ABSTRACT:

This bachelor thesis deals with the relation between individuality and collegiality among pedagogical staff of vocational schools in the Czech Republic. It recognizes the ambivalence of these terms. It describes elements, which act contradictorily and whose influence is to be suppressed, as well as elements, which on the contrary can effectively boost mutual interconnectedness of these fundamental principles and therefore lead to improvement of the quality of education. The theoretical part is a literature search of available resources dealing with the topic in specialized books and journals. This part was enriched by the author’s own point of view on the matter and revised with respect to the conclusions from the research. The research is a record of six in-depth interviews with selected teachers from vocational schools in Central Bohemia region. These interviews were carried out by the author according to her own scenario which can be found in the appendix. The output from these interviews is a description of the real functioning of vocational schools (primarily their pedagogical staff) from the point of view of the respondents. The respondents were chosen based on the recommendation of the headmasters of selected schools. The group of respondents is a balanced mix of men and women as well as newly qualified and more experienced teachers of different school subjects. Qualitative research methods (in-depth interviews) were found more proper for this particular research than the quantitative methods due to the nature of this bachelor thesis. The significance of this thesis resides most importantly in the in-depth exploration of an area, which has not been examined enough yet – how to harmonize teachers’ expertise and ideas with meaningful and fruitful functioning of the pedagogical staff as a whole so that the school and education of the future generation can benefit from it.

KEYWORDS:

collegiality, individuality, teachers, cooperation, external directives, internal directives, motivation, demotivation, life-long learning