

# **Appendix**

## **The first interview**

### **What does it mean to have an experience?**

It means that I have some experience and I remember it. And I can use it afterwards. It also can change some directions of my behaving, thinking or feeling.

### **Can you tell when someone else is having an experience?**

It is widespread scale, because everyone is different. Sometimes it is really hurt to recognize it because some children do not want to show any emotions. It is probably a habit from family. Therefore, it is more complicated with these kids. But most of the children does not hide the feelings and it is really easy to recognize it.

### **Do you have to do something to have an experience?**

Not always. It depends of what kind of experience it is. We experience every minute; every moment creates new experience. You cannot stop experiencing.

### **Do some have people experience all the time?**

Yes, everyone has. Every moment creates experience according to me.

### **Can person influence how many experience hi/she has?**

We can influence the intensity of experience probably. We can get in touch with wide spectrum of environment. We can communicate with as many different people as possible. We cannot stop our experiencing process, but we can influence what we experience.

### **And how can you help your students to ‘have more’ experience – that is, ‘learn more .....?’**

I work mostly with the first and the second grade and these children need to get in touch with practical things. These activities are in pairs or group very often. The children need to touch the things, smell it, hear it. It is different when the child is older - they are able to learn through listening more.

### **Is there any difference between quality of experience?**

Yes, there is difference in quality.

**What does school mean for you? How does your school look like?**

It is my job. It is also state institution - and it learns children to follow the roles of the society. I am not always happy with the system. There are many problems in our educational system, that I cannot change from my position.

**Do you agree with your school curriculum? Can you change it?**

Yes, I do - with most of it. It is connected with individual ideas of the teacher. I would change somethings, but it is not in my competition.

**Can you change it?**

I can change somethings, but these are only some subunits. I can change my courses and class, but school program necessarily creates limit for me. I could change school and work in some private school, but I do not want to. I think that it is meaningful compromise.

**Can students influence school somehow?**

Yes they can, but my students are really small. Therefor they can influence our class more than school (it is too complicated for them to understand it). They want to change something and they can actually see the change - I think that it is important for them.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Yes, we do. We have special projects, international language projects, art projects. We cooperate with media and a lot of other thinks.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

I think it, is not. This school is not easy - children have to work, but the environment is peaceful.

**Does your school create community?**

Yes, it does. It is not a classic community. We work in smaller and bigger groups.

**What is your role in democracy? Who do you support it, if you do so?**

We have to be careful with these terms, especially with these little children. We have special courses about these topics.

**What do you think about equal opportunities in society / in school?**

We do not have problems with this. Our children are mostly from the very good environment. There are even a lot of children of foreigners, it is multicultural environment. There are not poor people in our school.

**Do you cooperate with any organization that tries to help this?**

Yes, we do.

**Do you think that the environment can influence education? How?**

I think it can. And it does.

**What kind of children usually attend your class? Are they usually from the same social class?**

Our children are mostly from the very good environment.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

I have children with special needs in my class. There are differences, but we do not have any class without children with special needs therefore it is almost impossible to compare it. We have a children of foreigner in every class, because the school in the center of Prague. Usually there are children with dyslexia, dysgraphia, Asperger syndrome and the like. Or we have a lot of children with this tendency but they still do not have a diagnosis. The difference is huge, if there are not such differences then the class works in a different way. And if there is not a teaching assistant and I have 28 children in the class then it is really complicated.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not.

## **The second interview**

### **What does school mean for you?**

To me, school means, I guess it represents a place where children should raise. Some kind of institution, today it means more like a place where children would get education, not where they are raised, which is a pity.

### **How does your school look like?**

Our school in particular is not just an institution for education, but we also raise children there. We want children to become socially skilled, good with people, communicative and I think we really want our school to be democratic, our headmaster is very open, so both teachers and students can say their opinion, defend it and I think it makes our school special, at least for me, I've never worked in a school like this one before and I really appreciate it, that the principles of our school are not just for children to know a lot of stuff but also there are merits that are more important in life than knowing BFLPSVZ and other things, because an educated person does not equal a good person.

### **Do you agree with your school curriculum? Can you change it?**

Surely, our headmaster is very open, also he does not decide important things on his own, he always asks us, because he realizes that as a headmaster, he sees it as one and not a teacher, so him and deputy headmasters ask us, we can express ourselves and find our way. Meaningful school also means that all of us see the education differently. We all have different priorities and meanings of life.

### **Can students somehow influence the school?**

They can if they want to. Of course there is a problem with teenagers starting to complain about things after they happen because they don't think upfront. But that comes with the age, but we have a children's council, they meet and suggest changes – school canteen, opened schoolyard during big break. They also check that all the children do what they should. They do not vote on things but they could. If anyone has something on their mind headmaster's doors are always open.

**Does your school try to be in touch with its surrounding? How? Is your school connected with society? How?**

I am quite private person but our headmaster and other people here try. I try to be in contact with parents, but they definitely try. We have garden parties, which is very useful in connecting Karlín with our school, only I don't always have time to participate.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

No, it is not.

**Would you describe you school as a community?**

That is interesting question. I guess... not exactly a community, but close. We are kind of an island within Karlín, which makes it a community. There are a lot of things that could be done, but we are very big school and in my opinion community is smaller. We have 600 or 700 students and that seems a lot to make a community.

**What does it mean to have an experience?**

It's usually something I remember and something that helps me educate myself further. Experience is a gift for children to try something on their own, both good and bad experience, because child won't forget that. I think that you can really see the experience. I use FIE – professor Fernštajn from Israel – it is learning through experience - there are exercise books and you can see in them how they work through the instrument developed by professor Fernštajn.

**Can you tell when someone else is having an experience?**

Surely. The moment a child is learning something new, the child is really interested in it. When they learned it already, they are numb and they lost the will to dive into it. I think it's a bit sad that in general curriculum there are written results you have to gain in five years' time. It is so beautiful to see that children are interested in something just because they want to know about it, not when they have to learn about it. It's better when children learn because they want to, because they are invested in something, because they need to know something, not because a teacher decided that they are going to learn this and this today. The interest of each child plays a huge role in learning. It's slowing them down when they have to follow curriculum, some things take longer and some things take less time than it is given. Children can tell you when they need more time, if something is important to them.

**Do you have to do something to have an experience?**

Definitely, yes.

**Oh, you talked about that earlier.**

When you do nothing you fail nothing and therefore you gain nothing, you can't learn from your mistakes – that I would say is really teaching something, you don't forget that.

