

ABSTRACT

This diploma thesis defines the co-teaching in relation to individualization of students. It describes the benefits of co-teaching for the beginning teacher. It is divided into theoretical and practical part. The theoretical part describes the co-teaching in relation to individualization and differentiation of teaching, including historical context. It compares co-teaching with a student's assistant and a teacher's assistant. It analyzes the conditions and financing of the co-teaching at the elementary school. I focus on co-taught classes based on comparative study in the practical part. I compare educational conditions of students with learning disabilities in the co-taught class, in the class with the teacher's assistant and the student's assistant. The thesis is devoted to co-teaching, under what conditions it works, what are the benefits of co-teaching in relation to individualization of students during their education.

KEYWORDS

Co-teaching, funding co-teaching, beginning teacher, individualization of the student, innovation