

## Abstract

The Master's thesis deals with the issue of cooperation between a teacher and a teaching assistant. In the introduction to the theoretical part, the thesis deals with the concept of integration, inclusion and inclusive education. Furthermore, it also includes the current legislation establishing the function of a teaching assistant, qualification and personality requirements of the teaching assistant and the resulting risks of the teaching assistant's function at primary schools. All this information related to the topic of teaching assistants at lower primary schools is the basis for the research part of the paper, which is done through a qualitative research.

The research is carried out at one selected primary school in Prague. The empirical part of the thesis maps examples of good practice, forms of co-operation between the teacher and the teaching assistant, a system of support at the selected school using materials provided by the school, and also focuses on mapping out the difficulties resulting from the co-operation of the teaching assistant and the teacher. The source materials for the research part were processed by means of questionnaires with open questions, a semi-structured interview with the headmaster and also by common observation and observation directly in the lessons of specific teachers and teaching assistants. All these methods of data collection were used for the set goal of the paper, which was to create a set of recommendations that will help the selected school to streamline and improve the functioning of the teaching assistant and teacher's co-operation, or more precisely of the whole inclusive education. These results can also help as problem prevention for teachers, teaching assistants, and the whole school management at the selected school.

Keywords: Teaching assistant, communication, co-operation, further education, teacher, supportive measures