**Do some have people experience all the time?**

That is interesting. I think so. If we talk about education, an experience can be also the fact that someone is not interested in something. If I take it generally, I can gain experience even when I feel That I don't care about this and it's useless for me. That is also a type of experience. I depend on what you mean by the word experience. If you are open to it, you can gain experience whenever, wherever and however – both negative and positive experience.

**Can a person influence how many experience he/she has?**

Surely we can. It depends on stimuli. With children that I teach, it depends on the stimuli which allows them to gain experience. If you don't let them leave their desk, if they just sit there they're not going to get much experience. They need something manual to gain it. For example, saying matches are for lightning a fire is so much different from giving them matches and saying light it. I think it depends on how many stimuli they get from their parents, school, anyone, who's educating them. Of course after school some children just get home to their computer. Playing PC games is also gaining experience but they can miss other experience. But they always gain some experience. They can at their computer, eat sweets and learn that it is now healthy. But yeah, I think that stimuli and impulses are the most important.

**And how can you help your students to 'have more' experience – that is, 'learn more'?"**

I try to help them learn everything through live experience., through their work. I want them to do a lot of research. For example, the rules of Czech grammar. I think that if you just tell them, it's not as if you for example sang it or connect it with something else, if you connect the stimuli together, more topics together, it has much bigger impact – though not always, of course. But to give them Stimuli, not just make them passive recipients. The stimuli wake them to some activity. From thinking to practical activity.

**What is democracy?**

Democracy is, in my opinion, state constitution. Or it does not have to be state, it is a system operating with basic principles, that are, in my opinion and I lead my children there: Freedom, responsibility, tolerance and independence. These are the fundamental principles that can make democratic society, from classroom to state. But these principles are necessary, they need to work for democratic society to arise.

**What is your role in democracy? Who do you support it, if you do so?**

It depends where. If we talk about society or classroom – there is a big difference, because my role in a democratic state, I don't even know if I support democracy. I think I do. I support it by educating my children children at school. I think that is my contribution to democracy in our country, the fact that our children will be democratic, my values that I have been presenting them as a citizen. In classroom I have a different role, because here I am the person brings democratic system or different system and we will have to deal with it. I try to create democracy here a teach children to behave and act democratic. That means for example take their ideas and vote for the best one, teach them that majority wins, also the right to voice your opinion, they can talk about things they disagree on, they can say: I don't like this, I don't want you to do this and whet it happens again then deal with it differently. It's also about independence, reliability, for children to know that they should work even when I'm not watching them, to study individually, not just drain others. When it comes to tolerance, we never taught children that they have to be friends with everybody – have as many friends as you want but tolerate others – you are not alone here, you are in a group of people that did not choose to be together. Doesn't matter what you believe, what color of your hair you have, what matters is that we tolerate each other, even if you don't want to be friends with that person, you don't fight with them because of that or if you're told to walk with that person, you will tolerate that. You don't choose next to who you will sit in subway either. So that they learn to tolerate others. It is good for children to realize that some people are good at something, some are good at something else, when I can choose to work with someone then choose the person I think is good at what we're doing but when I don't have that choice then to work with that person even if I think he is not good at what we do. We need to tolerate that we are all different from each other. We all brings something good to this world, we all try even when someone thinks that this good may be bad for some, but we all have some values that are incomparable.

**What do you think about equal opportunities in society / in school?**

What choices in education do they have? It is great that they have options but sometimes it seems that they would rather not have any... I think that from their point of view it is a pity that they have to. It takes a lot of work from teachers, social workers, courts... It takes a lot of money when I look at it this way. When you chase children to go to school when their parents would rather if they didn't go. It's good for those who want it. But for those who don't it's waste of money and time and it creates tension. It makes people from both sides fight.

**Do you cooperate with organization that helps children like that?**

We do. He even has support teachers. Our headmaster got a grant for that. We get help from Člověk v tísni, we cooperate with them, so they get help. As I said, I have a student who would not attend school if he didn't have to. The energy I spent to convince him to be here, I am against that. I don't know if you know Summer Hill, but I think that inner motivation is the most important for education, if you don't have that, there is something wrong. I think that children get this later than the start of necessary school attendance. Some children get that at the age 10 or 11 like it is in Summer Hill and this child is able to learn in two years what another child who doesn't want to study learns in six. It is really important to set children to really want to educate themselves, make it their necessity. For example, motivational letter for the first year students, they can't read it, they don't know how to, but they want to read it, they want to go to school and share it. Creating this need is really hard. I agree with Summer Hill with their democracy about child's own inner decision.

**Do you cooperate with any organization that tries to help this?**

I think so, it depends on impulses from their family. A child that can go to trips with class, can leave their city, all of these impulses and stimuli that are made against their will it makes a big difference. Up to 11 years old, child perceive through their senses, definitely not through a textbook, ale through live experience, that influence them from very early age. I have children in my class that never been to the forest or took a cable car to Petřín. And it's not always from the lack of stimuli or financial reasons. I don't mean that it is always parents that don't want to. There are plenty of parents who would love to motivate their children, at least at the level that is reachable – for example they go to the forest, that is free. And you can see that experience.

**What kinds of children usually attend your class? Are they usually from the same social class?**

I think there are all kinds of children, we have a lot of children from weak social surroundings, integrated children with some kind of disorder from the smallest to the hardest. There is this child who is socially disadvantaged and has an assistant at school and one child and for the last 4 or 5 year I cooperate with social worker because if it was up to his parents he would not go to school at all. And sometimes it's really crazy. I have this child whose mother was in jail until she was 9 and it's hard because should not know but it's hard to keep it from her. There is also a child with developmental language disorder, which is a serious defect. On the other hand, there are children that are above average when it come to, for example logic. When it comes to children with disorders there are a lot of them but it's good that their parents support them. Our school could use more assistants and we will get them, the law just changed and that is what we need the most. We need the assistant to bring the children to school, it's ok once they are here. That is the biggest problem, they don't go to school and miss out on the basics.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

When it comes to the law about inclusion, I think that someone came up with one part of it but didn't think it through. It works just fine in Italy for example. Here they made the law so it would look good but they didn't think about all the thing that it needs. No one thought of money or that some school buildings are not barrier free so even if a child in wheelchair really wanted to, he can't get to school. There are so many things like that. It is good that this law thinks about disadvantaged children, but it's is not working. Also most of these disorders call for classes with much less children, otherwise it's doesn't really make a difference. We can't generalize and put everyone in the same type of school. I don't know what they're thinking. But I say yes to inclusion, we want democracy so have to tolerate people with differences. We should know that I may sit next to someone who can't see and I should help him, or if someone has some problem I have to tolerate it, I have a lot of problem too. Inclusion yes because of tolerance, but A: When schools are ready for it. We are, thanks to our great headmaster and some other schools take our school as an example how to do it. Our headmaster is very progressive, he understands the principles of democracy and builds the whole school around it. In this case the inclusion is meaningful. But unfortunately schools and teachers are not ready for it. If young teachers start teaching

and never worked with an assistant and sometimes teachers are not tolerant, then it's a big problem and will continue to be one. Teachers without the experience of working with an assistant have to get used to having someone else in their classroom, they have to learn to work together, communicate. They have to tolerate other adult in their classroom and that can be challenging.

