

ABSTRACT

The diploma thesis deals with the issue of resilience of kindergarten teachers, and more deeply, of teachers of forest kindergartens and forest clubs in the Central Bohemia region. In the theoretical part, it presents different definitions of the term resilience and looks at its meaning for teachers in general. Based on foreign and domestic research, risk and protective factors relevant to the teaching profession are characterized here. The thesis also examines the results of current studies conducted among kindergarten teachers in the Czech Republic and derives specific aspects of resilience that apply to kindergarten teachers. Special attention is paid to pedagogues of forest kindergartens and clubs and the specifics of their work, which may affect their level of resilience. The empirical part of the thesis answers the question of what protective and risk factors affect the resilience of pedagogues of forest kindergartens and clubs in the performance of their profession and what personal and professional competencies help them overcome stressful situations. In-depth interviews with educators provided data for a grounded theory that identifies educators' coping strategies as a central category that determines the resulting degree of resilience. The ability of a forest kindergarten teacher to practice effective coping strategies to strengthen resilience depends on other variables that are determined by the work environment and relationships at the workplace or character predispositions of the teacher. The most serious risk factor turns out to be the fear of one's own failure, because it negatively affects the consequences of stressful situations and makes it difficult to use positive coping strategies effectively.