

ABSTRACT

The bachelor thesis deals with problematics of the introduction of compulsory preschool education, its benefits and changes in areas of administration and educational process.

The aim of this work is to find out how the legislative change, effective from the calendar year 2017, relating to the introduction of compulsory of preschool education, affected events in individual areas of pedagogical staff, more specifically administrative and managerial work of principals and educational and administrative work of teachers in two selected kindergartens in the largest Central Bohemian city of Kladno. For the purpose of fulfilling this goal, a research case study is chosen, in which data were obtained through interviews with school principals, qualitative questionnaires addressed to teachers and analysis of internal and curricular documents affected by the legislative change.

The first main chapter of the theoretical part is devoted to the upbringing and education of preschool children and child development from the perspective of developmental psychology, which is linked to preschool education of children in the institution - this chapter deals with educational plans, distance education in kindergarten, is included in the legislative framework and information about curricular and internal documents of the school. An integral part is a discussion of compulsory preschool education, the circumstances of its origin, the school maturity verification and enrollment in compulsory preschool education.

The second main chapter is devoted to the work of pedagogical staff in kindergarten (conditions for the work of pedagogical staff, the specifics of working hours of pedagogical staff). The chapter is further divided into a part concerning the kindergarten teacher, his competencies and cooperation with parents, and a part dedicated to the kindergarten director, his roles, the competent model, the points Strategy 2030+ and the Czech School Inspection Criteria

The third chapter is focused on practice, deals with detailed research methodology. The fourth chapter is devoted to results and interpretation of obtained data and answers to research questions.

The survey shows that principals and teachers are identified with the obligation of pre-school education, they do not consider it burdensome, but their work has definitely increased in the field of administration. During the educational process, teachers focus more on the expected outcomes of the Framework educational program of preschool education, and cooperation with parents has partially changed. Teachers see the benefits more in the duties of the compulsory preschool education than the principals of selected schools.

KEYWORDS

preschool education, compulsory, kindergarten, change, pedagogical worker, work