**Last question: Do you know John Dewey?**

I do, I studied at pedagogical faculty so I do know him, He was American and I remember that re focused on democracy, I learned about him, I know the name. I would be able to say much about him.

## **The third interview**

### **What does it mean to have an experience?**

It is an opportunity to refine my relationship with some children. I want to create new experiences and situations for them. Even I search for new experiences - I use them. I want to familiarize them with the world.

### **Can you tell when someone else is having an experience?**

They are attentive during this time. They want to work and learn more. They do not like to repeat same thing again and again it is boring form them. They want to learn new things.

### **Do you have to do something to have an experience?**

Definitely yes.

### **Do some have people experience all the time?**

I think that all people experience all the time. I do not have time without experiencing.

### **Can person influence how many experience hi/she has?**

yes, he or she can.

### **And how can you help your students to ‘have more’ experience – that is, ‘learn more’?”?**

I talked about it a minute ago.

### **Is there any difference between quality of experience?**

I have never thought about it like that. An experience can be positive or negative, but even negative one might be important.

### **What does school mean for you? How does your school look like?**

It is a creative place where I can spend time with children. I will go into retirement very soon, but I really like to work in school even though it is not easy. Children are not used to cooperate with each other. Children have very often problems at home.

### **Do you agree with your school curriculum? Can you change it?**

This school is focused on art. Children can choose if they want to attend class specialized on art in the fifth grade. They study art history and subjects like that. I am not sure if I could change something, I have not tried it.

**Can students influence school somehow?**

Yes, they can. I really want to respect them, but I also want them to respect me. I have confide in them that they will not break the rules. But of course I cannot do everything according to them. But I think that I respect them and we try to find solution together.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Yes. We have some exhibitions of their works. They can even compare their work with work of children from another schools. We organize Christmas markets and we cooperate with other schools.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

We do not have any program for that. It is actually a good idea. There are many children who change school because they were not happy, but it is ok. We welcome everyone. I think that it is important.

**Does your school create community?**

I do not know, because I do not work here for a long time. I do not have enough experiences to answer.

**What is democracy?**

Democracy is situation when everyone is able to live and cooperate with others. Respect is extremely important part of it.

**What is your role in democracy? Who do you support it, if you do so?**

I concur it, that it my way of supporting it.

**What do you think about equal opportunities in society / in school?**

I think it is a very foundation. It is much more work for children from poor families, because they are very often not motivated enough. They do not have habits therefore they have to learn these habits in a school.

**Do you think that the environment can influence education? How?**

Yes.

**Do you cooperate with any organization that tries to help this?**

I do not have children like that in my class. Therefore, I have not searched it. I do not work there for a long time so I am not sure.

**Do you think that the environment can influence education? How?**

It would be great to say that it is not. But it is crucially important. It is the foundation. A child is really limited by these conditions. If there is no support from family than it is much more difficult for a child.

**What kind of children usually attend your class? Are they usually from the same social class?**

Well it is wide spectrum. They do not have troubles with economical part of life, but usually relationships are not so good. Difference creates even children of foreigners.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

I think that it is not good idea. Some of my colleagues from university work in special schools and we talk about the inclusion a lot. There is a teaching assistants with me in my class, because there is a boy in my class and he is not self-reliant. He would be transferred to a special school few years ago. But today he is still in a class and he really disturbs the rest of the class, he is not able to concentrate or work on this own. The teaching assistant is really helpful, but you cannot have class with five children with special needs. The class is like a team for me and it always works according to the weakest member. There are children who are really strong and who lead the team, but they cannot be in the minority.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

There are children of foreigners in my class. It is normal today. Every school in Prague have these children. It is different especially cultural differences and language barrier. These kids can attend special class, but if parents are not using Czech then it is complicated.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not. This is an opportunity to learn and experience something new.

## **The fourth interview**

### **What does school mean for you? How does your school look like?**

The school is an institution, that tries to integrate children to the society.

### **Do you agree with your school curriculum?**

Our school is very specific, because it is not specific. We use the same curriculum that was used 10 years ago. It means that the subject matter is the same, but we use new, alternative methods. I agree with this system. I worked in many diverse schools – Montessori, New school, ... And this is really suitable for me. I can experiment with methods and I do not have to think about subject-matter.

### **Can you change it?**

I can, we have special meetings for this.

### **Can students influence school somehow?**

They can. They can influence the school and even their class, but even parents are welcome.

### **Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Definitely. We cooperate with the city hall, organization called „dům dětí a mládeže“. We have contacts with kindergartens and these children can visit the school.

### **Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

I think that it is not difficult for them. Every child is inspected by a teacher and a school psychologist before an enrollment. If the child is not ready he/she can attend the kindergarten or the zeroth class in the school. And these children, I mean from the zeroth class are already some schoolchildren. Thus I think it is no difficult for them.

### **Does your school create community?**

Yes, it creates community. We cooperate with neighborhood.

### **What does it mean to have an experience?**

The experience usually starts as a problem or a crisis I have to solve.

### **Can you tell when someone else is having an experience?**

I am learning that. I have to pay attention to it. Usually it is easy if the child is really

interested.

**Do you have to do something to have an experience?**

He can be passive, but it is not so good experience.

**Do some have people experience all the time?**

No. Sometimes is a child in the middle of a game and you think that he or she is active, but when you look carefully you see that it is not true.

**Can person influence how many experience hi/she has?**

We can try, but it is impossible. We can present a lot of opportunities to a child, but we cannot influence what will the child do with it.

**And how can you help your students to ‘have more’ experience – that is, ‘learn more’?**

It is in the previous answer.

**Is there any difference between quality of experience?**

Definitely.

