

ABSTRACT

The theoretical part of the thesis deals with the cooperation between faculty teachers and the Faculty of Education. It defines the role of a faculty teacher and a faculty school in relation to mentoring and the concept of the Clinical School. Furthermore, it surveys forms of cooperation and practice at PedF UK as well as the role of the Faculty and university teachers. The next part of the text focuses on places of interconnection of theory and practice and presents the form of cooperation in educationally advanced countries. The research part of the thesis focuses on mapping the ways of cooperation between faculty teachers and the Department of Pre-primary and Primary Pedagogy, Faculty of Education, Charles University, and it analyzes the benefits and difficulties of the cooperation, as well as maps the forms of motivation that help this collaboration to be established. The crucial research question is: What forms of motivation do teachers mention when cooperating with the Faculty, what obstacles do they observe and what benefits and assets do they appreciate in this cooperation? As research tools, a group interview and an individual interview are applied. The thesis also includes suggested ways to innovate the cooperation between faculty teachers and the Faculty of Education.