

ABSTRACT

The present thesis summarises information about today's kindergarten, about its important curriculum policy documents and about the main participants of its educational process – the teacher and the pre-school children. It deals with the school climate and with its influencing factors, focusing on the work climate in kindergartens, namely on human relations, communication and its risks. This thesis maps and evaluates kindergarten teachers' perception of the social and work climate and what they find prominent, how the school/class climate quality influences kindergarten teachers' work performance, what sort of factors encourage the optimal climate and what sort of factors curb it. It aims to verify the functioning of teachers' pedagogical cooperation in classroom curriculum development and the functioning of collective activities in kindergarten.

KEYWORDS

Kindergarten, kindergarten teacher, pre-school child, social and work climate in kindergarten, relations, communication and risks in kindergarten.