

## **ABSTRACT**

Most kindergartens are managed by a headmaster/ headmistress and their deputies (depending on the size of the kindergarten). There are some kindergartens which fall within the management of a primary, or even secondary school in the particular municipality, and the function of the headmaster/headmistress is taken over by the primary/secondary school principal. If that is the case, the kindergarten headteacher position is introduced, who is not a deputy but is in charge of the kindergarten and responsible to the principal. In this thesis, my concern are the competencies of a kindergarten headteacher as an educational institution leader.

In the theoretical section, I focus on the headteacher position, what group management and control, documentation and material sourcing concerns in such a position; what determines the working hours, and the measure of participation in the organisation management. Furthermore, key competencies are described, and headteacher professional competencies are identified in detail: what kindergarten management deals with, what to imagine under the term educational process, and what the responsibilities are. Self-reflection should be important with everyone, it is very important in educators, and absolutely essential in headteachers.

In the empirical section, I perform a survey, in which I identify what professional competencies of a kindergarten headteacher, and the content of their workload are. The survey covers work competencies, satisfaction, age profile, and team management and control.

Considering the extension and number of kindergartens, I restricted the surveyed area to South-Bohemian Region (Jihočeský kraj).

My thesis concludes with a summary of the survey.