

ABSTRACT

This bachelor's thesis explores the topic of gay families' experiences with female kindergarten teachers. The aim of this thesis was to explore and evaluate the perspectives of families where both parents are male on working with female kindergarten teachers and to describe the relationships and communication between gay families and the kindergarten teacher. Another aim of this study was to determine if there are any communication and relationship barriers in relation to the given specificity of the research families. The theoretical part of the thesis is an introduction to the issue of homoparental families, the relationship between the family and the kindergarten teacher, based on current research in the field of gay families and society. The empirical part of the thesis is conducted through qualitative research, the method of which was a semi-structured interview. The interviews were conducted with one parent from the paternal couple each time, and in addition, interviews were conducted with kindergarten teachers who have professional experience with a child growing up in a gay family. The research sample consisted of 3 families and 3 kindergarten teachers. The data collected was subjected to analysis which revealed several significant pieces of information regarding the relationship and communication between families and kindergarten teachers. Almost no negative experiences were found in relation to the specificity of their family model.

KEYWORDS

Kindergarten, family, homoparental, gay family, preschool education