

## **Abstract**

The aim of the diploma thesis is to analyse the group reflection Wanda as an effective tool for teachers' professional development. It is divided into theoretical and practical part. The theoretical part is firstly focused on aspects which influence professional learning. Furthermore, it describes its phases, processes, forms and conditions that teachers currently have. Secondly, it analyses and compares the available professional standards in the context of professional development and shows the benefits of using reflection. Thirdly, it analyses the Wanda method itself, which is based on Appreciative Inquiry and Balint group. The practical part examines the benefits and challenges of the method as well as the conditions which are necessary for the proper realization of the method. The data from questionnaires and interviews are analysed from the different perspectives of the facilitators and the participants – teachers and students. The detailed analysis of the data gathered in the focus group results in a proposal of the steps required for spreading the awareness of the Wanda method among teachers. Mainly, we focus on the conditions which are necessary for a successful implementation of the method within the framework Teacher Training of the Faculty of Education, Charles University. The data show that members of all groups chose the support and a sense of belonging as a primary benefit of the method. On the other hand, the facilitators find the time-consumingness to be the biggest challenge of this approach. There is a general agreement on the most important condition for the method - a secure environment, which is linked to both the quality of the facilitator and the composition of the group.