

The central theme of this thesis is auto-evaluation or self-evaluation of the school. The author discusses this issue in a comprehensive concept and interrelations - from theory to practice. He presents a fixed theoretical foundation, as well as analysis and interpretation of results from field mapping to professionals and practitioners. He offers to schools methodological guidelines for auto-evaluation activities. It also includes analysis of legislative framework, the discussion of the risks associated with auto-evaluation processes and current developments and planned changes (as of May 2011) in this area. Particular attention is devoted to the role of managers in schools in the autoevaluation process and its planning, organization and management. In detail, the author deals with some methods that can be used well in practice.

The thesis is based on the current state of auto-evaluation of the Czech primary and secondary schools. It tries to grasp the issue in the broadest view. It also aims to provide schools the seizable platform of evaluation and auto-evaluation. Presented text adds on the topic new views, attitudes and perceptions.