

ABSTRACT

The diploma thesis deals with the issue of pair teaching between teachers. The main goal is to map the advantages and disadvantages of this teaching. It focuses on the broader specifics of pair teaching, which it then compares in the environment of primary and university. The work is divided into theoretical and practical part. In the introductory chapters of the first part, the issue is viewed from a theoretical point of view, i.e. they describe the model of pair teaching. The theoretical part further defines its basic key principles, especially under what conditions it works and what benefits for pupils, students and teachers brings. It focuses on the prerequisites for proper functioning, cooperative teaching and deals with possible models of cooperation between two teachers. The work also mentions the influence of pair teaching on the quality of professional development of future teachers. The practical part is designed as a qualitative research. This survey is conducted using a structured interview with primary and university teachers who teach in tandem. The obtained necessary data are analyzed by the method of so-called open coding, which will help us answer research questions leading to the achievement of the main goal of this work. The practical part therefore maps the possibilities and limits of pair teaching and finds common patterns and differences of functional teaching of pair teaching at primary and university school. Using the above-mentioned methods, we come to the conclusion that co-teaching really works under certain fulfilled conditions and is effective especially in following the rules and principles, especially among teachers. At the same time, we find the same features of this teaching in both environments.

KEYWORDS

Pair teaching, school, cooperative teaching, models of pair teaching, beginning teacher, cooperation of teachers, professional development, reflection