**What is democracy?**

Democracy means that you can do whatever you want if it is not restrictive for someone else.

**What is your role in democracy? Who do you support it, if you do so?**

I am a teacher and I should not have any political preferences. But I do sympathize with some movements. I am not a member of any political party, but I do sympathize with some of them. I think that I support democracy by education children. They usually can make some choices in my courses.

**What do you think about equal opportunities in society / in school?**

There is no such thing. We can try to create such environment, but it is impossible. Every parent is unique and every child is unique. I am not talking about money, but even attention is really important. How much time parents spend with their child. Also well-educated parents are usually able to motivate children and they describe an education as something important.

**Do you cooperate with any organization that tries to help this?**

Yes, we do - especially with People in need. And we have even special social workers in school.

**Do you think that the environment can influence education? How?**

Definitely. It is not such enormous diversity in the first grade, but you can still see it.

**What kind of children usually attend your class? Are they usually from the same social class?**

There are perfect. There are boys and girls. And all of them are from good families.

**What do you think about inclusion?**

Our school worked with these kids before this law. We have been working with children with ADHD, dyslexia, ... We are not ready for children with physical, but we are working on it. On the other hand, I am not fan of this law

**Why?**

Because it is too forcible. It also gives hope to the parents of these kids, that they will be cured in the school.

**Do you see differences in classes that include children with special needs and those without?**

It is easier to work with class without these children. On the other hand, if a teacher is working with it and have a teaching assistant, then it can be enriching for the class.

**Do you have any children of foreigners in you school (class)? What do you think about it?**

We have many children of foreigners in the school. If they speak neither Czech nor English than it is complicated.

**Do you see any difference in classes with children of foreigners and without?**

Yes, there is. It is easier to motivate children to study languages, they can also learn from each other.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not.

## **The fifth interview**

### **What does it mean to have an experience?**

A sensation in memory. I don't have particular things, names, visualization, but I have this sensation in my memory.

### **Can you tell when someone else is having an experience?**

He looks focused, doesn't have to seem static, but he is absorbed by what he is focusing on.

### **Do you have to do something to have an experience?**

I don't think it's necessary, it is enough to watch. That can also be experience, when something happens during observation and it speaks to me. And that connects to something, you know.

### **Do some have people experience all the time?**

There are people who do not experience – for example mentally ill people. A heavily mentally disabled person has limited option in living in reality or living through experience. I think that even healthy person may have problems.

### **Can a person influence how many experience he/she has?**

Yes, surely. For example, I want to develop something so I purposefully go for it.

### **And how can you help your students to 'have more' experience – that is, 'learn more'?"**

I have to give them stimuli and motivate them, so they are able to perceive and process the stimulus.

### **Is there any difference between qualities of experience?**

Surely. In quality, depth of the experience.

### **What does school mean for you? How does your school look like?**

A place of my development and place where I work

### **Do you agree with your school curriculum?**

It is compulsory for schools to have some, so yes, we do. I don't know if my answer is going to be useful, my whole life I've focused on teaching first and second grade and the content of this type of education is so specific I don't have problem with any school

settings. I think that teaching first and second grade is so basic, the only difference is in methods and forms of work, but what children should achieve is the same at every school.

**Can you change it?**

Of course.

**Can students somehow influence the school?**

As I teach first and second grade then there they can't. Their parents can through our school council. But at their age no. When it comes to general things in my age group the teacher must be the one that decides. Parents should only intervene where it's not against teacher's competence, that how I see it. Just as teacher should not go against parent's competence. Parents can give some suggestions, but there is a borderline that should be considered. I am not against parents, on the contrary, but there must be boundaries, otherwise we have to question the significance of teachers. I have to draw the line somewhere. Teachers study teaching and therefore are experts in this field, so there are boundaries for parents not to cross.

**Does your school try to be in touch with its surrounding? How? Is your school connected with society? How?**

Yes, we do events for parents, we have a school bulletin, there are events where parents cooperate with us. That is what I can think of now.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

Definitely. For a child that is developed exactly in time for the start of school, it is natural and the adjustment is very quick. But for children that are not yet developed for school either as a personality or intellectually there are problems. It is very individual how long it takes. But generally it is a big change. The curriculum takes it into account, but because it is individual, it is up to the teacher to work with every student individually.

**Does your school create community?**

You would have to specify what you mean by the word community. If school is a kind of community that has better relationships, there are things different when it comes to empathy, it's hard to say. I can't compare it with normal school. I teach here 13 years. I think that my colleagues think of the students and if they feel good at school. Then we are community.

**What is democracy?**

The most basic quality of my life, that is to me. Obligations I have to myself and others and rights I have in society.

**What is your role in democracy? Who do you support it, if you do so?**

There has to be harmony between obligations and rights. I think that those are connected and balanced. It seems to me that we have more obligations than rights. I don't know. It depends on your point of view.

**What do you think about equal opportunities in society / in school?**

I think that there should be, it is legitimate and democratic. Democracy shows, for example, in equal education. If everyone deserves it, that another question.

**Do you cooperate with any organization that tries to help this?**

Our school in particular doesn't. It is up to teachers. In every class there are children from socially weak environment, and it doesn't have to be gipsy child. Sometimes it's a single mother or a mother that doesn't have time or doesn't understand the meaning of education. Then it is up to the teacher if he chooses to do something, offers help. I think it included in basic school documents, how how it is accomplished, that is affected by many things, the school, quality of teacher.

**What kinds of children usually attend your class? Are they usually from the same social class?**

Most children have parents that studied university. Definitely. But we have, of course, children whose don't.

**What do you think about inclusion?**

I look at it from a point of view of someone who been through something, through what I know and what my opinions are. Considering that I've had someone like that in my class in the last four years I feel that inclusion was here even before, it was just about quality of the people we willing to do it. Now, inclusion is compulsory, but society is there yet. That means that for the inclusion to work the society would have to be incredibly rich for us to be able to say that it works. Otherwise there are just measures that give inclusion some options. I teach these children, I have nothing against them but if I look at it critically, it's something that we talk a lot about but we don't have enough money or technology for it to be fully executed.

**Do you see differences in classes that include children with special needs and those without?**

I do. If the teacher handles it well and those students can socialize enough, it can benefit both sides. For this child and for the of the children, who broaden the specter of their experience.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

It depends on their language skills. If this child attended kindergarten, the bigger problem is with the parents if they don't speak Czech, they can't talk to us. Then there are differences in vocabulary, foreigners don't have as rich vocabulary, but they can't broaden it in Czech lessons. All children can. The problem is with some foreigners who don't speak any Czech and starts in higher grade, there you can see big differences. But there are programs for foreigners at schools. There are definitely option how to help with language not only for children but their parents also.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

I do, I learned about him for some exam. But because this exam happens a long time ago, I don't remember it. Projects are usual part of schools today.

