

ABSTRACT

This bachelor thesis deals with the positive benefits, negative impacts and possible barriers that could ensue during the implementation of the project Erasmus+ for the primary school's pedagogical staff. The thesis is divided into a theoretical and a practical part. Primarily, the theoretical part deals with definitions of basic terms related with the further education of the pedagogical staff and its consolidation in the legislation. Furthermore, this theoretical part describes current forms and methods of the further education of the pedagogical staff of the primary school. Finally, this part deals with the motivation of the pedagogical staff to their own further education. This part closely focuses on the project Erasmus+ as the one of the ways in the further education of the pedagogical staff, its general and specific goals, its structure, advantages and disadvantages, benefits for the pedagogical staff of the primary school and thus also for the primary school as the educational institution.

The practical part of the thesis deals the survey with the goal to describe implementation of the project Erasmus+ to the chosen primary school, and to identify main benefits and barriers of this implementation from the management's point of view and pedagogical staff's point of view. This survey is realized with the help of questionnaire and semi-structured depth interviews with chosen respondents who are participants of the project Erasmus+, and with the members of the school's management. In the evaluation of the survey are described findings of positive benefits, negative impacts and possible berries that could ensue during the implementation of the trips of the project Erasmus+ for the pedagogical staff of the chosen primary school.

KEY WORDS

pedagogical worker, further education of the pedagogical staff, motivation, professional and educational needs of the pedagogical staff, the project Erasmus+