Table B 13

Evaluation of Organisation, Forms and Methods of Teaching in Visited Kindergartens

Monitored indicator in kindergartens (699 schools 1,995 analysed observation reports)		Frequency of achieved evaluation level (%)			
		1	2	3	4
Course of Education	Stimulating environment with respect to planned activities	0.4	8.6	70.0	21.0
	Differentiated, varied and stimulating education provision with respect to individual needs of children	0.7	18.7	62.9	17.7
	Appropriate and effective methods with respect to education targets and activation of children (enjoyable and cooperative learning, learning through games and other activities)	0.8	18.4	62.2	18.6
	Use of integrating learning, logical links and consistency of topics	0.5	10.7	68.6	20.2
	Links of monitored activities with real life situations, use of experience of children	0.4	7.9	71.5	20.3
	Effective use of time	0.2	15.6	69.7	14.6
	Use of internal motivation of children (interests, stimuli and children's own choices)	0.3	18.8	62.2	18.8
	Respect for development and individual needs of children	0.5	14.6	67.2	17.7
	Conditions for children with SEN and gifted children	0.0	5.5	73.5	21.0
	Instant use of feedback, positive use of errors	0.7	21.9	67.1	10.2
	Evaluation motivates children to improve personal achievement	0.4	9.4	75.2	15.0
	Support of self-evaluation and self-reflection	1.7	40.3	48.6	9.4
Child and His/Her Body	Development of movement skills	0.3	10.4	72.4	16.9
	Development of hand manipulation skills	0.0	2.9	75.2	21.9
	Support of healthy life style (drinking regime, varied nutrition, exercising, relaxing and resting activities)	0.3	8.1	74.9	16.8
	Activities relating to the topic of health protection	0.0	4.1	82.0	13.8
Child and His/Her Psychology	Development of speech and language receptive skills	0.4	6.0	78.7	15.0
	Support of skills preceding reading, writing and arithmetic	0.4	6.5	76.6	16.4
	Development of cognitive perception	0.3	6.1	77.5	16.1
	Support of development of positive feelings in relation to themselves	0.2	5.8	76.1	18.0
	Support of development and cultivation of ethical perception, feeling and experiencing	0.2	5.0	80.5	14.3
	Support of development and cultivation of aesthetic perception, feeling and experiencing	0.3	6.6	78.9	14.3
Child and Other People	Development of prosocial behaviour	0.3	4.3	75.3	20.0
	Development of mutual relations	0.3	4.1	72.4	23.2
	Space for natural communication	0.1	5.1	71.6	23.2
	Opportunities for cooperation	0.3	12.3	68.9	18.5
	Opportunities for verbal and non-verbal partner communication (child–child, child–teacher)	0.2	6.7	71.2	21.9
Child and Society	Respect for rules of coexistence in class	0.5	9.7	70.3	19.5
	Development of fundamental social habits and skills	0.2	5.3	78.4	16.1
	Opportunities for recognising and accepting social roles and attitudes	0.2	8.3	80.8	10.7
	Opportunities for understanding culture	0.1	6.2	81.7	12.0
	Development of child creativity, sensitivity and taste	0.1	9.2	77.5	13.3
Child and the World	Opportunities for experimenting, manipulation and intentional observation	1.0	14.8	67.0	17.2
	Support for acquiring information on the surrounding world	0.1	3.1	79.4	17.4
	Care for the surrounding environment	0.1	2.2	80.7	17.0