

Hana Pomahačová

ABSTRACT

This master thesis deals with teachers as co-creators of the profession of teaching assistant. This profession of teaching assistant, in our milieu, is a new profession, still not quite established. However, it is a highly important part of the inclusive education. The goal of this work is especially to contribute to a further discussion about the profession of teaching assistant. The work is based on the constructionist paradigm, the profession of a teaching assistant is dealt as a social construct profession and the teachers are seen as one of actors - co-creators of this construction, whose everyday professional lives are touched with inclusion and thus also with the work of a teaching assistant. This means, that the attention is brought especially to the way, how the profession of a teaching assistant is understood in everyday life and which kind of acting comes out of this understanding.

The theoretical part is focused on brief definition of basic terms, as the profession of teaching assistant, its legislation framework, inclusive education, social constructionism and other actors creating the profession of teaching assistant are interpreted. In the practical part the attention is focused on one of these actors, namely the teacher of the first grade of elementary schools. Based on the qualitative research coming from the constructionist conception of rooted theory and deep interviews with first grade teachers we try to state, what is the real content of the assistant teacher profession from the view of teachers, what should be the content of this job and how the respondents arrived to their opinion. As a nuclear concept we consider the concept of accepting the teaching assistant by the teacher, which is the basis giving the teacher opportunity to grant the teaching assistant their field of activity. In the points, where the full saturation of the research sample could not be given, the emerging questions are described.