

Review of Dissertation (Mgr. Diploma) Work

Faculty: Faculty of Education, Charles University, Prague; EMSEN study program

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Supervisor/Tutor: Doc. PhDr. Jan Šiška, PhD.

Dissertation Theme: Perceptions of mainstream and special education teachers towards the education of children with SEN in mainstream schools in the Czech Republic

Reviewer: PhDr. Mgr. Libor Novosad, PhD.

Academic year: 2009 - 2010

Summary:

Presented work is focused on inspecting how teachers from regular and from special schools in Czech republic apperceive education of children with disability and with SEN in mainstream, it means in regular schools. Text is compiled with precision, easy to read, well arranged and has a logical structure.

By the introduction the author introduces with the object of research and defines basic, in work used terms. Afterwards he summarizes and comments on chosen theses or knowing from science/professional literature, related to a progress and educational status of people with disability in the Czech republic, and in general to scholar inclusion of people with disability in spirit of „education for all“. Afterwards the author introduces with methodology of made research, which is based on use of combination of recorded group-discussions with teachers and structural discussions with head teachers. Afterwards he describes schools asked by research and structures and interprets itself research findings from one special nursery and primary school in Rakovník and three regular Prague schools (2 primary schools, 1nursery and primary school), which is fulfilled by notes. In the end of work the author analyses his findings and brings relatively acceptable results and recommendations. Expectably he claim, that teachers in principle support the idea of inclusive education, but consequentially the teachers are afraid of SEN, that the pupils with SEN (mainly with hard forms of disability) haven't on regular schools enough of needed support and assistance, and mainstream schools teachers says, that they are not prepared for inclusion of SEN pupils, and that they even haven't needed material aids and conditions. Teachers are in common in fact, that inclusive education isn't convenient for each child with SEN, that each child in inclusion hasn't be in class-society happy, and that for children preparation for social integration are better mainstream schools.

Notes, topic for discussions:

- Although the presented quantitative research is limited by relatively small amount of samples (4schools), it brings interesting view from „outside“ and valuable cue for practices.
- Unfortunately the author didn't been interested in opinions or experiences of parents of children with SEN, about their choice of inclusive or special education. The author was keen on need of cooperation with mainstream teachers and teachers from special schools, but he forgot the connotation of cooperation between family and school, or teachers and parents, although this cooperation is a key-anticipation for effectively and quality education for children with SEN.

Question for advocacy/defense:

- 1) During your studying in EMSEN program you have a chance to closely know the systems of work with SEN children in UK and NL. Compare their situation with barriers in wider application in concept of inclusive education in CR.
- 2) What all is needed to make-provision-for realization of inclusive education to wide-range children profit?

Classification/evaluation:

I really evaluate author's efforts of topic compilation and the obvious benefits of that work. In consequence with all main matter of facts (although the mentioned suggestions) I appreciate work by mark „1 - 2“ by the quality of advocacy.

In Prague/Liberec 05. 08. 2010