

ABSTRACT

The thesis deals with the climate in kindergarten and the personality-oriented model. The aim of the thesis is to explore the relationship between the kindergarten climate and the personality-oriented philosophy. In a narrower focus, the thesis examines personal well-being, the setting of the kindergarten teacher, and her interaction with the children. In the theoretical part, the author defines the concept of school climate, personal well-being, the personality-oriented model and its characteristics, the personality of the child, the personality of the teacher, and the relationships in kindergarten in connection with the implementation of the personality-oriented model. In the research part, the correlation and interconnectedness of these relationships are examined in the operation of three selected kindergartens. The correlations are examined through classroom observations and based on individual interviews with teachers and school principals. The collected data show different settings and approaches in individual schools and classrooms, various methods of work and communication of teachers with children, and also a different depth of understanding of the topic of the personality-oriented model. The conclusion of the thesis summarizes the research results. Furthermore, the predetermined research questions are answered, demonstrating the achievement of the thesis objective.

KEYWORDS

school climate, personal well-being, child-centered model, child's personality, teacher's personality, relationships