

## **ABSTRACT**

The topic of the thesis is professional development of pedagogical staff in a selected kindergarten - a case study. The thesis is primarily focused on the education of teaching staff in pre-school institutions. The motivation for the author of the thesis was her personal interest in current trends in the professional development of teaching staff and also the development of teaching staff she is responsible for in the kindergarten where she works. The author structured her thesis into theoretical and empirical parts. The theoretical part defines the key concepts mentioned in the thesis related to the professional growth of teaching staff in kindergartens, the competences of teaching staff and last but not least the risks associated with the professional growth of teaching staff. The empirical part maps the issues of professional development of pedagogical staff in the selected kindergarten, a semi-structured interview was used for the research, carried out with the head and teachers of the kindergarten. During the research, the professional development of teaching staff in the kindergarten was carefully examined. The data obtained from this case study was then compared with the theoretical findings presented in the theoretical part of the thesis, as well as the findings from the kindergarten where the author works. Based on these research findings, the author developed a concept for a pedagogical development plan for the kindergarten in which she herself works. This process combined theoretical knowledge with practical experience and the specific needs of the kindergarten, creating a comprehensive and relevant plan that should contribute to the effective professional development of teaching staff. Such an integrated approach is key to achieving effective and sustainable changes in educational practice.

## **KEYWORDS**

Professional development, preschool institution, kindergarten leader, preschool teacher, professional competences, professional development methods