

ABSTRACT

The dissertation deals with the topic of how the school management of Czech primary schools assign teachers to classrooms. The aim of the thesis was to define the system of assigning teachers to classrooms at schools applying pupils' differentiation and to clarify which criteria the school management follows in the assignment of teachers to the classrooms.

The theoretical part was based on both domestic and foreign sources dealing with the concept of differentiation of pupils in primary education and with the choice of assignment of teachers to classrooms. Differentiation of pupils was presented in terms of the positive effects of effective education of similarly competent pupils and in terms of the view that differentiation supports the unequal distribution of pupils in classes and the subsequent recruitment of teachers applying different demands and curriculum. In addition, a model of pupils' differentiation and models of assignment of teachers to classrooms were presented, and also the theoretical model of teacher's knowledge was introduced, which was further used in the empirical part for the determination of the criteria for assigning teachers to classrooms.

The aim of the empirical part was to describe the real way of assigning teachers to classrooms by the school management in five intentionally selected schools and to clarify it in the context of perception of the teachers themselves. The design of qualitative research was selected and as research strategies a multi-case study and a grounded theory were used. Data collection included content analysis of school documentation, interviews with headmasters, school management and teachers, and analysis of pupils' comparative tests results.

School management assigns teachers to classrooms according to their own criteria in two ways that best match the conceptions of the selected schools. The first method is represented by the school management which makes a differentiation in assignment of the teachers to the selective and non-selective classrooms according to their own criteria. The second method is represented by the school management which choose teachers according to their criteria so they do not have to make a difference among the teachers during classrooms' assignments. There is a deliberate selection of teachers into classrooms

in both cases. Teachers are satisfied with their classroom assignment, although they perceive certain limits in both types of classrooms.

KEYWORDS

Teacher's assignment, pupils' differentiation, decision making process, school management, headmaster's choice, selection criteria, teacher's knowledge, perception of assignment, multi-case study, grounded theory, equal approach