

This dissertation reports findings on the study that was done into how Czech school teachers respond to moral dilemmas experienced while working with children with special education needs in integrated classrooms. The Czech Republic (especially during the period when it was Czechoslovakia) has a very long history and tradition for educating children with disabilities in highly differentiated, segregated, separate and special school settings. The Czech special education system is well developed. However, following the 'Velvet Revolution' of 1989 and the subsequent dissolution of the Czech-Slovakia federation in 1993, a change in the education for children with special education needs was introduced. The preferred system was the integrated education approach. All the children with special education needs must be educated in the mainstream together with non-disabled children.

Studies show that teachers generally experience moral dilemmas in their day to day work with children (Sockett, 1993; Oser, 1994; Colnerud, 1997; Tirri, 1999; Tirri & Husu, 2002). However, this is especially pronounced when the children involved are vulnerable children (Tirri & Husu, 2002; Fenstermacher (1986). Majority of the conflict experienced by the Czech teachers were with parents of the children with disabilities. According to Oser, 1991, teachers respond to these moral dilemmas in either one of the following ways: 1. Avoid the problem. 2. Delegate the problem. 3. Single handed decision-making. 4. Incomplete discourse. And 5. Complete discourse. The Czech teachers in this study mainly used single handed decision-making and incomplete discourse to respond to the moral dilemmas they experienced in their work in their integrated classrooms. However, the teachers were dissatisfied with the outcomes in their efforts to find a solution to the moral dilemmas they experienced.