

Abstract

The bachelor thesis deals with supervision, which is one of the possible tools for teacher's support thanks to the possibility of sharing and mutual enrichment with other colleagues. The literature review part defines the concept of supervision and presents various types of supervision that could be used in the school environment. Among these types can be found, for example, the Balint group. Furthermore, the main criteria are elaborated, with the help of which it is possible to look at the teaching profession. In addition to the personality characteristics of the teacher and professional-pedagogical competencies, the work summarizes the demanding requirements that are being placed on teachers. One of the most demanding requirements is the resolution of conflict situations. The teacher is overwhelmed with such situations, which leads to psychological stress. It can further result in long-term dissatisfaction or a feeling of burnout. The usefulness of the involvement of supervision is evidenced by several foreign pieces of research, which represent its practicality in a real school environment.

The literary overview part is followed by a proposal for a research project, which focuses on teachers of basic housing schools in regional cities. This part aims to find out what is the satisfaction of teachers of the given schools and whether supervisory meetings can influence this satisfaction. At the same time, it wants to prove that the presence of supervision is an important factor that plays a key role in what measures teachers take to resolve conflict situations.

Keywords

Individual supervision, group supervision, team supervision, mentoring, teaching profession, psychological burden, competence, conflict situation, problem situation