

The fundamental change of the role of education, which the last decades have witnessed, together with the present understanding of its role as one of the primary sources of further economic development of humankind as well as a warranty of peaceful development of the human race - which is clearly expressed in the concept of life-long education - must be reflected in current educational structures. It is namely basic education (children from 6 to 15 years old) that should become a qualitative basis of the concept of life-long education and prepare the young generation to face the fact that education will no longer be limited only to formal education, that non-formal and informal educational processes will become parts of education, and that these processes will accompany young people throughout their lives. The aim of basic education is to prepare the young generation to face this significant change, therefore this transformation has become one of the aims of European educational policy.

Reflecting the European aims, the Czech Republic chose the approach of converting schools into learning organizations, which is one of the ways schools might develop as foreseen by OECD, and in 2005 the country launched a law-based curriculum reform whose aims were to redefine objectives, content, methods and forms of basic education. These should have been made public by schools in newly created school documents, the so called School Educational Programmes, and the schools should have started following these programmes since the school year 2007/2008. However, the real vehicle towards these changes is the teacher. Therefore, this research was aimed at investigating the reflections of particular basic schools teachers - they were asked to reflect on the process of transformation of the Czech educational system - and at revealing which conditions supporting the teachers in the process of transformation were created.