

ABSTRACT

This thesis deals with the education of pupils with special educational needs in a selected Montessori school. The aim of the thesis is to examine the views of teachers on the education of pupils with special educational needs within the Montessori pedagogy, to analyse the implementation of support measures in a selected Montessori school and to evaluate the opportunities and risks that the Montessori system of education brings to these pupils. The theoretical framework of this thesis includes the study of special educational needs and support measures, defining the concepts of integration and inclusion in education along with the principles of inclusion. It also focuses on the characteristics of alternative schools, their function and role in education policy, including their legislative anchorage. The personality of Maria Montessori, the philosophy of her pedagogy and the principles of her pedagogical system are the central theme of the whole work. The practical part of the thesis contains the methodology and final results of the qualitative research conducted in the form of semi-structured interviews in a selected Montessori school.

KEYWORDS

alternative schools, Montessori, inclusion, support measures, special educational needs, education, teachers