

Diploma thesis is designed as quantitative research study. The aim is to find out the opinion and attitude of teachers from Czech primary schools concerning the new curriculum reform, which has officially come into use in the form of Framework Educational Program in 2005. The new system of curriculum documents replaces the former educational programs based on centrally imposed curriculum and thus broadens the autonomy of teachers and school institutions, who were assigned to prepare their own school educational program. Besides the changes both in the main objectives of primary education and to some extent in the educational content, there has also been a shift in the role and expectations related to the teacher profession.

The main purpose of the study is to find out and describe teacher's prevailing opinion of such change in the educational concept and its benefits at the level of compulsory education. Another aim is to present, how teachers perceive the barriers and inner motivations related to these reform changes in schools, and how these barriers affect the overall attitude towards the reform. The research will also show how the changes in schools since the formal reform introduction are evaluated and which parts of the reform realization and to what extent are considered problematic. At last, the teacher evaluation concerning their own pursuit for implementation of the changes into their pedagogical practice will be examined.