

Abstract

The theoretical part of the bachelor thesis brings the information about the possibilities, which could help the pedagogues to successful inclusion implementation. It introduces the inclusion principles and strategies, brings elementary information about inclusion in the way, how it is brought by the amendment to the Education Act by Decree 27/2016 on the education of pupils with special needs and talented pupils. It introduces support measures, pedagogical diagnostics, issues of learning styles, different teaching methods, different kinds of differentiation, it highlights the importance of the classroom climate and the personality of the teacher. It approaches the specifics of education in the small-scale schools.

The practical part of the thesis answers the questions, if the chosen small-scale school fulfills the requirements of the inclusive education. It focuses on fulfilling the principles of metacognitive teaching, individualization and differentiation in schooling. The thesis examines the climate of individual classes and the degree of influence of the class climate on pupils with special educational needs. It introduces the casuisms of pupils, who are provided with support measures based on recommendations from a school counseling facility. It examines the attitude of teachers of selected small-scale school towards inclusion. The work acquaints with the selected school, the number and qualification of the employees. It seeks to evaluate the level of inclusion of the particular school. An important factor is also the characteristic of the village where the school is located. To answer research questions, the thesis uses qualitative research methods, which is realized by analyzing pupils' personal documentation, observation, interviews, questionnaire and sociometric investigation.

Keywords

Inclusion, classroom climate, small-scale school