

Abstract

The thesis deals with supervision as a tool for support and development of primary school staff. The aim of the thesis is to analyse the process of implementation of supervision service in primary schools and to investigate different possibilities and forms of its use among primary school staff. First, the thesis focuses on the definition, objectives and functions of supervision. It then examines the possible forms and uses of supervision for primary school staff, including its history and current state of use in the Czech education system, and attention is also paid to the specifics of supervision in the school environment compared to other fields. Furthermore, the thesis describes the process of implementing supervision services in primary schools, including the preparatory phase before implementation, and discusses the conditions and factors that support the successful implementation and development of supervision practice. The thesis includes an empirical investigation aimed at analysing the process of implementation and development of supervision practice in primary schools in Prague and the Central Bohemia Region from the perspective of primary school managers and from the perspective of supervisors implementing supervision in primary schools, with an emphasis on identifying factors that support successful implementation and sustainable development of supervision practice, including subjectively perceived benefits, barriers and limitations of supervision in primary schools. A sub-objective was to analyse the current state of the use of supervision in primary schools, specifically to identify what forms of supervision are used by primary schools and under what organisational conditions, what are the most frequently addressed topics, and whether the school environment, in contrast to other sectors, is in any way specific to the implementation and development of supervision practice. The empirical investigation is carried out using the qualitative method of semi-structured interviews with selected informants from among principals or other staff responsible for the implementation and development of supervision practice in primary schools in Prague and the Central Bohemian Region that have introduced the supervision service and regularly use it for at least one school year, and from among supervisors providing regular supervision services to primary schools in Prague and the Central Bohemian Region.