

School psychologists and school guidance centers in the Czech Republic

1. Need/challenge addressed

Behaviour, emotions/mental health, cognition/learning achievements, motivation, social, family, physiological, transitions.

2. Level of intervention

Selected (targeted to a group of pupils at risk) - particularly aimed at pupils at risk, but can be used for all pupils.

3. Intensity of the intervention

Ongoing

4. Target group and age group

Pupils of primary/lower secondary (6 – 15 years) and upper secondary (16 – 19 years) schools.

5. Conditions and different steps necessary for the implementation of the measure

During the project implementation phase, participation was limited to official project participants. Currently, the establishment of the school's guidance centre or the introduction of the school psychologist is the decision of the school headmaster. However, that decision is limited by financing options. The funding allocated to these positions has to be agreed with the school founder (municipality, regional authority, etc.).

6. Decision makers on the type of support and possible adaptations

In schools with school guidance centres, a consensus must be reached among the members of the team. In schools with only a school psychologist (without a school guidance centre), it becomes the decision of the school psychologist, after consultation with other school professionals, i.e., class teacher or school counsellor. When a more serious problem is detected, the school psychologist cooperates with the pedagogical and psychological counselling centre.

7. Delivery of the measure and stakeholders

In schools with a school guidance centre, cooperation is ensured via its founding principles (see section 5). In schools with a school psychologist, the psychologist consults the situation with the school counsellor, class teacher and other professionals who can help resolve the situation.

The project provided support to all participants including educational and methodological support. Methodological support is mainly provided by the pedagogical and psychological counselling centres.

8. Overall responsibility for implementation

Realisation measures are the responsibility of the headmaster.

9. Obstacles in introducing the measure

None.

10. Monitoring and assessing the measure

Results have been monitored via the indicators of the respective projects. After completion of the project, the decision to assess the school guidance centre is in the hands of the headmaster.

11. Results of the measure

The results are more or less positive.

Positive responses have been received from schools with a school guidance centre and where the position of the school psychologist was introduced.

12. Resources and funding

While the project was running, the school guidance centre and introduction of the school psychologist have been financed by the projects. After the project, the funding is taken over by the school founder.

13. Current status of the measure

Ongoing.

In some schools, the school guidance centres continue to function, while in others, activities have ended. The reason is financing. If the founder does not have the money to maintain the service, the service is terminated. However, the schools do try to maintain the centres.