

## **ABSTRACT**

The thesis "The First Years in Practice: Perspectives of Teachers, Graduates of Primary Teacher Education" examines the experiences of novice teachers within the Czech education system, particularly focusing on their transition from academic preparation to practical work in primary schools. The aim of the thesis is to identify the common challenges these new teachers face, evaluate how they assess their practical skills acquired during their studies, and explore the support they receive within their schools. The research section uses qualitative methods, specifically semi-structured interviews with teachers at the start of their careers, who share their experiences, concerns, and insights on pedagogical practice. The theoretical section focuses on defining the teacher's role, competencies, and professional development, with particular attention to the specifics of Czech schooling. The thesis also addresses classroom management, communication with parents, student assessment, and other challenges that novice teachers encounter. The practical section presents teachers' testimonies, revealing that despite solid theoretical preparation, many struggle with the demands of everyday school life. The study concludes that targeted support, such as extended teaching practice and specific skills training, could significantly ease the adaptation of novice teachers and contribute to their satisfaction and success in the profession. This study thus provides a comprehensive view of the needs and challenges of beginning teachers and offers recommendations to enhance their professional preparation, which may inform adjustments to teacher education programs at faculties of education and improvements in support systems within schools.

## **KEYWORDS**

Beginning teacher, teacher, pupil, classroom, parent, student, graduate