

## **Abstract**

**Title:** Perceived professional competencies for inclusive physical education from the view of elementary school teachers in Prague

**Objectives:** The main aim of the thesis is to describe perceived competences of teachers in the professional fulfilment of the very essence of physical education (PE) in inclusive classes. The challenge is also to point out the barriers they face that prevent the safe and high-quality routing of PE in inclusive classes. At the same time, the intention is to outline the possibilities for systemic improvements.

**Methodology:** 12 teachers (women, mean age = 45 years) from 6 primary schools involved in the Movement for Inclusion project participated in the study. The research used a qualitative methodology in the form of a structured interview, which had an hourly subsidy and was conducted directly at the primary school.

**Results:** None of the respondents had a specialized course on the issue of inclusive PE until the beginning of the project. Most of them would be interested in such further education. Educators draw the most information from books and websites. Their opinion on inclusion is of interest - 67% consider school inclusion to be appropriate, a quarter of teachers disagree with inclusion and 8% have not expressed an opinion. The interview showed that teachers perceive their professional competencies as low and are not well prepared for inclusion at present time.

**Keywords:** Inclusion, adapted physical activities, remedial physical education, support measures, children/students with special needs