

## **ABSTRACT**

This thesis concerns the cooperation between teacher and teaching assistant (TA) at mainstream elementary school, with the emphasis on perception of TA's presence at the first stage and the second stage of education. It is comprised of two sections. Theoretical part is divided into three chapters. The first chapter focuses on the current concept definition of integrative and inclusive pedagogy, and coherent changes in recent years. The second one outlines the professional approach to TA, with emphasis on their usage at mainstream schools, including their employment abroad. The last chapter targets on mutual relationship of TA and other pedagogical staff, teachers and students themselves.

The practical part of the thesis is devoted to mixed research which has two parts. The first one deals with the role of TA at mainstream elementary school focusing on his cooperation with teacher, in terms of a first-stage and second-stage class. For purpose of this part of study was chosen the qualitative research method with the usage of semi-structured in-depth interview. There were selected three respondents with required profiles. The acquired data was supplemented by questionnaires, in which participated 220 respondents. The results of the research brought specific factors which influence the cooperation between both subjects. The most credited factors were personality traits and professional experiences. Furthermore, the thesis contains the description how the activity of TA differs at first and second stage of mainstream elementary school.

## **KEYWORDS**

cooperation, teacher, teaching assistant, inclusion, elementary school, first stage of elementary education, second stage of elementary education