

The thesis “Chosen psychological aspects of Czech school reform from teachers perspective“ is concerned about current Czech educational reform and is looking for psychological background to new trends and goals. In the first part the author identifies the changes, which will occur – the changes in the goals, changes in the content of curriculum and procedural changes. In further chapter the focus is moved on theories, which are supporting the direction of changes. It is child-centered approach, constructivism, multiple intelligence theory, and Bloom taxonomy. In the third part she is analyzing the impact of the reform on the teacher’s profession. The last part of theoretical part is focused on the crucial part of the reform – key competencies. She is describing the term and ending with critical analysis of the concept in current Czech law.

The empirical part of the thesis is devoted to evaluation of key competencies. Author suggests a didactic test and methodic for pupils portfolio.