

Abstract:

This Diploma thesis is a continuation of bachelor thesis, which discusses the formal cooperation between family and school in pre-school age of a child. Diploma thesis is extended and brings new information about cooperation of family and school. There are important information from Bachelor thesis included in the theoretical part. They play important role in practical part of Diploma thesis and objectives and goals for the research come out of them. Theoretical part is therefore focusing on terms family, teacher and nursery school. It also derives information from curricular documents, such as Framing educational program of pre-school education. It discusses its main principles and objectives and focuses on conditions of pre-school education, where parents play an important role. It is one of the main principles of Step by Step program. Also White book is mentioned, which also talks about cooperation with parents. Theoretical part then discusses the opportunities and options of working together, how to realize it and what its applications. It also talks about other programs and initiatives emphasizing the importance of cooperation with family. One chapter talks in detail about Begin together program, about its objectives and teacher's methods of work in this program. In this chapter, thesis focuses on a cooperation between school, family and community, which then serves as a basis for practical part.

Practical part is using completely new research sample. It uses structure and methods of the sample from bachelor thesis. It focuses on research of cooperation between family and nursery school, relationships between parents and teachers and implementation of teacher's methods in day-to-day work of chosen nursery school. It uses methods of observation, dialogs, surveys. All methods uses standards of Step by Step program in the area of cooperation with family. Main objective is to find out, if all criteria in standards of Step by Step program are implemented in chosen nursery school. What is the method of doing it and what are examples of this implementation.

By completing the surveys, observations and dialogues, closures are formed about bringing implementation to life. Closures answers the questions, if parents and teachers are able to react to main problems about the environment, activities in the area of cooperation and so on. These materials show us, what is good about this program and also, what is bad. We can then define its positives and form thesis about negatives and how to fight them.