



## Organisation of Teaching, Evaluation and Motivation

Application of the monitored organisational and motivating activities aimed at supporting the development of functional literacy were in general more frequent and more variable in SSs than in BSs. This was seen mainly in the relation between social literacy and the area of foreign languages, where more frequent activities supporting multicultural education were observed.

As regards the organisational and motivating activities monitored, the activities in the sequence below were predominantly carried out to support the development of functional literacy:

- leading students to **search for relations** between areas of education (a positive influence of searching for and using information, in addition to **the area of reading literacy information was found in other sources and not as a result of work with a text**; however, the overall effectiveness can be decreased by indications showing that work with formulae and symbols used for the development of mathematical literacy is omitted in areas other than mathematical literacy);
- **differentiated tasks and requirements** according to the abilities and skills of students (of which mostly in the area of social literacy);
- regular **assessment of students** and lessons learnt from mistakes made (mostly social literacy, especially support for positive self-perception).

## Forms of Teaching and Other Indicators

- **Independent work of students and individualised teaching** dominated within the effective support for the development of functional literacy. Group (cooperative) instruction was used mainly in the area of education towards health. Application of cross-subject links along with the provision of opportunities to students with SEN by taking into account their needs considerably contributed to the effectiveness of the development of functional literacy.
- The impact of **frontal teaching**, still frequently applied, on the effectiveness of support for the development of functional literacy as well as on the creation of a more favourable climate was substantially lower than the influence of other forms of teaching used and, in general, it was more or less negligible.
- Well-thought out utilisation of **cross-curricular topics** was a significant factor in the effectiveness of support for the development of functional literacy. However, in approximately **one fifth** of schools with fields of SVE completed by the final examination it is limited by deficiencies found in this section of SEP (in particular development of the educational content of the given topics).
- **Correctness of the content** of topics taught is a logical factor of the effectiveness of support for the development of functional literacy and it was almost one hundred percent in all teaching units (lessons) (to be precise, 97.4 %; it was only insignificantly higher in SVE completed with the school-leaving examination – 97.8 % and it was the lowest in SVE completed with the final examination – 96.2 %, mainly due to some deficiencies in the content concerning the work with formulae and symbols in the area of mathematical literacy).