

Framework Education Programme for Preschool Education

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The 2001 version of the Framework Programme for Preschool Education was updated in 2004. The text was amended in accordance with the new Education Act and other curriculum documents. Based on the three years of experience and new approaches to the issue, the text has been refined in terms of terminology and content.

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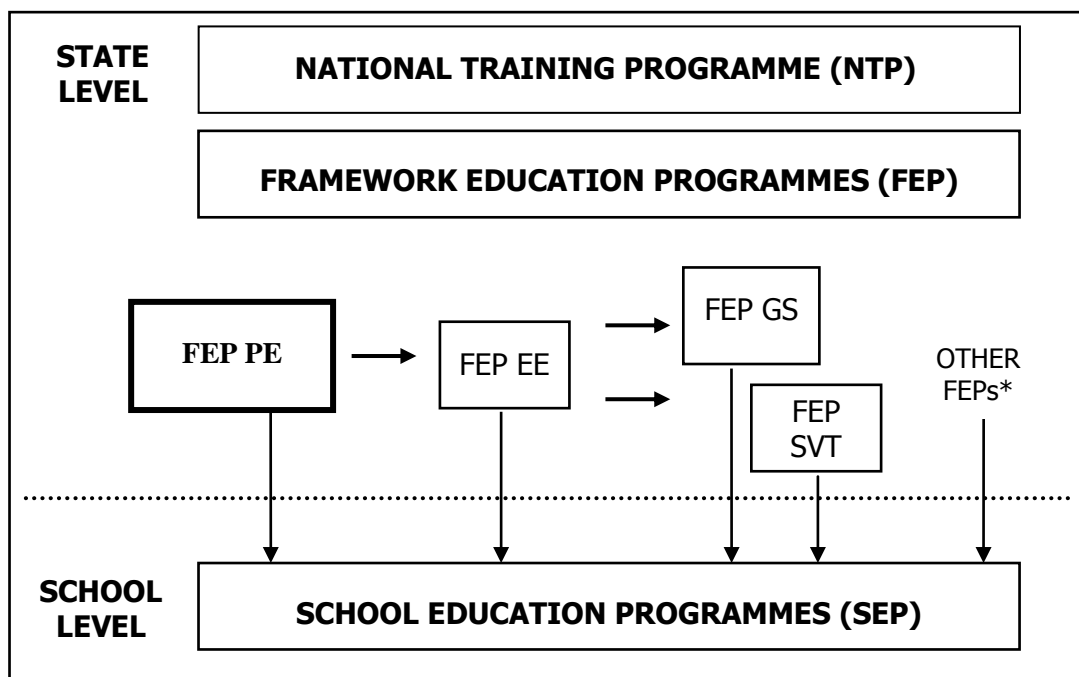
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1 Definition of the Framework Education Programme for Preschool Education in the system of curriculum documents¹

1.1 System of curriculum documents

In accordance with the new principles of curriculum policy, as formulated in the National Programme for the Development of Education in the CR (the so called White Paper) and embodied in the Act on preschool, elementary, secondary, higher vocational and other education, a new system of curriculum documents for training students from 3 to 19 years has been implemented. The curriculum documents are developed *at two levels - state and school*. The state level in the system of curriculum documents is represented by the *National Training Programme (NTP)* and the *Framework Education Programmes (FEP)*. While the NTP formulates the requirements for education valid in the initial stage of education, the FEP defines a binding framework for education in the individual stages (preschool, elementary and secondary education). The school level is represented by *school education programmes (SEP)*, as implemented by individual schools. School education programmes are developed by each school² according to the principles set out in the relevant FEP.

Both framework and school education programmes are *public documents* available for teachers and non-teaching public.



System of curricula

Explanatory notes: FEP PE – Framework Education Programme for Preschool Education; FEP EE – Framework Education Programme for Elementary Education; FEP GS – Framework Education Programme for Grammar Schools; FEP SVT– Framework Education Programme/s for Secondary Vocational Training.

¹ The term “preschool education” is currently used to describe education, training and care for preschool children in kindergartens. This concept includes aspects of upbringing and education and aims to providing healthy development

and well-being for every child, his/her learning, socialization and social cultivation.

² To create SEPs, schools can use the so called *Manuals for the development of school education programmes* introducing the process of development of the SEPs and offering specific ways of preparing of individual parts of the SEP.

* Other FEPs - framework education programmes, as defined by the Education Act in addition to the aforementioned programmes - Framework Education Programme for Basic Education in the Arts, Framework Education Programme for Language Learning, etc.

1.2 Validity of FEP PE

Framework Education Programme for Preschool Education (FEP PE) defines the main *requirements, conditions and rules for institutional education of preschool children*. These rules apply to education activities in *education institutions included in the network of schools and school facilities*. They are binding for preschool education in kindergartens, nursery schools with a programme adjusted to special needs of children and in preparatory classes of primary schools.

FEP PE provides basic foundation for elementary education, and thus represents the essential *basis for development of school education programmes* and their implementation.

FEP PE defines a *common framework* that must be followed. It is *open to all schools, teachers and children*, and thus creates conditions for each school, teaching staff, expert working group, professional association or any individual teacher to *create and implement their own school education programme*, provided the same common rules are followed.

