

This diploma thesis concerns the topic of pre-primary education in the Czech Republic with a special focus on the school-family relations. The general aim of this study is to examine and describe the relations between kindergarten (principals/teachers) and family (parents of children) in the contemporary reality of these schools. Moreover, this text deals with the relations between mentioned stakeholders from the perspective of partnership and accountability which constitute its theoretical background. The objectives are fulfilled via qualitative research, particularly twelve semi-structured interviews with principals/teachers of public kindergartens, and analysis of relevant public policy documents. Based on the qualitative research among these respondents, it concludes that the relations between the actors involved correspond more to the concept of accountability than partnership. The text also indicates that accountability and partnership are rather contradictory concepts. The principals/teachers feel accountable to the parents and they also declare very strong responsibility towards the children themselves. The research findings also show in more detail the discrepancy between the strongly reflected interest of respondents in a partnership and its absence, with a particular attention paid to the reasons for this inconsistency. In conclusion, the analysis results are discussed from the perspective of public policy and recommendations of instruments are formulated.