

The thesis deals with different approaches to the creation of school educational programs in the context of the Framework Educational Program for Pre-School Education. The work combines theoretical and empirical approach. In the theoretical part, historical milestones influencing the educational processes in the Czech lands are described. The text presents, in the chronological order, characteristics of curriculum and pre-school educational programs as they had been introduced between 1945 and 1990. The content summarizes current educational trends, major policy changes and requirements applied on contemporary policy documents. The thesis also deals with new policy strategies and procedures connected with the societal changes and pedagogical findings, defines new pedagogical terms and points out the importance of policy documents. The empirical part includes a completed research project on a regional level analyzing approaches to the development of school educational programs, both in terms of concept and form. It also studies the share of directors, teachers and parents in the creation of such a program and identifies problematic areas on the way to an own school educational program. The aim of the research is to identify whether the individual curriculum documents comply with the Framework Educational Program for Pre-School Education and whether they are created taking into account the needs of the concrete kindergarten.