

ABSTRACT

The intention of the thesis is to map how the supervision process in primary schools is perceived and assessed by supervisors. The thesis also seeks to contribute and highlight the importance of supervision for mainstream educators. The theoretical part initially focuses on the conceptual definition of supervision, its functions, forms, participants and the supervision contract, and then discusses the risk and ethical aspects of supervision. The following section of the theoretical part focuses on supervision in elementary education and the specific aspects that education brings to the supervision process. It also discusses the benefits and limitations of supervision in school settings. The theoretical part concludes with an overview of research on supervision conducted in Czech schools. The empirical part focuses on the presentation of qualitative research aimed at the supervision experiences of supervisors in primary schools. The results of the research showed us the opinions of supervisors on the issue of mandatory implementation of supervision in schools. Those conclude that the majority are in favour of recommending this service rather than making it compulsory, with a minority in favour of making supervision compulsory. Supervisors' motivations for an involvement with schools can be summarised in three areas – benefits of supervisees or target clients, personal motives and financial security. In the conducted research, the minimal experience of supervisors with the private education sector and the variety of perspectives of the different participants on the different departments using supervision became apparent. A rather unfavourable view of the traditional school system stood out from the comparisons. The benefits of supervision from the supervisors' perspective included personal and professional development, prevention of burnout syndrome, and opportunities for support and sharing within pedagogical collective. Conversely, they see the limits of supervision on two levels – the first level being things related to organisation, time and finances; the second level being related to the supervisees (e.g. negative experiences of supervision, lack of motivation or defence mechanisms).

KEYWORDS

supervisor, teacher, primary school, supervision for teachers, supervision models, collegial sharing, specifics of supervision, prevention of burnout syndrome, grounded theory