

## **ABSTRACT**

This thesis focuses on the cooperation between beginning and introducing teachers in primary schools. The aim of the work is to analyze how this cooperation is implemented, which forms of collaboration and mentoring are most effective, and what challenges and obstacles exist in this process. The research was conducted using interviews and questionnaires among beginning and introducing teachers in Czech schools. The results show that effective support from mentor teachers has a crucial impact on the professional development of novice teachers, their adaptation to the school environment, and overall job satisfaction. Furthermore, key factors influencing the success of this process were identified, including quality mentoring, regular communication, and systematic support from school leadership.

## **KEYWORDS**

Beginning teacher, introducing teacher, cooperation, interview, primary school, professional beginnings, induction of beginning teachers