people who do not participate in this game, *illusio* and its rules are something incomprehensible, its fiction. Believing in the truthfulness and validity of certain realities, and taking fiction for reality, is an illusion. People who are not in the field may see some actions and rules of the field. Everyday educational life in the context of P. Bourdieu's concept comes within the field of activities of the Ministry of Education and Science. Like every social field, it is governed by its own laws and rules which define the actions of the individuals involved. By the field's participants, the rules are considered essential and are respected. The teacher takes part in a game whose rules are set by the Ministry of Education and Science. As a participant in a forced game, they may, or should, fully respect the regulations, laws, and other guidelines, and treat them as fully acceptable. The Ministry of Education and Science expects them to operate in the *illusio* space, whose clear rules are dictated by routine activities.²¹

It seems to be a really interesting path to check these results in the space of educational ideologies described by L. Kohlberg and R. Mayer. The authors offer an explanation of the philosophical and psychological positions underlying aspects of educational progressivism. They contrast tenets of progressivism, most clearly identified with the work of John Dewey, with two other educational ideologies; cultural transmission and the romantic conceptions, which historically have competed in the minds of educators as rationales for the choice of educational goals and practices. Kohlberg and Mayer maintain that only progressivism, with its cognitive-developmental psychology, its philosophically and interactionist epistemology examined ethics, provides an adequate basis for an understanding of the process of education.²² Additionally, there is the category matrix for the critical

¹⁹ P. Bourdieu, *Medytacje...*, op. cit., p. 142.

²⁰ K. Knasiecka-Falbińska, *Nauczyciel w przestrzeni illusio*, [in:] *Sprawcy i/lub ofiary działań pozornych w edukacji szkolnej*, red. M. Dudzikowa, K. Knasiecka-Falbińska, Oficyna Wydawnicza "Impuls", Kraków 2013, s. 188.

²¹ M. Jacyno, *Iluzje codzienności. O teorii socjologicznej Pierre'a Bourdieu*, Wydawnictwo Instytutu Filozofii i Socjologii PAN, Warszawa 1997.

²² L. Kohlberg, R. Mayer, *Development as the Aim of Education*, "Harvard Educational Review" 1972, Vol. 42, No. 4, pp. 449–496.

Table 2. Categorical matrix for critical analysis of discourse related to inclusive education

Analytical category by L. Kohlberg & R. Mayer	Analytical category by P. Bourdieu		
Educational ideologies	Field of POWER	Field of Participant	Field of Student's Parent
dominant language codes: codes are open	GAME rules regulations created by the Ministry of Education and Science and other self-governmental local authorities	Field of teacher of inclusive education	participant in inclusive education
relationships between items/posi- tions: authority – teacher – child – parent	DEVELOPMENT support, poten- tial, individual and personal devel- opment, being developed as much as possible, creativity, freedom, self-actualization, children's rights to development	support, listening to the needs of the child, child's social and emotional devel- opment, development facilitation	development of child, happiness, peers, satisfying relationships, care, sensitivity
Romanticism meanings are given to the elements of the educational process (goals based on an axiological basis, methods, content, methods of con- trol and evaluation)	the relationship of teacher and par- ent autonomy individualization of education, teacher's autonomy and freedom in constructing the program of educa- tion, selection of methods, content, control, and evaluation	relationship of freedom and auton- omy, non-directivity, attitude sup- porting the pupil and the parent development as organic growth; strategy of 'virtue stock' expressed by constructing a goal: 'be what you can'; Listening to the child's needs is the basis for close contact; unit standard; all elements of the learning process are useful insofar as they serve the individual student PCA – <i>Person Centered Approach</i> humanistic didactics	partnership relationship, expected good relationship, unconditional acceptance, trust in the teacher school and education treated as a chance for a child's happiness, ed- ucation 'tailored' to the child's pos- sibilities and limitations, individual care for the child's development

<p>Cultural Transmission</p>	<p>dominant language codes: codes are closed</p>	<p>EDUCATION, knowledge transfer, knowledge acquisition, core curriculum, external exams</p>	<p>knowledge transfer, knowledge acquisition, core curriculum, external exams,</p>	<p>traditional education system based on behavioral technology of punishments and rewards</p>
	<p>relationship between items/positions: authority – teacher – child – parent</p>	<p>relationship of obedience and authority: authority → teacher teacher → pupil teacher → parent the authority of power</p>	<p>the relationship of obedience to regulations and supreme authority; the relationship of power towards the student and the parent the authority of the teacher directive attitude</p>	<p>obedience of all participants in the game at school, power over the child authority of authorities and teacher</p>
<p>meanings are given to the elements of the educational process (goals based on an axiological basis, methods, content, methods of control and evaluation)</p>	<p>The aim of educational activities is to find a student's place in society without violating the social order, the objectives are objective in nature, an external standard, set by experts, transmission of culture</p>	<p>externally determined learning objectives; educational program as an arbitrary document; implementation of a 'normal' educational program with a special path for children with disabilities, externally set standards – lower requirements for children with disabilities; instructional and normative didactics</p>	<p>traditional image of school education, transmission of knowledge, skills, and attitudes; education as an external system to be subordinated to</p>	
<p>Progressivism</p>	<p>dominant language codes: codes are negotiable</p>	<p>ACTIVE DEVELOPMENT, development tasks, development stages, development strategies, active learning methods, learning strategies, independence, independent thinking, problem-solving, the child's right to development and education</p>	<p>active development, progress, development provocation, cognitive development, social and emotional development of the child; development needs</p>	<p>the pupil's independence, development as much as possible for the child, crossing their boundaries, good relationship with the peer group</p>
	<p>relationship between items/positions: authority – teacher – child – parent</p>	<p>teachers' autonomy and support for their activities by the system of experts and diagnostic institutions</p> <p>an internal standard determined by the adequacy of development to the pupil's abilities, variety of educational paths; actively stimulating the educational environment; individualization of education; teacher support</p>	<p>partnership of educational entities, cooperation with the family, assigning tasks to children and families</p> <p>goals focused on developmental needs; the program, content, and methods of education are a proposal constructed in response to the student's developmental needs; high flexibility of methods and forms; development as progress; assessment of development progress; constructivist didactics (cognitive-developmental and socio-cultural)</p>	<p>dialogue, partnership, a sense of understanding the needs of the child and the family</p> <p>Argumentation of expectations towards school is related to enabling the child to develop in the best possible way, surrounding them with the support that will enable them to function satisfactorily in the world; getting to know and revealing the child's strengths.</p>

