

ABSTRACT

The primary objective of the diploma thesis titled Role of the founder in the development of the Czech education system is to draw the benefits of the reform of public administration on the development of the Czech education system.

The first theoretical part of the thesis attempts to explain the development of the Czech education system and at the same time, especially in the second theoretical part informing about the roles of founders and headmasters in the process of transformation of the Czech educational system. The second theoretical part specializes in the list of legislative competencies of headmasters and founders in connection with the reform of public administration.

The main part of the thesis deals with the question whether a possible cause of declining educational outcomes Czech pupils in international PISA amendment to the law on state administration and local government in education.

The first research assumption based on the fact that it is the effect of this amendment founders are obliged to establish schools and educational institutions only as contributory organizations. Thus, schools have autonomy in addition to teaching as well as economic autonomy with which it is associated and increase competencies and responsibilities of headmasters as statutory bodies funded organizations, thereby reducing their working hours to the detriment of educational process management. The first research assumption determines whether the majority of the headmasters of elementary schools perceived range of powers and responsibilities, which gained after the reform of public administration as a factor that most negatively affects educational performance of students in the country. The second assumption research responds to the fact that the amendment to the law on state administration and local government in education, which has led to the cancellation of sectoral management education (school authorities) at the district level and schools have become partners of the village, from methodological support to schools began to fade pedagogical agenda. The second research assumption determines whether the majority of the headmasters of elementary schools lack methodological support for its founder (municipality) in the educational field.

Finding is that the majority of the headmasters of elementary schools perceive range of competencies as a factor that would most negatively influenced the results of education in the

country. Another finding is, that the present headmasters of elementary schools the methodological support in the educational field with its founder does not devoid nor does not expect. At the same time the majority of the directors of elementary schools would not welcome a return to a sectoral management education.