Abstract

The thesis deals with professional development of teachers in kindergartens. The theoretical part focuses on the characteristics of the system of further education of teachers in kindergartens and its sending to the context of lifelong learning. It further specifies the parameters of professional development of a teacher in kindergarten. Czech education is compared with the countries that surround our republic. The last chapter in the theoretical part is analyze educational offer for teachers in kindergartens teaching and to identify key/critical topics. Another goal is to what teachers are aware of about the offer of in-service teacher training and how they understand further education for their practice.

The research is realized by the form of semi-structured interviews with seven kindergarten teachers. With the two leading teachers and five classical teachers. It was also realized an analysis of the educational programs they provide at the national level. An analysis of educational offers and interviews with teachers showed that the offer of educational programs partly supports the needs of individual teachers. At the same time was found out deficiencies in the field of burnout. Interviews with teachers have shown that they expect professional development to be important, but they attend less courses / seminars than they thought was ideal. There has also been diversity in the perception of the concept of lifelong learning.

Keywords

Professional development, kindergarten teacher, education, preschool education