analysis of discourse which is related to inclusive education. The results might be to analyze inclusive education by using the field theory of P. Bourdieu and Kohlberg's and Mayer's educational ideologies. It is important to define which language codes are dominant, what is the relationship between items/positions, e.g., authority – teacher – child – parent. And describe what meanings are given to the elements of the educational process (goals based on an axiological basis, methods, content, methods of control and evaluation).

To sum up, the categorial matrix is designed to compare the results of the research based on P. Bourdieu's theory of the field, and it is also worth analyzing inclusive education in the space of the educational ideologies of L. Kohlberg and R. Mayer. The information obtained through the interview will be analyzed using these ideologies because it seems to be an interesting combination of two analytical categories. On the one hand, it is the pedagogical concept of P. Bourdieu, on the other, the sociological concept of L. Kohlberg and R. Mayer.

CONCLUSIONS AND DISCUSSION

The complex practices of educational inclusion are motivated by a supposedly modern progressive public concern with social inclusion and human rights. Inclusive education is still an area that requires systematic research and description. In this project, the emphasis is on the opinions of teachers working in inclusive schools. The description is presented from the perspective of their subjective experiences. Thanks to the conducted interviews, the educational everyday life of teachers will be described in order to highlight their perspective on the surrounding reality of inclusive education. The purpose of the analysis will be to present and capture the essence of teachers' understanding of their profession and the requirements set by the Ministry of Education and Science as well as the specificity of the work itself. This is why it is really important to research this field and truly know the opinions of teachers. At this point, it is worth referring to the concept of society by P. Bourdieu²³, in which one of the basic concepts is the field. This supplements the current state of knowledge about the analysis of inclusive education in the *illusio* space, a thus-far overlooked perspective of the teachers of children covered by this form of education. This is a new space for practitioners to analyze the field of inclusive education in the context of P. Bourdieu's social theory and the theory of pedagogy of L. Kohlberg and R. Mayer. It is only the first stage of research, which is the consideration of an innovative approach to the topic of inclusive education. This is especially important when it comes to Poland. Com-

²³ P. Bourdieu, *Practical reason...*, op. cit.

binning the sociological theory of P. Bourdieu and creating a matrix for analysis based on the findings of L. Kohlberg and R. Mayer may be an interesting aspect worth discussing. It is also necessary to consider the accuracy of the selection of these theories, the strengths, and weaknesses of the constructed matrix, and to anticipate possible problems. It is essential that laws and legitimations for children with disabilities are supported, appropriately designed, and well developed in inclusive educational practice. This is a new space for practitioners to analyze the inclusive education field in the context of P. Bourdieu's social theory and the pedagogy theory of L. Kohlberg and R. Mayer.

The article initiates a new approach to the analysis of the issues raised. In the theoretical dimension, the project supports the development of knowledge about the area of research, for example, issues of inclusive education from the perspective of the educational scene's entities such as teachers covered by inclusive education, while taking into account the multidimensionality of this phenomenon. The results of the project, in the form of empirically grounded theses concerning the perception of inclusive education, may also contribute to a revision of the existing concepts of special education and school pedagogy. This will provide an opportunity to obtain knowledge that is important in the area of social sciences, for example, knowledge that will enable pedagogical practitioners to undertake actions so that the assumptions of inclusive education and activities correspond to the school reality as much as possible. The practical application of these results may contribute to the expansion of cooperation between the school, teachers, and parents, and provide students with the most favorable conditions for development in educational institutions.

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Summary

The article describes research project on the practice of inclusive education in Poland, planned for years 2022–2023. The theoretical basis of the research are educational ideologies and concept of society. The article describes the proposed research method, embedded in a qualitative study approach with interpretative paradigm. The research problem of proposed study is answering the question of how does an inclusive education space look like. The aim of the designed research is to critically analyze the functioning of inclusive classes in the area of school education, which will result in describing the reality and mechanisms present in inclusive education. The article presents the category matrix created for the critical analysis of discourse which is related to inclusive education. This matrix may be helpful for describing what meanings are given to the elements of the educational process (goals based on an axiological basis, methods, content, methods of control and evaluation).