

Summary

The sense of teachers' wellbeing as an element of school organisational culture.

The topic of the work focuses on two key categories: school culture and the sense of teachers' wellbeing. What decides about the meaning of school culture is its position in the change processes. The culture is a key element which determines the success or failure of each and every institution. The culture develops thanks to designated school vision and determines success experiencing challenges set by changeable educational reality, subsequently influencing the quality of school work as well as quality of teacher's work in general.

In the stream of positive psychology, which deals with, among other, examining factors having influence on the level of the subject's satisfaction in various spheres of its functioning, the key idea is wellbeing. Wellbeing the most frequently comes down to general evaluation of happiness and it is characterised by the evaluation of the subject's features and his or her mental state. The sense of wellbeing in the workplace is essential for the general human's wellbeing. Professional work, as one of the most important life activities of an adult person, determines the way a person evaluates his or her life.

In the change culture research you pay attention to a meaning of school positive culture as a condition of forming positive organisation as well as meaning of the sense of wellbeing in the process of introducing the change . Here, wellbeing may be treated as an element of organisational culture, which is a condition of teachers' opening to changes. Therefore, it is important to check at what point the teachers' wellbeing is connected with the organisation engagement and the other way round. The sense of teachers' wellbeing is one of the factors which may affect the change process aiming at the positive organisation and school efficiency.

The first chapter of the given work is devoted to the consideration over School and its culture. School is described as an organisation and a workplace as well as a part of the culture being in a given space, time and place . The culture is a subject of the examination and scientific analysis including the climate, functions, levels and culture layers as well as school culture social determiners. The topicality of issues against the background of the literature as well as

the concept models in school culture examining have been included. The considerations concerning school as a learning organisation surmount the first chapter.

The second chapter is devoted to the meaning of teachers' wellbeing at school as an organisation, which is formalised institution as well as learning organisation. What has been discussed is work satisfaction as a level of hedonistic wellbeing as well as engagement, passion, value and a sense of work as levels of eudemonic wellbeing. What has also been described is wellbeing in the workplace, school as a place of teachers' work and the meaning of teachers' wellbeing.

The third chapter contains the research methodological assumptions, including the research subject, presenting the research model, defining of the aims, problems and research hypothesis, the description of a method and the research techniques as well as the choice of the research group and the place.

The fourth chapter concerns the results analysis of the conducted research.

The last chapter is a summary, the attempt to showing a direction aiming at so-called positive organisation and a workplace of satisfied teachers including the recommendation for educational practice.