The dissertation examines the questions: what is personal development of students, how it is understood in school and in academic work, and whether the school influences through pedagogical practices to support the achievement of new skills that develop and inspire students along the path of their knowledge. The research was done to support the development of a new type of pedagogical practices that open up possibilities for autonomous and self-dedicated pursuit by students of their interests. It is the same in the spirit of supporting the personal development of students as part of the educational process.

The aim of the dissertation research is to investigate how key pedagogical personnel - teachers, school psychologists and pedagogical counselors - understand personal development and apply the prescribed forms of support. Two empirical studies were conducted - with a Questionnaire "Personal development and school practices" and an interview with free answers for examples of personal development of students from the

The research comes to the importance of the role of teachers and other key professionals in school - school psychologists and pedagogical advisors as observers, but also active participants in knowing and understanding the power of personality, as well as in their sensitivity to qualities of students that appear in their pursuit of success and in meeting challenges. In the Conclusion, the implications of the research results for future research work on the problem of personal development of students for psychological science in the field of education and for improving pedagogical practice are presented.