

ABSTRACT

The thesis deals with the profession of school psychologist. We are wondering if there are any reasons that prevent or encourage the introduction of psychologists into schools. The first part of the thesis deals with the concepts of school psychology and school psychologist from the present and historical point of view. We are dedicated to the legislative anchoring of this profession and its ethical standards. We uncover the complex network of the school psychologist, including aspects that can be partaking of teachers' expectations of school psychologists. The second part of the thesis deals with the questionnaire survey which was carried out at the school, where the institution of the school psychologist is already established and where it is not. The data analysis was conducted the analysis. Through her, we found five areas of interest which affect expectations. The first area concerns the role of the school psychologist. The second area concerns of his work. The third is the idea of teachers about the “ ideal ” school psychologist. The fourth deals with the concerns of teachers and the fifth area concerns the financing of school psychologists. The main findings introduce together with the direct quote. In another part of the main findings offer a comparison between schools, which complement the discussion with the findings in professional sources. In the final part of work, we introduce a perception of school psychologist from positive and negative point of view.