

ABSTRACT

This thesis explores the possibility of parental co-decision in a primary school working in the Step by step programme. The theoretical part introduces co-decision in as an important part of parental involvement and presents the benefits of working with parents. Both Czech and foreign research is mentioned, which is related to parental decision-making, parent-teacher communication or the term partnership, which is essential for the implementation of co-decision-making. The theoretical part is also devoted to the Step by step programme, which serves as an example of good practice in the field of parental involvement in co-decision making. The research for this thesis is designed as qualitative with the addition of information from a questionnaire survey which is seen as quantitative. The qualitative research includes interviews with three primary school teachers who work in the same school that practices the Step by step programme. The research objective focuses on how parents and teachers view the phenomenon of co-decision making and, where appropriate, what space they use for it. The results of the research suggest that there is a need to continue to pass on experiences in the area of parental co-decision from experienced teachers, and that co-decision is dependent on several other factors such as: family-school partnership, teacher openness and parent awareness. Suggestions are also made on how to deal with the lack of information. The solution could be a methodology that teachers could consult if they are not sure how to practice parent-teacher decisions.

KEYWORDS

Co-decision, partnership, parental involvement, communication, Step by step programme, primary school