

Abstract

This bachelor thesis deals with the characteristics of the coexistence of two different school educational programs within one elementary school. In this very largely neglected topic, attention is paid primarily to the differences between the programs, pedagogical cooperation across the programs and benefits, and the pitfalls of this coexistence. The issue is viewed from the point of view of describing the roles and exercising the functions of educational policy actors - namely directors and teachers. The most important part of the thesis is a comparative multi-case study, in which the thesis describes and analyzes the functioning of two primary schools, where a classical program with innovative elements works together with the Montessori program. The work concludes that the most important factors of the coexistence of the two programs at one school is the way of school management and the circumstances of the emergence of the second program at school.