## **The sixth interview**

### **What does it mean to have an experience?**

I guess it is a lesson for future situations.

### **Can you tell when someone else is having an experience?**

Here it is hard to say. You see this easier with small children. In first grade they are full of expectations and they come with a clean slate and at the end of the year or earlier they can read, write, count and behave as they should in school. They can withstand a lot; they play team sports. Every other year it is not as much because the education is coming back in circles so you can see it as much.

### **Do you have to do something to have an experience?**

Most of the times yes I guess.

### **Do some have people experience all the time?**

I think that people live through experience all the time.

### **Can a person influence how many experience he/she has?**

I don't know and I don't dare to guess.

### **And how can you help your students to 'have more' experience – that is, 'learn more'?**

I do, with different forms and methods of work, by teaching them to voice their opinion, their views, that they have to think, they should think.

### **Is there any difference between qualities of experience?**

I don't know about quality, amount yes but quality I don't know how to categorize it, I can't really imagine it right now.

### **What does school mean for you? How does your school look like?**

Education.

### **Do you agree with your school curriculum? Can you change it?**

Pleasant, helpful and quiet environment focusing on art. Nice to children. We have a lot of handicapped children. So forthcoming. It includes the fact that everyone can experience success, either in art or language or sports. It is focused on the overall development.

### **Do you agree with your school curriculum?**

Yes.

**Can you change it?**

Definitely. I don't know to what extent. But basically the choice of methods and forms is left to the teacher to decide, the important thing is to have the right results. Children have to have the result they should have.

**Can students somehow influence the school?**

That is more difficult, because we as teachers have some requirements we have to meet either educational or pedagogical. But we have a school parliament, they organize some events, they come up with it on their own and we help them with it. The parliament meets once a month. Every class has a representative in the parliament. They can influence some events. When it comes to education, they can't influence that, that is in our hands.

**Does your school try to be in touch with its surrounding? How? Is your school connected with society? How?**

Yes, for example with those events. We have pottery for adults, Christmas markets, sport tournaments, floorball for parents and their children.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

No, we have a program called Start together, it started as a help for parents with shy children. They get used to it there, they meet different teachers. Children learn schools timetable. We have a preparation class for children who start school later, that depends on the psychologist.

**Does your school create community?**

I don't know how.

**What is democracy?**

It's something a lot of people don't understand. Democracy is order and obligation. Everyone thinks that it means you can do anything you want. but liberal style has its order even I fit may not seems to.

**What is your role in democracy? Who do you support it, if you do so?**

I don't know. Sometimes I decide something democratically. To choose an option and take responsibility for it. But sometimes I have to decide non democratically. It is different every time. I have to think of my occupation and my school.

**What do you think about equal opportunities in society / in school?**

Everyone has a right to get education. There should be good sense. Good sense from us, from parents, from the state, all schools. Not everyone can reach the level of education they want. Today, every parents want their child to reach at least MATURITU, but not everyone can get there and they push so much it became an obsession. Yes, I have a right to get education, but there should be someone to adjust it. But there isn't anyone like that I think.

**Do you cooperate with any organization that tries to help this?**

Yes, but I don't know their names, I have some on a paper. META, Klíček, I don't remember other. There is a lot of establishments, they offer help for children not only socially weak but also to foreigners. They usually don't use this kind of help because it is difficult to get the social worker to our school to work right here. And when parents don't engage with their child enough, they don't take their child to see an expert. Some establishments, if their given a free classroom, they can tutor in school. I never seen this option used.

**Do you think that the environment can influence education? How?**

It does. I know of cases when the children are clever, but because they are neglected, it could be that they don't go to school, parents excuse them in every case. Parents have big influence. Or there are average children that are satisfied as I tis but they have ambitious parents and they want a lot of after school clubs, great grades, the children are terrified of worse grades, that is another extreme example. Schiil can't anything about that, especially when the child doesn't go to school.

**What kinds of children usually attend your class? Are they usually from the same social class?**

We have all types of children here, from those who go to exotic vacation few times a year, have a lot of conveniences or children who doesn't even have pen and exercise book. I am in favor of having uniforms at school. I think it would help children not to judge one and another. We have a problem with mobile phones. Some have the newest of them, some have old, button type of phone. Even in that area there are differences, envy. There are also nice clothes etc. Usually when children have nothing to show off with they don't and they don't support envy. We talked about this a lot. I think it helped a bit. We don't really have children who misbehave. They sit down with their phones and never move. They are

always playing games on their phones. I think that phone should be turned off at school and they should be given an access to libraries, board games, table tennis.

**What do you think about inclusion?**

We have a lot of children like that, we deal with it all the time. We have 14 assistants, children with Down syndrome, physically disabled children, children in wheelchair, autistic children, children with Asperger syndrome and touret syndrome. It has an advantage, the healthy children learn how to be around disabled children and vice versa. They know, they they are people too. But at some point we found out that everyone is suited for elementary school, some has to leave for a special school. I think that some children get a paper from doctor so they don't have to try so hard. There are two sides to it.

**Do you see differences in classes that include children with special needs and those without?**

It depends on how many disabled children there are in one class. It should be diagnosed in second grade, after they learn how to read. When it is one third of the class, it is a lot. It is difficult for teacher, they have to have special tests, prepare special exercise, so it is easier for these children. They can't do as much. It is really hard for teachers. Some children are quick and some are really slow.

**Do you have any children of foreigners in you school (class)? What do you think about it?**

In my class there is a girl, migrant, and we have a lot of foreigners. There is girl with scarfs on their head, but they don't abide everything from their faith. There is no conflict because of that. There are a lot of people from different places around the world. From what used to be SSSR, Ukrainians, children from Kazakhstan, Russians, Slovenians, children from Croatia.

**Do you see any difference in classes with children of foreigners and without?**

Not really. They usually speak good Czech It depends. But they usually get on really well. Or normally.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

I don't, but we have projects, sometimes for the whole school or for each class. It is about curriculum, for example about the universe, or portfolio about human being. A lot of the

projects are about geography, they also made little shelters for birds and place them around with some organization.

## **The seventh interview**

**What does it mean to have an experience?**

It is something that shifts me forward.

