

## **Abstract**

The bachelor thesis deals with the issue of actors intervening in inclusive education in kindergarten. It is divided into theoretical and practical parts. It aims to give a comprehensive view of the actors of inclusive education. The theoretical part defines the concepts and legislation of inclusive education in kindergarten. The actors with institutional level and their clients are described. It gives a more detailed theoretical picture of the teacher and the teaching assistant, defining their roles and prerequisites for these professions with regard to preschool inclusive education.

The content of the practical part is a multiple case study. Its aim is to examine in detail in three classes of a kindergarten the cooperation between a teacher and a teaching assistant and its impact on a child with special educational needs as well as to find out how it affects the school climate. In the final summary of the case studies, the influence of the actors involved in the education of a child with special educational needs is described for a comprehensive view.

In the conclusion of the thesis, the answers to the research questions are summarized, showing the necessity of a proper relationship between the teacher and the teaching assistant for optimal support of a child with special educational needs and a positive classroom climate.