

Abstract

The work of teacher in excluded localities with Romany pupils is demanding, it requires a high degree of resilience, adaptability, perseverance and resilience. Children growing up in an environment of social exclusion have acquired values, habits and behavior patterns that make it more difficult for them to integrate into the school environment. A teacher from an excluded location should understand the acting and behavior of Romany pupils and help these pupils to successfully master the educational process.

The aim of my work is to find out the specifics of the teacher's work in the excluded locality. The qualitatively oriented research is focused on the problems, that teachers face from Roman pupils in their education in excluded localities, their opinions on the education of Romany pupils and on their motivation to educate these pupils in an excluded location. Data are obtained using semi-structured interviews with teachers from excluded localities. The conclusion of my work is a discussion of the research results, where the information from the professional literature is compared with my personal experience and the respondents' testimonies.

Keywords

Socially excluded locality, Romany, Romany pupil, parent, teacher, education