Abstract

The diploma thesis discusses the issue of innovation in education. Although society and the requirements of a competitive person are changing, Czech schools use only a few innovative elements. The main objective is to identify and explain the current situation and find out when and why innovations are or are not implemented. Conditions are described as external (legislative, financing, staffing), but also the internal (teacher's personality, motivation, innovative potential). The research design is a case study, Hejny method at the chosen school. By means of semi-structured interviews with the main persons involved (teachers, school headmaster) identifies the events, changes, but also the participating actors and conditions and uncovers their role in the process, development in time. The author uses the 4-level public political cycle model, Multiple-streams theory, force field analysis and Model of change. The author reveals the key role players (the policy entrepreneurs and opponent of change). Many forming conditions is discovered. That is systemic, personal, organizational and social conditions. The work provides recommendations for the chosen school to successfully conclude the change. General recommendations for implementing innovation are also included.