

Abstract

The main aim of the theoretical part is to define the term ‘beginning teacher’ and to describe the forms of support which a fresh graduate can use when he starts his teaching practice. Furthermore, I focus on communication and cooperation of a teacher and a parent and I offer reasons for their realization. In the end of the theoretical part, I describe parent – teacher conference and consultations teacher – parent – pupil in Step by step.

The aim of the empiric part was to assess the interviews with the beginning primary school teachers in ZŠ Angel and some parents. The structured interview was focused on to what extent the beginning teachers felt prepared for the parent – teacher conference, what support which was given to them was the most appreciated, what a teacher needs to deal with in connection with the parent – teacher conference and consultations teacher – parent – pupil. Then I try to find out what challenges are the beginning teachers facing in connection with leading the parent – teacher conference and consultations teacher – parent – pupil, what has worked after realization of the parent – teacher conference and consultations teacher – parent – pupil and what the teachers see as the main advantages and disadvantages of the consultations teacher – parent – pupil in comparison with the parent – teacher conference. Lastly, I make a structured interview with parents to see their point of view on the benefits of consultation teacher – parent – pupil for all its participators.

Key words

cooperation, communication, a beginning teacher, relationship between a parent and a teacher, primary education, parent – teacher conference, consultations teacher – parent – pupil