

## **Abstract**

The diploma thesis deals with the topic of teachers supervision as a tool for their professional development. This area is not yet the subject of much research and is far from being theoretically covered in our context. Likewise, we can talk about “not covering” Czech schools with supervision, which is seen here as worthy of change. The general aim of this work is to give a comprehensive view of this issue and to define the place of supervision in the professional development of teachers. The theoretical part summarizes available information on this topic in our context and links these rather modest information with the relevant theory of the teaching profession and supervision. The introductory chapter is devoted to a summary of existing research in this area. In response to the above research, the following chapter is devoted to a more detailed description of the teacher's profession – its role in the context of today's society and, in particular, to describe the demands and risks of this profession, which corresponds to the needs of helping professions. Subsequently, the competencies that are needed for professional management of the mentioned tasks, demands and risks are defined, while the emphasis is on the need of the teacher as a reflective practitioner and also on the personality and socially mature person. The last chapter concerning the profession of teacher brings an overview of the requirements for the quality of professional development in the context of the specifics of the teaching profession and also a critical view of the current developments in this area. The last chapter of the theoretical part is devoted to the topic of supervision, first of all in defining the key concepts and trying to link them with information from existing research in the area of teacher supervision. In the final sub-chapter, the reader will be acquainted with available information on the topic of teacher supervision in the Czech Republic. The empirical part of the thesis presents qualitative research on the topic of supervision as a tool for professional development of teachers. The aim of the research is to add a view on supervision by teachers who have a longer experience with this form of support and supplement the view of supervisors who have not yet been interviewed for any research on this subject. The complexity of this image is provided by the views of several school leaders. The main research question is whether supervision can be seen as a tool for professional development of teachers from the perspective of the involved groups, and if so, how it contributes to it. Furthermore, the research also focuses on factors influencing the benefit of supervision and comparison of the views of individual groups of respondents.