

The thesis introduces a rather unusual continual discussion concerning the context of social changes and their impact on school life, pre-gradual preparation, and professional achievement of teachers.

The text surveys the connectedness between recent social changes and the development of professional institutions, especially schools. The author considers gradual weakening of primarily educational function of schools and their shift of social responsibility toward educative and socializing commitments.

As a consequence of such changes special attention is paid to current teachers' position and modifications of their professional activities. The author attempts to state new teachers' competences and highlights of their work. She asks what new demands can be observed in the course of teachers' professional preparation.

Regarding the key position of relationships at current schools, the text focuses on communication patterns at school, which are fulfilled via relationships. The author discusses social support problems in details as they represent a crucial factor of teachers' work. The text introduces various approaches to a safe feedback to teachers. Particular examples include methods of video- interaction guidance and Balint groups applied to teachers' work.

Regarding psychological applications and the emphasis on relationship aspects of teachers' work (see above) the author especially focuses on professional stress of teachers' work, and how teachers perceive it.

The final output of the thesis is a model project of a longitudinal training created for current teachers in the Czech Republic. The text introduces both formal and content aspects of such training.