



In the past school year the CSI carried out 103 follow up checks of OHS in kindergartens.

### **Innovations in Pre-school Education**

In relation to the main priorities of 2007 long-term objectives the most considerable progress has been achieved in the modernisation of educational content since all kindergartens have incorporated their own SEPs in accordance with FEP PE. The process of standardization of PE has been launched. Some progress was found in kindergartens when meeting the goals of inclusive education.

As regards support for languages and ICT kindergartens were limited by their personnel and economic conditions.

Creation and introduction of quality systems, evaluation methods and self-evaluation in kindergartens were at the lowest level both as regards documents being prepared and in practice in all the evaluated areas.

With respect to the enhancement of professionalism and improvement of work conditions for pedagogical staff kindergartens did not manage to ensure sufficient provision of further education of teachers in order to supplement qualifications in compliance with the requirements of Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended, and ensure that teachers are rewarded for innovative activities when drawing up and implementing SEPs. In 2010 a decline in the amount of the average salary of pedagogical staff was ascertained.

### **Support for the Development of Basic Functional Literacy in Pre-school Education**

The CSI aimed at monitoring modernisation of the content of education in the context of the development of functional literacy. As regards the development of functional literacy and attaining competences in this area an emphasis is put on motor skills (in 92.6 % of teaching units) and support for a healthy lifestyle (91.3 %). Teachers appropriately linked these activities with the creation of habits of children to be able to perceive themselves positively (90.8 %), with the development of their aesthetic perception, feeling and experience (90.0 %) and with children's creativity, emotion and taste (88.0 %).

Less attention was paid to activities supporting the development of mathematical literacy (work with formulae and symbols – 54.3 %, geometric depiction, work with models – 36.9 %). Among weaknesses there was (with the exception of pre-reading skills) work with information in general (46.9 %) and teachers only rarely used new scientific and technological findings (34.3 %). These deficiencies obviously related to only sporadic utilisation of ICT in educational activities. The use of ICT was only observed in less than 5 % of teaching units. Recorded differences between small and large kindergartens are insignificant in these monitored indicators.

**Correctness of the content** of taught lessons was a logical factor of effectiveness of support for development of functional literacy and in all the observed teaching units it reached almost one hundred percent (to be precise it was 96% and it was slightly higher in small kindergartens – 97.3 %).