

ABSTRACT

The diploma thesis describes the role of Montessori schools in a small town. In large cities, the range of educational opportunities is more varied; in a small town, Montessori schools are often the only alternative to regular primary schools. For the purpose of the research, the qualitative design of the multi-case study was chosen. Two schools participated in the research. Through in-depth interviews with five parents, four teachers and two school founders, initial expectations and their fulfillment were identified from the perspective of all groups of respondents. Parents expect a friendly and safe environment, an individual approach, and respect for the child, a cooperative environment, a stimulating way of teaching, support for the children's internal motivation, freedom and responsibility at the same time. Teachers' expectations consisted in the possibility of applying alternative ways of teaching with regard to the individuality of the pupil, respecting the approach and cooperating team. The founders wanted to create a friendly school based on the principles of Maria Montessori, which will be affordable for ordinary families and will be able to provide quality education to a wide range of children, including those with special needs. The expectations of all three groups of respondents were met, which was confirmed by the consistency in their answers. The role of Montessori schools in small towns is crucial for several reasons: they offer choice, provide quality education, they are inclusive, and they indirectly put pressure on other schools in the region to strive to remain competitive.

KEYWORDS

Pedagogy of Montessori, private school, small town, founders, teachers, parents