ANNOTATION

This thesis investigates the competences of pre-primary teachers in institutions inspired by Reggio Emilia pedagogy and classical institutions in the Francophone area of Switzerland. The aim is to explore and analyze the competences possessed by teachers in Reggio Emilia inspired institutions in Switzerland.

The theoretical part of the thesis defines the theoretical background of teacher classification and competences for children aged four to six years in Francophone Switzerland. It also covers the competence framework of pre-school teachers in the Czech concept, the key characteristics of the innovative Reggio Emilia pedagogical direction, and the professional competences of teachers working in Reggio Emilia educational institutions. The paper presents a comparison of teacher competences in the Swiss and Czech education systems, as well as in the Reggio Emilia approach.

The empirical section examines the competence framework of teachers working with children aged four to six in a school following the concept of Reggio Emilia pedagogy in Switzerland, and the awareness of teachers in classical schools in the canton of Vaud, Switzerland, of Reggio Emilia pedagogy. The research employed two questionnaires designed by the author for data collection. The questionnaire data was coded.

The survey results demonstrate the competences of teachers in a school that follows the Reggio Emilia pedagogy, as well as the qualifications of teachers working in the pre-school section. The research identifies the specific competences that teachers possess, including the ability to maintain educational documentation, design educational offerings, promote children's potential, and motivate learning. The study surveyed the awareness of teachers in traditional schools regarding Reggio Emilia pedagogy and the competences of teachers in institutions that follow this approach.

KEYWORDS