

ABSTRACT

Diploma thesis *Professional Identity of the School Psychologist*, shows a profession of a school psychologist through the demands that are set before this profession, relationships in which the school psychologist is and a role in which he/she is engaged. The text is divided into a theoretical part, which contains information from the literature on the topic, part of the methodology, which shows the reader how to obtain research data and a practical part, which presents results of analysis of interviews with the school psychologists.

In the first part we learn about issues of professional identity mainly from the perspective of social psychology. The text describes theoretically, on the basis of Czech and foreign literature, the profession of the school psychologist since its inception in foreign countries to the current forms. The theoretical part describes activities that characterize the profession of the school psychologist. Based on the work of several authors we specify the roles of the school psychologist. In the theoretical part we arise from the knowledge of professional identity of the school psychologist. Defining the profession of the school psychologist in the theoretical part provides basic understanding of the research chapters.

The practical part is based on interpretation of analyzed data that were collected during the research through interviews with school psychologists. The monitored areas are changes in a career of the psychologist, requirements associated with the school psychologist work, network of relationships (management, teachers, pupils, parents, pedagogic psychological clinic, etc.), in which he/she is involved and that affects the position of the psychologist in the school and his/her professional competence. With the network of relationships is connected the need of the school psychologist to define himself/herself, his/her position, define himself/herself The diploma thesis focuses on the roles of the school psychologist, in which he/she gets during his work at the school. The roles are adjudicated not only from the outside world, but also from school psychologists themselves. The topic of the role of the school psychologist is accompanied by a whole range of emotions. On the basis of thematic areas the school psychologists spoke about in the interviews, there are created categories of factors

influencing professional identity of the school psychologists.

The results of the research are summarized together with discussion of literature at the conclusion.