

Table 13 Support for development of social literacy in pre-school education

| Monitored indicators of support for social literacy Section in FEP PE – “The Child and the Other” and “The Child and Society” <i>(share of teaching units in which the given phenomenon was observed – as %)</i> | School year | | Trend |
|--|-------------|-----------|-------|
| | 2008/2009 | 2010/2011 | |
| Development of pro-social behaviour (to distinguish good and wrong behaviour, to respect rules for class coexistence, to recognise other people, to respect differences) | 74.6 | 70.5 | - |
| Space for natural communication (children accept different roles in the collective of other children, are led to responsibility, to self-presentation and to co-formation of rules) | 84.3 | 78.0 | - |
| Opportunities for cooperation (development of mutual relations, listening to others, perception of speech of other people, an ability to make a decision) | 87.6 | 92.4 | + |
| Opportunities for verbal and non-verbal partner communication (child – child, child – teacher) | 92.2 | 92.3 | 0 |
| Opportunities to get to know the local community | 63.2 | 63.4 | 0 |
| Support for developing and cultivating aesthetic perception, feeling and experiencing, development of child’s creativity, sense and taste | 82.6 | 88.0 | + |
| Support for positive self-perception | 87.3 | 90.8 | + |

Further space for improvement generally consisted in recognising other members of the collective and respecting their differences.

In the past school year development of new tools and procedures which would allow for evaluation of the effectiveness of support for social literacy in education was launched in cooperation with the Institute of Civic Education (Institut občanského vzdělávání) hosted by the Masaryk University in Brno. The Annual Report encompasses only the main conclusions arising from the findings provided while in-depth research will also continue in this school year. The CSI will publish its results in a separate thematic report.

Development of Natural Science Literacy

The CSI monitored, in the framework of the three-year cycle, the topic of natural science literacy in the context of evaluation of how the expected outcomes of the education area “The Child and His/Her World” defined in FEP were met in relation to environmental education and instruction. The majority of the monitored indicators were at a lower level in comparison with evaluation of social literacy. The topic of development of natural science literacy was incorporated in all SEPs, which is considered as positive. Focus on environmental education was quite frequent. The basis of natural science literacy was a part of school profiling beyond the requirements of FEP in 28% of kindergartens.