

**Abstract (in English):**

The thesis deals with the issue of collaboration between the introducing and the beginning teacher in contemporary schools. The aim was to determine the quality of this collaboration from the perspective of both stakeholders, with the quality assessment based on the recommendations of the National Institute of Education (NIE).

The theoretical part of the thesis defines the terms beginning and induction teacher and describes the support that beginning teachers need when starting their practice. The empirical part includes a pre-survey and the actual research, which is conducted using a qualitative design. The pre-research includes a search of international research on activities and supports during induction that are considered effective.

The actual research, conducted using semi-structured in-depth interviews with six beginning and six induction teachers, describes the expectations of induction and beginning teachers for collaboration, the specific forms of collaboration, the perceived benefits and negatives, the impact of personal and professional skills on the course of adaptation, and the barriers faced by induction and beginning teachers.

The results show that collaboration between novice and induction teachers is implemented in line with the NPI recommendations with some reservations. In most cases, adaptation is guided by the adaptation plan, while other recommended documents are less used. The most commonly used methods and forms of cooperation include consultation, hospitalization, interviews and sharing. Psychological support, assistance with communication with parents, lesson preparation and assistance with administration are considered the most beneficial. Only novice teachers attach more importance to personality traits, but positive collaboration is perceived by both when the two teachers are a human fit. The main obstacle identified is the time commitment of both participants in the adaptation.