

The dissertation, divided to two parts – the theoretical one and the empirical one, deals with issues of „Cooperation between pupils and teacher in waldorf schools.“

The theoretical part describes following fundamental terms from a literature – e.g. what is cooperation, principles of cooperative learning, concepts of waldorf pedagogy, a meaning of waldorf pedagogy, anthroposophy, the main attributes of waldorf pedagogy. The next part of the dissertation connects both topics – cooperation and waldorf pedagogy - and describes principles of cooperative learning in waldorf pedagogy and specifics of cooperation in waldorf pedagogy. I have not been successful in looking up in literature the topic cooperation in waldorf school, this capture is completed by my own experience.

The empirical part focuses on specifics of cooperation in waldorf school. There were used various research techniques, e.g. observing, interview, the school's documents analysis.

The main aim of this essay is found out using cooperation in waldorf school, concretely what are specifics of cooperation. Waldorf schools are different from common schools in some attributes. This appears in cooperation between pupils and teacher and also between pupils. The most important specifics of waldorf pedagogy are focus on a comprehensive advancement of children, age of children, relationship between teacher and pupils. These specifics are also involved in cooperation. cooperation of three subjects – teachers, pupils and parents characterizes the waldorf schools.