

Implementing inclusive education is currently a priority of education in most countries in Europe and around the world. Inclusive education assumes that all children, also those with disabilities, with diverse ethnic origins, with different needs and abilities, should learn in one classroom, in general education school. Implementing the idea of inclusive education to educational practice is mostly the role of teachers, who often do not feel well prepared for teaching in inclusive classrooms. It is, therefore, important to take actions, which help to better understand different factors influencing the readiness of teachers to work in inclusive classrooms and at the same time allow for better preparation of them to make inclusion happen. A very important factor in raising the effectiveness of inclusive education is the teachers' sense of self-efficacy. The sense of self-efficacy is a belief of a person about his/her ability to fulfil a concrete task, and in this case – teaching in an inclusive classroom. Teachers with a high sense of self-efficacy are engaged in the educational process, have a lower level of stress and higher satisfaction from work in comparison to teachers with a lower sense of self-efficacy. Moreover, it was observed, that teachers' high sense of self-efficacy is related to the higher achievement of their students. However, until now, studies, which describe determinants and effects of sense of self-efficacy of Polish teachers, are missing.

The planned study has two aims:

1) A longitudinal analysis of the relationship between a subjective preparation to work in inclusive education, attitudes toward inclusion and teachers' sense of self-efficacy in inclusive education. Studies show, that these factors relate to each other, and are predictive for the quality of teachers' work. Analysis of a relationship between them can be important for preparing future teachers to work with children;

2) An analysis of mentioned above consequences of factors for the educational process in other than academic dimensions: classroom climate, quality of life among students in school, and their school engagement. These dimensions are analysed less often in comparison to the academic achievement of students.

I plan to conduct the study in two measurement waves, which will allow analysing relationships between variables and assessing directions of these relationships.

The results of the planned study will help to better understand factors, which influence the effectiveness of inclusive education. Without positive and effective teachers, inclusive education is much more difficult to implement. That is why, through this project, I would like to gather information about factors connected to teachers' work and their readiness to implement inclusive education. The acquired knowledge will help to better prepare future teachers to work, and support those, who have already worked. Moreover, this project has a practical dimension, linked with promoting the idea of inclusive education in Poland. The main aim of this idea is allowing all children, regardless of their needs and abilities, for comprehensive development in the environment of general education school.