Abstract

The outcome of the project is a current trend of equal children education. The trend of inclusion leads to associate students with special needs with non-disabled students. It makes bigger demands on competence of teacher (the teacher on first level of education on elementary school in Czech Republic). The teacher who’s applying this project must find the best way how to organize school lessons in heterogeneous classes. The teacher should be able to use entire potential of pupils since the school year has started.

The theoretic part of book contains facts and advantages of differentiated instruction - these points were summed up from scientific literature sources. The author gives examples of teaching methods and their utilization. There are chapters dealing with school and family cooperation in the project, this part has very important impact on realizing the inclusion. The cooperation is also important to fulfil individual children needs. The author puts emphasis particularly on ‘special education’(the needs of certain groups like socially weak students, Romany students or extraordinary gifted students).

The theoretic issues are applied in practical part of book. There’s an example of teaching plan, which she used in her class. The plan reveals the main points confronted in everyday reality. At first the author tried to compare all aspects of heterogeneous classes. Then she tried to find the most effective and satisfying way of teaching. She divides the process into phases. Firstly it’s necessary to compare the needs of students, the number of students and their mental differences. It’s important to find and solve the key problems in class and prepare the lessons for all class while you pay attention to individual students. Afterwards she started applying her plan in class. The author has recorded 15 months of her teaching. She pointed out that it’s essential to reconstruct the plan according to unexpected situations to find the optimal way.

Key words: Differentiated instruction, forms and methods of teaching, pedagogical diagnostic, inclusion (education), educational action research