

The Publication Special Education Teacher

Nada Petrová

KUCHARSKÁ, Anna. *Školní speciální pedagog*. Vyd. 1. Praha: Portál, 2013, 223 s. ISBN 978-802-6204-978.

The publication *Special education teacher* was published last year at publisher Portál and introduces a new sub profession to readers. The publication is outlined as a monograph especially for beginning special education teachers, but also for directors, teachers, parents and students of special education programme. The publication offers theoretical and also practical knowledge of activities of special education teacher to readers.

The development of this publication was participated by collective of authors PhDr. PaedDr. Anna Kucharská, Ph.D., Mgr. Jana Mrázková, PaedDr. Renata Wolfová, PhDr. Václava Tomická, Ph.D., who have used their professional experience and their own experiences as a special education teacher or who have special experience with the methodological guidance of these specialists.

The publication is written in understandable language and is systematically divided into ten chapters. Readers have a comprehensive review about work of special education teacher, thanks to these findings from the experience of school consulting offices.

The publication is graphically well done, I appreciate the used contrasts, such as bold text, uppercase and lowercase letters, bright and dark lines that distinguish examples and other information from the text because the page is clearer and it is better for the reader's orientation.

The publication is supplemented with exercises, well arranged tables, charts and the legislation relating to the activities of the school special education teacher. Very beneficial for the publication are the examples that complement the text and show

readers the experience of special educational experience. I appreciate also the references to additional literature for potential applicants.

In the first chapter is exposed the development of the field of special education. The authors interpret theoretical concept, describe the development of positive attitudes towards people with disabilities. The authors let the reader insight into the history of the field and they describe the development of special education centers in the time.

The second chapter defines supportive consulting services in schools, especially the specifics of professional activities and functioning of the school's consulting. The authors describe the current advisory system, consisting of three lines of consulting centres.

The third chapter contains models of involvement of special educators in schools. In the next section of this chapter are defined areas of work of this specialist.

The issue of professional development of school special education teacher is elaborated in the fourth chapter. Its subsections are devoted to undergraduate education, professional development and supervision. The chapter also deals with personality of school special educator and authors present the advantages and disadvantages of this profession.

The fifth chapter is important for orientation in the network of relationships at the school. The authors describe the relationship of a school special education teacher to the director, school management, teaching staff, teachers, and pupils and also to their parents.

Network of relationships outside of the school is dealt with in chapter six. This part deals with the cooperation with school guidance facilities, facilities for institutional and protective education, cooperation with government authorities, medical, school facilities and non-profit organizations.

Next chapter defines the professional activities of school special education teacher to the benefit of students according to Notice no. 72/2005 Coll. The activities are divided into the following main areas: searching activities, diagnostic, intervention, methodology and coordination. The authors describe the most common forms of the work of school special education teacher. The authors devote more in a detail to the content of work with students with different educational and behavioural difficulties and also methods of work in terms of pupils' age with regards to problem areas.

The eighth chapter follows up the previous chapter and deals with professional activities in favour of teachers. The individual sub-sections describe the methodological assistance in the educating of pupils or pupils with minor learning difficulties, pupils with special educational needs, methodological assistance with solving educational problems, assistance to teachers in career guidance, assistance in dealing with multi-cultural issues, support for teaching assistants and teacher training in the field of special educational needs and vocational growth.

The authors deal with documentation activities in the ninth chapter. They suggest methods of registration what should be included in the documentation of the pupil.

The final chapter of the publication School special education teacher deals with lately discussed topics such as ethical contexts in the field of the professional school special education teacher. Due to the fact that the special education teachers in our country do not have established a code of ethics, the authors analyse the Code of Ethics of Special education centres and Code of Ethics of psychologists.

The publication gives to special education teacher impulses for not to focus only on issues of integration of students with physical disabilities but also to focus on the other problematic aspects.

Special education teachers can work in primary, secondary and special schools. The authors of the publication focus mainly on working experience in primary schools. In connection with the implementation of legislation and the realization of projects from the European Social Fund, we can expect that the exercise of the profession of school special education teacher will expand.

Publication certainly fulfils its role to convey the experience of professional working experience and in terms of the importance of the topic is beneficial for pedagogical theory and practice.

Contact:

Mgr. Naďa Petrová
Palacky University Olomouc
Faculty of Education
Institute of Special Education Studies
Žižkovo nám. 5
771 40 Olomouc
Czech Republic