

## SUMMARY

### ***The Key Decision-making Processes in Creating School and Implementing the School Curriculum***

The thesis focuses on the role of a teacher in his/her triple position. Each of these roles provides a piece of inspiration for reflection on the internal school transformation, both on theoretical and empirical level. The first one regards the role of a teacher as an experimenter. Our study balances the possibilities and limits of the experimental approach with regard to the condition of teacher's high degree of personal engagement and also the social context. From the other perspective, we observe a teacher as bearer of school quality. This is conditioned by the adoption of a creative role in the transformation effort in which teachers have to demonstrate their willingness and ability to change the current school with regard to the newly-conceived paradigm in education. Finally, the third point of view follows the teacher as a creator of the curriculum and school. In terms of Czech education teachers must deal with the complexity of a new professional situation which stems from an innovative, experimental nature of the School Educational Program making-process. In this process they make decisions according to which values and goals they accent in their pedagogical work.

The research part of the thesis benefits from the unique experience of the author. From the position of a director of a private school, which he founded and built with a high personal commitment, he has been seeking to achieve the highest level of quality in real conditions of the Czech education. The dissertation submits a pedagogical project – it argues a scientific overview of key decisions and the corresponding decision processes that shaped the school identity. There are suggested ways of implementation, and reflection of causal relationships between specific decisions on entry and real outcomes / findings which were implied by these decisions are performed. We uncover an important component of the total context which normally remains hidden – the thought processes of the project promoters, whether we formulate the school vision or when planning specific aspects of the curriculum.

The intersection of roles of a researcher and a school director provides the best chance to be "on the spot" when the situation is the most suitable for collecting the research data. The doctoral thesis then links the creation of a functional product of a real educational practice (a particular school) with the evaluation of the product implementation in order to enrich the educational theory.

**Key words:** quality in education, private schools, school reform, decision-making, design-based research.