

Abstract

The bachelor thesis examines which elements of Waldorf and Montessori pedagogy geography teachers utilize in their teaching at mainstream schools and further identifies potential barriers to the utilization of these elements. The thesis is divided into theoretical and practical parts.

The theoretical part is first devoted to the definition of the alternative school. It briefly discusses the origin and development of alternative schools, their characteristics, functions and typologies. This section also includes information on two selected types of alternative schools – Waldorf and Montessori. Attention is paid to the characteristics of the main features of these schools, their development, expansion and the organisation of teaching. The main elements and principles that could bring enrichment to traditional geography teaching are described. In the practical part, an investigation is carried out using the method of semi-structured interviews with selected teachers. The information gathered is analysed to identify the barriers to the inclusion of Waldorf and Montessori elements in geography teaching in mainstream schools, as well as the elements used by teachers.

Keywords: Waldorf, Montessori, alternative school, traditional school, geographic education, integration of alternative elements