

Abstract:

The thesis is divided in two parts. The first theoretical part defines the term cooperation and deals with the question of cooperation and individualism in school environment. It also reflects the documents where cooperation is explicitly mentioned. It shows the influence of school culture and climate on the development of cooperation, and it studies the climate of teacher-staff, and the role of the leadership in teachers' cooperation.

The thesis further tries to map the reasons for refusing cooperation and define the environment that would encourage and support cooperation among teachers. At the same time, it identifies obstacles that prevent cooperation. It is aimed at mapping the areas and forms of cooperation used in school systems and various levels in which the teachers are willing to cooperate.

The practical part contains an exploratory study aimed at discovering the actual situation in teachers' cooperation in Primary/Lower Secondary Schools in the capital city Prague and a good practice examples that present options of cooperation among teachers in a Primary and Lower Secondary School in Prague 2.