

Abstract

The bachelor thesis deals with teachers' attitudes towards pupils leaving for multi-year grammar schools. The thesis works with the current professional debate, which systematically points out the negative impact of multi-year grammar schools on the Czech education system, and with the findings on the attitudes of educational actors. The thesis is based primarily on interactionist and cultural approaches to understanding educational inequalities. The aim of the thesis is to provide insights into teachers' attitudes and approaches towards pupils leaving for multi-year grammar schools. Furthermore, the thesis attempts to understand the changes perceived by teachers in relation to the departure of some pupils to grammar schools. To achieve these objectives, a qualitative methodology based on seven semi-structured interviews with teachers of fourth or fifth year primary school was used. The work enriches the characteristics of pupils leaving for multi-year grammar schools. It brings the perspective of primary school teachers on these pupils and the course of differentiation itself. Furthermore, the thesis problematizes the distinct social conditioning of the characteristics and expressions by which teachers identify students.