

## **ABSTRACT**

This master thesis introduces innovative approach to teaching practice at Waldorf schools, the so called movable classroom. This model originates in German Waldorf schools, primarily from Rudolf Steiner Schule in Bochum. Its main specific is furnishing the classroom with movable equipment, which creates the possibility for greater variability in organizing the space by implementation of weekly outdoor learning and change in the timing set up of teaching units. The research question of this work is meaningfulness of the movable classroom model, it specifically concerns itself with the question, whether it is possible to observe the benefits of movable classroom model for physical, psychological, social and cognitive development of children, while teacher simultaneously takes into account the current limitations of this model. Following observation in the classrooms, which work according to this model and researching contemporary literature, individual categories of both benefits and risks have been specified. Through follow up interviews with teachers, these categories are verified and exactified through actual situations, the research question is answered and further possibilities for working with this model in Czech Waldorf schools are explored.