**Can you tell when someone else is having an experience?**

I think that I can recognize it.

**Do you have to do something to have an experience?**

Of course.

**Do some have people experience all the time?**

I think that if you are not experiencing you are not alive.

**Can person influence how many experience hi/she has?**

Yes, he or she can.

**And how can you help your students to ‘have more’ experience – that is, ‘learn more’?**

It is really very complicated. We do not have many practical courses. There are many things that can create this, but it is not allowed any more.

**Is there any difference between quality of experience?**

Of course there is.

**What does school mean for you? How does your school look like?**

I do not like terms. It is place where I spend most of my time.

**Do you agree with your school curriculum?**

Yes, I do.

**Can you change it?**

I do not think so.

**Can students influence school somehow?**

Well, they usually do not want to so we try to encourage them.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Yes, I think every school have to do it.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

We have special zero grade, so it is not difficult.

**Does your school create community?**

It is the big school; it has two buildings. Therefore, I am happy that we do know each other (I know every teacher and I like them all). Of course there are people who are closer to me. ... There is a gatekeeper and she knows names of every child. We do not want anyone to stay aloof from the others. I think that although it is the huge school it creates community.

**What is democracy?**

This is not easy to answer. I tried to participate on a local political activity a few years ago. And I was not successful therefore I have decided to not participate on political events. ... I think that politics is profaned and that it does influence us in negatively. I have not been watch TV for two years. ... I do not even vote anymore. I just want to live a happy life.

**What is your role in democracy? Who do you support it, if you do so?**

I think I just answered it.

**What do you think about equal opportunities in society / in school?**

I think that everyone has some conditions, and if you really want to achieve something then you will. I believe that the education is overestimated in the Czech Republic. I think that if you really want to do something than you will - you do not have to have special education for it. I think that there are equal conditions and opportunities in education. Everyone has an opportunity to do what he or she wants.

**Do you think that the environment can influence education? How?**

It definitely does.

**Do you cooperate with any organization that tries to help this?**

Yes, we do and we have even our special teachers.

**What kind of children usually attend your class? Are they usually from the same social class?**

The vast majority of children in my class are from very financially secured families. These parents take care of everything. These children are not allowed to decide almost anything.

**What do you think about inclusion?**

I do not think it is something good.

**Do you see differences in classes that include children with special needs and those without?**

There are 3 partners in this matter - a parent, a child and a teacher. We have to fill in 1000 papers because of these children. I really do not like it.

**Do you have any children of foreigners in your school (class)? What do you think about it?**

There is one Slovak in my class.

**Do you see any difference in classes with children of foreigners and without?**

Yes, there is huge difference.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not know him.

## **The eighth interview**

### **What does it mean to have an experience?**

It is not the same as an information. It is something that pushes me forward. Understanding creates experience.

### **Can you tell when someone else is having an experience?**

This person looks like I do. I perceive it is an inner process in me. These people are focused on the topic.

### **Do you have to do something to have an experience?**

Yes, you have to. But it is not easy to term it. I am afraid I will not be able to describe this difference. Sometimes it is very natural and you do not have to work on it, but it is rare. The scale of activities that leads you to experience is broad.

### **Do some have people experience all the time?**

Yes, it is ongoing and constant process.

### **Can person influence how many experience hi/she has?**

It is complicated question. because I do not analyze this usually. I do not event think that it is possible. I cannot count my experiences. I do not think that it is possible to measure it.

### **And how can you help your students to ‘have more’ experience – that is, ‘learn more’?”?**

Well I use varied methods, we practice these knowledges and I they have to think about these topics in my class. So we can influence the area of these experiences.

### **Is there any difference between quality of experience?**

I can divine between positive and negative experience - but it is extremely subjective. But it is not a quality of experience. Experience is just experience.

### **What does school mean for you? How does your school look like?**

Good question. It is a life style for me, it is not just work. It is ongoing searching for topics, method and relationships. Teaching is not and cannot be just a job.

**Do you agree with your school curriculum?**

This school is focused on swimming. Kids have a lot of opportunities in this area. There are even a special individual plans for these kinds. They can participate in many competitions, even international ones. I prefer art and sport is not my cup of tea.

**Can you change it?**

Well I can, but I do not want to spend my energy on this. I changed a few things so it is not impossible. But I do not want to do that.

**Can students influence school somehow?**

Well, we communicate so in some way they do. They do not have the same value in some decision like I do because I am responsible for result. Their changes are usually not radical, but in smaller cases I can use their ideas.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

It is in touch. We have special activity on Saturdays it is called “experience Podolí in another way”.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

We have special grade for children with postponement commencement of school attendance. I do not think that it is difficult for them.

**Does your school create community?**

Every association creates community. So I think it does. Is it small group of people with the same goal? It is a social group with its own rules and environment. But we are not a sect.

**What is democracy?**

Democracy is art. It is built on freedom and responsibility of every member of society.

**What is your role in democracy? Who do you support it, if you do so?**

I think I do not have any. I think that it is better to create a cooperative environment. We do not need to have one winner and 20 losers. I think that it is much healthier to create equality. It is much easier to talk and share our feelings. It is an art to create a such society.

**What do you think about equal opportunities in society / in school?**

There are children who have really hard “start”. Someone is supported and someone is not. There are neglected children. These problems are really visible. Same problem is very dissimilar for every member of my class.

**Do you think that the environment can influence education? How?**

Yes, definitely.

**Do you cooperate with any organization that tries to help this?**

I know that we have a program with lung for free.

**What kind of children usually attend your class? Are they usually from the same social class?**

They are really communicative. The vast majority of my pupils are children from parents with a university degree.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

I do not think about it because I do not have any children with special needs in my class.

**OK. But what do you think about it?**

I do not have an opinion.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

It dispenses on a family. If they want to learn Czech than it is fine. Some parents have even special language courses for their children. And then it is enriching for a whole class, because they can share very different experiences and cultural habits. On the other hand, if they are not willing to work not language skills then it is really complicated.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not.

## **The ninth interview**

### **What does it mean to have an experience?**

When I have a bad experience I usually think about it. I try to find out new solutions of the experience. When I have a good experience. I try to use this solution again.

### **Can you tell when someone else is having an experience?**

My students are small children and they are not shy, therefore it is easy to recognize it.

### **Do you have to do something to have an experience?**

Yes, you have to.

### **Do some have people experience all the time?**

No, you have to be active you have to face new problems, people and places.

### **Can person influence how many experience hi/she has?**

Yes, you have to face new topics, people and places.

