Abstract

This thesis deals with observation of pupil in Montessori system which was designed by Maria Montessori. One of the principles this education is individual approach of the teacher to the student and respecting his learning pace. Thus the teacher becomes an observer who must know he level of education of each pupil in his mixed class. But how to map individual student progress? The aim of the thesis is to describe and analyze the way and the importance of observation as professional activity of a teacher teaching in a heterogeneous class in Montessori school and to assess the possibilities of modifying observations for classical primary schools.

The first part of the thesis describes alternative schools and the characteristics of Montessori pedagogy as an introduction to the main principles of the examined environment of the practical part. It also describes the pupil and teacher as the main participants in the educational process and describe their role in this alternative type of education. It maps observations in pedagogy in the end – in educational research, initial education and, finally, in the teacher's professional activity.

Practical research has used methods of observation, interviewing, and analysis of school’s materials to map the way, how individual observations are made in one particular Montessori class. Guides for tracking pupils used different tools and made different models of this observation. Results from that are used not only by teachers themselves, but they are valuable material for pupils and their parents. Many of these tools and models can be modified in a regular school which can respond more to the need for individualisation of inclusion education.

Key words: Observation, Teacher, Pupil, Teaching, Montessori System, Principle of Individualisation.