



# The “Perfect“ Inclusive School from the Pupils‘ Perspective

## An Empirical Qualitative Study

### 1. Project Rationale

In order for school education to be successful, it is essential to be aware of the **subjective wishes and experiences of school pupils** (Nölle, 1995)

The relationship between the pupil perspective and the quality of school and teaching:

1. school pupils are the **direct recipients** of school education and teaching
2. school pupils participate in lessons through their **subjective perceptions, their personalities and world views**
3. school pupils **actively shape educational contexts**

### 2. Research Status and Objectives

- **Wide consensus in empirical research:** statements made by pupils have the same validity as observer data (Ditton, 2002).
- Studies of pupil perspectives on the subjects of **specialised classes** (e.g. Ditton, 2002, Baumert et al. 2004), **teaching quality** (e.g. Grewe et al., 2007), **teacher behaviour** (e.g. König, 2008), **the school’s social environment** (Holtappels, 2003), **positive peer culture** (e.g. Ott, 2015)
- Perceptions of school pupils will be gathered with a **main focus on the current situation** while **suggestions to improve schools and teaching** will be mostly collected from the adult perspective

### 3. Research Questions

1. What kind of **educational environment** characterises a ‘perfect’ inclusive school from the point of view of pupils?
2. What features characterise **teaching** in a ‘perfect’ inclusive school from the point of view of pupils?
3. What is **school life** like in a ‘perfect’ inclusive school from the point of view of pupils?
4. What **teaching skills** are relevant in order to realise the ‘perfect’ inclusive school from the point of view of pupils?

### 4. Study Design

#### Research Scope and Random Sample:

Male and female school pupils with and without an immigration background from different types of school in rural and urban areas from the ages of 9-18 years

- 16 pupils from 8 lower secondary schools
- 17 pupils from 8 primary schools
- 4 pupils from 2 intermediate secondary schools
- 2 pupils from 1 upper secondary school

#### Data Capture Procedure:

Combination of **focused interview** and **episodic interview**:

- Focus on the subject of school and teaching
- Opportunity for “free narrative“

#### Evaluation Methods:

- Qualitative content analysis according to Kuckartz (2016)
- Deductive generation of a system of categories with main categories corresponding to research questions
- Inductive expansion of the system of categories
- Review of the coding guidelines and the system of categories by determining the intercoder reliability by means of 10 interviews