

## **ABSTRACT**

The diploma thesis deals with gender aspects of preschool education from kindergartens leading's view. The main aim was to research situation and approach to gender equality in preschool education. Because of it I have decided to focus on knowledge and attitude of leading of kindergartens and their importance to preschool curriculum and also to order of children group from the gender perspective.

The theoretical part summarizes findings about school socialization, preschool institutions and documents about curriculum. This part also focus on viewpoint of character of institutional children education, studies of school and preschool socialization and the aspects which are cause for feminization of preschool education. The empirical part introduces the methodological steps of the research. That means method, data collecting or the way of questioning which work on the constructivism and critical theory. This offers the results of analysis of semi-structured interviews. The main part of the thesis includes the results of twelve research and refers to occurrence of gender topics in the space of kindergartens – construction of professional identity of leading schools or definition of teaching and preschool education. The research refers to understanding of gender issues by preschool leaders in connection with gender identity and preschool care and the preschool education prestige issue. The results include both different ways of understanding of gender equality, and the prestige of preschool education as declared.

**Key words:** preschool education, gender equality, semi-structured interview, identity, experience