

## **ABSTRACT**

The work focuses on mapping the experiences of school psychologists who work in elementary schools with an innovative school education program (ŠVP) in the Czech Republic. In the theoretical part, readers are introduced to the concepts of school psychology, educational programs, innovative education and the role of the school psychologist in innovative schools. In the empirical part, research conducted using qualitative methodology is presented. 4 research questions were determined: According to school psychologists working in schools with an innovative school educational program, how does innovation in education manifest itself? What are the specifics that school psychologists encounter when working in schools with an innovative school education program? How do school psychologists working in a school with an innovative school education program relate to their work in schools with an innovative school education program? According to school psychologists working in schools with an innovative school education program, what is the impetus for innovation in education? The research was conducted with seven school psychologists who work in elementary schools with an innovative SEP. A semi-structured interview was conducted with the respondents. Thematic analysis was used to analyze the data. As part of the research, psychologists spoke about open communication, the possibility of development, the form of innovative education, the innovative approach as a way to prevent unwanted phenomena in schools, and also about the reservations they have about innovative education.

## **KEYWORDS**

School psychologist, innovative education, innovative curriculum, school curriculum, thematic analysis