

ABSTRACT

The topic of the thesis is, in connection with the official adoption of the amendment to Act No. 563/2004 Coll., on Education staff, the very current topic of introducing teachers in kindergartens. The theoretical part of the thesis focuses on this phenomenon both from the perspective of professional standards and in the context of the current situation and legislative anchoring. It also focuses on the issue of novice teachers and their adaptation process. An essential part of the theoretical part is defining the forms of induction of novice teachers and their cooperation with the introducing teachers. The reciprocal benefits of this collaboration and the need for its complex incorporation in the induction system were confirmed by the research investigation.

A qualitative approach is chosen for the empirical part. The key method is focus groups of novice and induction teachers in three kindergartens. Interviews with principals and content analysis of documentation complement the research investigation. The primary aim of the thesis, analyzing the issue of introducing teachers in the context of current legislative changes, was supplemented by a secondary aim during the thesis. This was to compare, in relation to the theoretical background, the approach to the induction process of beginning teachers in the Czech and Austrian educational environments.

The research revealed the needs of beginning and introducing teachers as well as the perspective of kindergarten management. The analysis of focus groups, interviews and documents allowed to summarize effective methods to be used in the induction process of beginning teachers and to formulate suggestions that emerged from the interviews. The research demonstrated that a quality induction system is crucial for the effectiveness of both beginning and inducting teachers. It should be based primarily on sufficient awareness and thorough preparation of all participants for the process. However, the empirical part of the thesis pointed out that both the Czech Republic and Upper Austria are currently facing challenges in the process of its implementation in practice.

KEYWORDS

Introducing teacher, novice teacher, accompanying teacher, amendment to the Act No. 563/2004 on Education Staff, mentoring, kindergarten