

Abstract:

The education system in the Czech Republic allows sorting pupils according to their abilities in the first and second level of primary school. Teachers are therefore placed to pupils in selective or non-selective classes and groups by headmasters and management of primary schools. This thesis deals with the placing of teachers to classes by headmasters and management in primary schools and aims to determine by what way and according to which criteria teachers are placed to different types of classes. The research in this thesis is supported by studies, which deal with the quality of teacher and differential education since the 60th of the 20th century. The theoretical part of the thesis focuses on the definition of terms related to differential education and studies how teachers and the teaching are viewed. The empirical part describes the research methodology of qualitative research which objective is to discover how the headmasters or management place teachers to classes, in addition what criteria are decisive for them and how they define qualities of the placed teachers.

Key words:

External differentiation, internal differentiation, quality of teacher, teaching approaches selective primary school, the sorting of students, abilities, Principal, the placing of teachers, selective classes, selective groups, qualitative research