

ABSTRACT

This diploma thesis presents monographic study that deals with the autonomy of schools in the context of the idea of the Waldorf School and philosophical convictions of its founder Rudolf Steiner. The content itself brings a particular identification, analysis and description of the basic principles of Steiner's ideas of Social Threefolding. For better grip and insights into this topic in the introductory chapters with the concept of autonomy as the general context, and given directly to the school autonomy. Further insight on school administration and local government and various school systems in the European area. The work also includes historical and political context of the time of different directions of reform pedagogy 19th and 20th century, which proved, among other things, as one of the key conditions for understanding the concept of free Waldorf school Rudolf Steiner and the conditions under which it was created.

KEYWORDS

autonomy, school, Waldorf pedagogy, Waldorf School, anthroposophy, Rudolf Steiner, competence, autonomy, responsibility, Social Threefolding