

ABSTRACT

The aim of this thesis is to describe the intergenerational sharing of the teaching profession on specific cases of two families, whose members have taught at the same school at some point in their career. It was necessary to describe the conditions and prerequisites for the teaching profession at the time, in which each member was entering the field. The method chosen for this thesis was a qualitative exploratory investigation, which allows a complex and deeper delving into the topic. Findings from semi-structured interviews were evaluated via shared and differing selected characteristics. The research shows that the teaching profession is shared in families in a consistent intergenerational manner. The parent does not strictly recommend the field, while the grandparent does, via a certain pride in continuing the family craft. Intergenerational sharing of the profession is based on several factors, such as familiarity with the environment, communication of the profession to the child and a form of sharing it amongst family members. Having a common field of work throughout a family is described to be positive and to, in some cases, strengthen relationships. The participants' initial experience in their profession differed in some ways, especially between generations. However, all members agreed on a level on non-transparency of the duties tied to teaching, and on the non-existence of dysfunctions of the mentor position, to the newly coming teacher. There is an opportunity to create a correlation between other professions usually passed through a family, such as medicine, trade and service members.