



A Teacher's Diary as a Research Instrument to Determine the Integration Process of a Beginner Teacher into Daily Life at a Primary School

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The authors' contribution is aimed at utilizing a teacher's diary as a research instrument in the qualitative research concept of a beginner teacher. The focus of this research is an effort to reveal the status of beginner teachers at a primary school. The process of integrating beginner teachers into the working system at a school includes the difficulties such teachers cope with during the start of their working experience. Beginner teachers must both identify the mechanical structure of the school and, naturally, prove their competencies in the number of areas making up the work of teachers.

In Slovakia, adaptation programs have been introduced into practice which are plans created by an introducing (mentoring) teacher to incorporate such beginner teachers into the structures of the school environment in the most effective and efficient manner possible. A teacher's diary from such a beginner teacher reveals cooperation between the "greenhorn" and the mentor, while also highlighting problematic areas that experience brings on both sides.

The contribution also includes a brief presentation of the working system for beginner teachers and the introduction of such teachers into the life-long continuing education process in terms of teachers' understanding of legislative standards in Slovakia.