Table B 16 Findings from the Educational Activities in the Visited Kindergartens

Monitored indicators *(share of teaching units in which a give phenomenon was observed – data as %)*	small KGs	large KGs	total KGs
Number of class observations	869	1,205	2,074
Differentiated tasks and requirements according to the abilities and possibilities of the child	77.5	83.6	81.0
Education is interconnected with practice and life situations	95.5	93.1	94.1
Children search for relations with other areas	78.4	77.0	77.6
Events out-of-school (trips, stay in countryside, excursions…)	48.1	49.3	48.8
Preparation of children and their participation in contests	18.7	25.8	22.7
Evaluation provides children with ongoing feedback; positive use of errors	81.6	85.7	84.0
Story-telling by a teacher	76.4	77.0	76.7
Explanation (lecture) of a teacher	87.9	85.1	86.3
Work with texts	56.3	48.2	51.7
Dialogue	92.3	92.0	92.1
Instructive-demonstration methods (experiment)	52.1	58.4	55.7
Practical methods using certain skills	88.4	90.5	89.6
Activating methods	79.1	83.7	81.8
Comprehensive methods	49.6	56.0	53.2
Frontal teaching	92.8	92.3	92.5
Group (cooperative) teaching	67.9	72.7	70.7
Independent work of children and individualised teaching	75.3	74.9	75.1
Correctness of the content	97.3	96.6	96.9
Education branches taught in context	78.9	80.1	79.6
Cross-curricular topics	66.6	65.2	65.8
Opportunities for children with SEN and talented children	39.5	48.1	44.8
Activities to support multicultural education	20.6	26.6	24.0
Bilingual education	6.7	2.8	4.5
Explanation of unknown terms and foreign words	45.5	42.4	43.7
Use of ICT in educational activities			
ICT was not used	95.5	94.8	95.1
simple presentation by means of ICT	1.8	2.0	1.9
use of special SW applications (3) – without direct use by children	0.1	0.3	0.2
according to (3) + direct work of some children with ICT	2.4	2.8	2.7
according to (3) + direct work of all children with ICT	0.1	0.1	0.1
Work with formulae and symbols	53.3	55.0	54.3
Geometric depiction, work with models	36.9	36.9	36.9
Work of children with sources, search for information	48.3	45.9	46.9
Opportunities to use information found	49.7	50.1	50.0
Opportunities to inform children about local culture	61.6	64.8	63.4
Support for development and cultivation of aesthetic perception, feeling and experiencing	89.5	90.3	90.0
Support of positive self-perception	90.5	91.0	90.8
Development of child creativity, emotions and taste	87.1	88.7	88.0
Use of new scientific and technological findings	31.6	36.4	34.3
Care for the neighbouring environment	71.2	69.5	70.2
Opportunities for experimenting, manipulation with objects and intentional observation	69.9	67.9	68.7
Activities relating to occupational safety and health	84.4	82.8	83.5
Development of motor skills	92.1	92.9	92.6
Support for a healthy lifestyle	92.6	90.4	91.3

Left vertical labels: "Organisation, forms and methods of teaching" and "Support for development of functional literacy"