### **And how can you help your students to ‘have more’ experience – that is, ‘learn more’?”**

We visited many parks, museums, the Prague zoo, exhibitions.

### **Is there any difference between quality of experience?**

No, there is an experience or no. You cannot measure a quality.

### **What does school mean for you? How does your school look like?**

It is very happy place for me. I love to be a teacher.

### **Do you agree with your school curriculum?**

I do agree with it.

### **Can you change it?**

This school is old and there is already working program. I think that if you do not like it you can always find more suitable school for you.

### **Can students influence school somehow?**

Yes, they can change little things. We have school parliament, but it is for older children - from the fifth grade. I cannot let children to do whatever they want, but I do as much as I can.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Yes, it does. We have special Christmas workshops for parents and children. We organize a Christmas concert every year. And many other activities.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

No it is not. We have even a special excursion for them.

**Does your school create community?**

I think it does.

**What is democracy?**

It is a place where everyone has an opportunity to express her or his feeling and thoughts.

**What is your role in democracy? Who do you support it, if you do so?**

We do vote as often as possible.

**What do you think about equal opportunities in society / in school?**

It is always problem. There are not equal opportunities. We work on it a lot, but you cannot replace a family.

**Do you cooperate with any organization that tries to help this?**

We do cooperate with many of these organizations.

**Do you think that the environment can influence education? How?**

Yes, it is crucial.

**What kind of children usually attend your class? Are they usually from the same social class?**

They are from various families.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

It is easy to talk about individual education, but I have 25 children in class. It cannot be really individual. I have special papers for them so they can work on their own and I can take care of these children. And I have a teaching assistant. It is much easier.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

Children of foreigners are in every class. I do not see any difference - if they are able to speak Czech there is no problem.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

Not at all.

## **The tenth interview**

### **What does it mean to have an experience?**

It means to be ready, to be able to presume what is going to happen.

### **Can you tell when someone else is having an experience?**

They look clumsy. They make faults.

### **Do you have to do something to have an experience?**

Yes, you have to. If I read something it is not as useful and powerful as something I experienced.

### **Do some have people experience all the time?**

It always deepens on what you are focused on. So you have to be focused at least

### **Can a person influence how many experience he/she has?**

Yes, by this focuses.

### **And how can you help your students to ‘have more’ experience – that is, ‘learn more’?”**

I have been a teacher for a really long time, but it would not be easy to find two similar lessons, because I teach for the children. I want to know what is interesting for them and then I use it in class. If they love sport, I will use it in PE, math, Czech and even in geography.”

### **Is there any difference between quality of experience?**

Your experience is more valuable than experience of someone else.

### **What does school mean for you? How does your school look like?**

Life. I always wanted to be a teacher.

### **Do you agree with your school curriculum? Can you change it?**

I do agree with our curriculum. Our school is small it is not difficult to change it.

### **Can students somehow influence the school?**

Yes, they can. I have founded a school parliament. Our head teacher was not happy at the very beginning but today. He is extremely supportive.

**Does your school try to be in touch with its surrounding? How? Is your school connected with society? How?**

We try, but it is not easy because most of our pupils are not from the neighborhood. Nevertheless, we organize projects, Easter and Christmas markets.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

Parents are actively looking for a suitable school so I think it is more an easier for them.

**Does your school create community?**

Well I am not sure. Teachers and children are not from the neighborhood so it is not easy to organize some trip or activity, but I think we create it in the school.

**What is democracy?**

It is really difficult to teach democracy. Children have to learn that there are some privileges but also duties for every member of society.

**What is your role in democracy? Who do you support it, if you do so?**

I learn children that they should accept others and respect them

**What do you think about equal opportunities in society / in school?**

I think that absolute equality is neither possible or good. I think that we should create equality only in specific areas.

**Do you cooperate with any organization that tries to help this?**

Yes, we do. But these organizations are not able to work with all children in need because they are overfull.

**Do you think that the environment can influence education? How?**

Enormous.

**What kinds of children usually attend your class? Are they usually from the same social class?**

Well the biggest problem is time. Parents usually do not spend time with children.

**What do you think about inclusion?**

I have 29 children in the class. Seven of them should have a teaching assistant. The only thing I need is if they want to study and explore new things. Than it is fine - we can always manage it.

**Do you see differences in classes that include children with special needs and those without?**

There is a huge difference.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

No, I do not have any.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

No, I do not.

## **The eleventh interview**

### **What does it mean to have an experience?**

To me it means that I've lived through something. Either myself or someone from my surroundings lived through it and I took something from that, somehow it moved me forward, taught me something even though it hasn't happened to me personally.

### **Can you tell when someone else is having an experience?**

I'll talk about children but it's similar with adults. When children gain a new experience, they ask a lot or they make a lot of mistakes, they are confused and they try to figure that thing up. After that the AHA moment comes as they figure it out. And I think that it's similar with adults, there is also trial-and-error procedure. A person can be failing for some time.

How can you tell that you gain new experience?

That is very generally said, I think I need an example. I am going to imagine one. So, when I am gaining new experience, I profit from it, I try to base on it. It is the strongest right after the experience, it fades in time but it depends on what kind of experience it is. It shows by me being more careful, being on alert or otherwise using what I learned.

### **Do you have to do something to have an experience?**

I think so even if it was just focusing on something, that is also doing something active.

### **Do some have people experience all the time?**

No.

### **Can a person influence how many experience he/she has?**

To some extent we can definitely choose which experience we want to get. But there are also the things that happen to me and which I can't influence that give me experience.

### **And how can you help your students to 'have more' experience – that is, 'learn more'?"**

I try to offer topics, games, activities, to stimulate their imagination, to motivate them. I try the things I want them to learn to be seen from more angles and layers for them to get to know them with all of their senses. People learn through different senses, someone through hearing, someone through watching, I want all of the children to be able to get excited about something.

**Is there any difference between quality of experience?**

Yes

**What does school mean for you? How does your school look like?**

The main sense it is an institution that should set a good example to children, students, provide experience, teach them new skills, it should teach them something. Not only teach them but also raise good people.

**Do you agree with your school curriculum? Can you change it?**

I would not call it program. A would say we have a lot a principles or main thoughts that diffuse the whole school. We have a lot of projects for different years or through the years. So I would call it bases or principles.

**Can you change it?**

I surely have a choice to express myself, give a suggestion or discuss it with someone. Definitely.

**Can students somehow influence the school?**

Yes, they can, we have a school parliament, I think it is happening, students do change things around here.

