

Abstract

The study is devoted to assigning teachers into classrooms at primary school. Teacher is important player in education. In general awareness is known term „good teacher by lucky chance“, but different participants have different image of a good teacher. Requirements from headmaster, founder, colleagues, students and their parents are too demanding. Quality of teaching depends on preparedness and working strain of the teacher. Assigning teachers into classrooms might be one of the deciding factors of working strain. There are more possible systems of assigning teachers – looping (teacher remaining with a group of students for multiple academic years), stable-grade assignment and grade switching.

The study is concerned with theoretical anchor for assigning teachers into classrooms at primary school especially for looping. There is lack of specialized literature about looping (Czech and international as well). The research indicates that there are benefits of looping and advancing a teacher from one grade level to the next along with his or her class. Another part of this study are outcomes of case study of one primary school. In this qualitative study research interviews with present and past headmaster, teachers, students and their parents were performed. Respondents talked about the advantages of looping but on the other side they think that there should be at least one change of teacher at primary school. Headmasters described teacher assigning as alchemy based on agreements and compromises. Teachers discussed their favourite grades, subjects and a vision of perfect teacher. Parents talked about change in class teacher and resulting occurrences and stabilization. This qualitative study supplies some missing pieces into our knowledge of this topic.