**Does your school try to be in touch with its surrounding? How? Is your school connected with society? How?**

We do have extracurricular events. That is one of our principle, one of the main thoughts of our school that we go to many events, we connect school and life. We go to theatres, forums, concerts. Our after-school club also participates in afternoon events, where students can gain new experience in a form of games.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

I don't think so, I think that they get used to it pretty quickly. I don't have experience from other schools but as I observe it I have to say they get used to it quickly.

**Does your school create community?**

In some sense yes, I suppose.

**What is democracy?**

People should definitely vote; they should participate in society. They should be informed. They should have principles of democracy in their life, in their family. People should

respect others opinions, they should not denounce those opinions and they should support discussion.

**What is your role in democracy? Who do you support it, if you do so?**

When there is conflict between kids I try to resolve it with them, engage them. If it's not intimate problem or if it wasn't good for them then no. But when it's possible I try to engage everyone, get together and try to prevent it from happening again. Children can decide what is going to happen, we do it by voting and the majority wins. Children have to accept that the majority wins, if they disagree with that I try to explain it and come up with compromise or deal.

**What do you think about equal opportunities in society / in school?**

I don't really think about that. I think parents and the head of our school do talk about it. We have a charity fund from which parents and teachers can take money or loans. There is this possibility for children from poor families.

**Do you cooperate with any organization that tries to help this?**

We do have an organization like that within our school.

**Do you think that the environment can influence education? How?**

I think so. I think that the environment in which a child grows from the beginning affects him the most of all in life. It also depends on the family. If the family works well and only have a financial problem, it does not have to be that big of a problem.

**What kinds of children usually attend your class? Are they usually from the same social class?**

Children from all types environment. It's not just one, children are from mixed environments.

**What do you think about inclusion?**

We do have students with IVP, there are no children with big handicaps like blindness or children in wheelchair, ale there are children with disorders and they don't make any difference. We are prepared for this, there are teachers specialized on these children, school therapist, who visits all of our classrooms regularly and try to help both students and teachers.

**Do you see differences in classes that include children with special needs and those without?**

I would not want to downplay this. It's individual. It depends on many factors: composition of class, number of students, children's nature, number of students with disorders and teachers. There are many factors that are in work here and I don't want to say that the class without children with disorders is better or worse than other. I don't think that is true.

**Do you have any children of foreigners in your school (class)? What do you think about it?**

Yes, I do and we have a deal that they all speak Czech. Even though they don't speak perfect Czech, they speak it. We have a program for foreign students for free Czech lessons. My students don't have IVP, they just take extra Czech lesson.

**Do you see any difference in classes with children of foreigners and without?**

I will answer the same as with children with disorders. It is very individual. It depends on so many factors. The numbers of students in class, their status, what country they are from, if the family cooperates. It is a big difference if the students don't understand a word in Czech but if they do understand,

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

I do, I learnt about him. Half a year ago I would be able to tell you about his methods. We don't teach only through projects but we have a lot of them.

## **The twelfth interview**

### **What does it mean to have an experience?**

It is an experience with children. I always want to reflect if my methods of work were effective or not. If the experience with one method is good then I will use it more often, if it was not good then I want to know why.

### **Can you tell when someone else is having an experience?**

Well, we are individuals that's why it is also individual. Someone needs to croon a little bit. Someone has a thoughtful face. It is very individual; therefore, I have to know every child very deeply.

### **Do you have to do something to have an experience?**

**Yes, you have to be active.**

### **Do some have people experience all the time?**

Ne, there is time when children only absorb information and they do not have real experience. They can use this information later. And we are individuals.

### **Can person influence how many experience hi/she has?**

Yes, we can.

### **And how can you help your students to 'have more' experience – that is, 'learn more'?"**

I use wide spectrum of methods for one topic. I work with every sense very often.

### **Is there any difference between quality of experience?**

Yes, there is. Experience is connected with a concrete situation, and every situation is unique.do:

### **What does school mean for you? How does your school look like?**

It is a place where are happening educational processes. It is an educational environment.

### **Do you agree with your school curriculum? Can you change it?**

Our school is called the rainbow-like school therefore everyone is welcome there. We have expended education of languages and a lot of facultative courses. And many children of foreigners attend the school. I can partly change the curriculum, but I do agree with it.

**Does your school trying to be in touch with surrounding? How? Is your school connected with society? How?**

Yes. We cooperate with the city hall, and markets for farmers.

**Is it difficult for children to become accustomed to life in school? Do you have any special program for this?**

Well it is a big step. Children usually do not study in the kindergarten. They have toys and they are playing games. We need to create as friendly environment as possible for them. The step should not be a jump.

**Does your school create community?**

Yes, because there are relationships. And we have the same aim. But it is easier to create community from class - school is too big.

**Can students influence school somehow?**

Yes, they can. We have special organization for that. Every class has its own representative there.

**What is democracy?**

It is a freedom. I know it is really broad answer, but especially that is very important for me. Because this freedom has to be everywhere.

**What is your role in democracy? Who do you support it, if you do so?**

It is in my mind. I believe that I think like democrat. And I try to pass this way of thinking on children in my class.

**What do you think about equal opportunities in society / in school?**

**It is important topic for me.**

**Do you think that the environment can influence education? How?**

Definitely yes, because they take over the opinions from the family. If parents say that it is enough to be able to read and write and he or she does not need the rest than the child is probably going to see it from the same point of view.

**Do you cooperate with any organization that tries to help this?**

I am not sure. I know about about organization of social and lawyer protection of childhood.

**What kind of children usually attend your class? Are they usually from the same social class?**

There are a lot of children of foreigners. There are no differences in social or economic status of these families. But of course every child is unique.

**What do you think about inclusion? Do you see differences in classes that include children with special needs and those without?**

Yes, I do. It is slower. If you have children with special needs in your class, the whole class is necessarily going to work slower.

**Why?**

Because the attention is focused on these children with special needs and “normal” children are bored. And even talented children are limited by this.

**Do you have any children of foreigners in you school (class)? What do you think about it? Do you see any difference in classes with children of foreigners and without?**

We have a special supporting language program; it is called “the Czech language for foreigners. There are differences - usually they are form different culture, so they do things differently. Something very unusual or even cheeky for us is normal for them. therefore, it is important to know these variances.

**Do you know John Dewey? Have you ever used his ideas in your class? Why? How? Was it successful?**

I know him. I know that he occupied with the democracy and education, but I do not know anything more specific.