With the new Education Act³, FEP PE becomes binding not only for preschool *teachers*, but also *for providers of education institutions* and their *professional and social partners*.

1.3 Main principles FEP PE

FEP PE was formulated in accordance with professional requirements of the current curriculum reform:

- to accept the *specific natural development of preschool children* and reflect them in the content, forms and methods of their education
- to enable development and education to *each child within his/her individual abilities and needs*
- to focus on developing *basic core competencies* achievable in the preschool stage of education
- to define *the quality of preschool education* in terms of the objectives of education, its conditions, contents and expected results
- to ensure *comparable effectiveness* of education programmes created and provided by individual kindergartens
- to create space for *the development of various programmes and policies*, as well as for individual profiling of each kindergarten
- to allow kindergartens to use *various forms and methods* of education and *adapt their teaching methods to specific regional and local conditions, capabilities and needs*
- to provide framework criteria usable for *internal and external evaluation*⁴ of kindergartens and the education it provides

2 Preschool education in the education system and its organization

According to the act on preschool, elementary, secondary, higher vocational and other education (Education Act), preschool education becomes a legitimate part of the education system. It

³ Act No. 561/2004 Coll. on Preschool, Elementary, Secondary, Higher Vocational and Other Education (Education Act)

⁴ See Glossary of used terms

represents the initial stage of organized public education organized and directed by the requirements and guidelines of MEYS.⁵

The concept of preschool education is based on the same principles as other branches and levels of education and shares their objectives: *to assist the child in acquiring foundations of key competencies from an early age and thus gain grounds for their lifelong learning*, enabling them to more easily and reliably find their use in a knowledge society.⁶

The institutions providing preschool education are kindergartens (including kindergartens with a modified education programme) or preparatory classes of elementary schools. Kindergartens are legally enshrined in the education system as a *kind of school*. Therefore, in the education process and organization, kindergartens must comply with the same rules as other schools.

Usually, preschool education applies to children *between three and six (seven)*⁷ years of age. Priority is given to children in the last year before starting compulsory schooling.

Kindergartens are organizationally divided into classes. The classes can consist of children of the same or different ages, i.e. *classes homogeneous and heterogeneous with respect to age*. Children with special educational needs can also be enrolled in regular kindergarten classes, thus creating *integrated classes*.

Under the Education Act, providing preschool education is a *public service*.

3. Concept and objectives of preschool education

3.1 The tasks of preschool education

The role of institutional preschool education is to *complement education in family* and to closely cooperate with the family on providing children with sufficient and varied *inputs for their active development and learning*. Preschool education is expected to enrich the preschool *child's daily routine* in a meaningful way and provide them with *professional care*. Its aim is to make sure the first steps of the child's learning are built on sophisticated, professional and human and socially valuable foundations, and that the time spent in kindergarten is a happy and pleasant experience for the child, as well as a source of good and reliable bases for life and education.⁸

Preschool education aims to *facilitate the child's future journey through life and education*. Its task is to develop the child's personality, support his/her physical development and health, their personal satisfaction and well-being, to assist the child in understanding of the surrounding world and motivate them to further learn and study, as well as to teach the child to live in a society and acquaint them with rules and values recognized by this society.

An important task of preschool education is to create *solid foundation for the child's further education by supporting in all circumstances individual development capabilities of children*, so that when leaving the kindergarten, each child has reached the ideal level of knowledge and development,

5 The current education policy in the Czech Republic is based on the presumption that one must learn throughout life, and be interested in studying, obtaining education and knowledge in order to be able to interact with the world in a better and richer way. Preschool education is considered an important trigger to this process and as such receives substantial state support.

6 The concept of *knowledge society* was defined in the Lisbon process (Lisbon European Council: Presidency Conclusions. March 2000). The concept of knowledge includes not only information, but also the ability to apply them in practice.

7 According to the new Education Act, compulsory school attendance can be delayed until the school year in which the child turns eight maximum.

8 Preschool education has a far-reaching importance for the life of a child, based on findings of doctors, psychologists and teachers who proved that most of what the child experiences and absorbs from his/her environment in the first years of life is permanent, and that his/her early experiences from within and outside of family will be appreciated and used one day, even if it is much later.

or rather a level accessible to individual child.⁹ In order to ensure interconnection and smooth transition between preschool and elementary education and in order to maximize the use and application of the results achieved in the preschool education stage¹⁰, it is necessary that the elementary school, especially at the very beginning of its work with the child, takes into consideration such natural differences in education and performance of each child and the psychological and didactic specifics of education associated with this age group, and reflects them properly in their forms and methods of education.

Based on long-term and daily contact with the child and his/her parents, preschool education can perform a *diagnostic role, particularly in relation to children with special educational needs*. Based on their knowledge of the child's current level of development and his/her capabilities of further development, preschool facilities must provide *timely pedagogical care* for children who need it (children with asynchronous development, children with disabilities, with health and social disadvantage), and thereby improve their life and educational opportunities.

3.2 Specifics of preschool education, its methods and forms of work

Preschool education *adapts as much as possible to developmental, physiological, cognitive, social and emotional needs of children in this age group* and ensures that this specifics are fully respected in their education.

Therefore preschool education must provide appropriate, children-friendly and interesting environment filled with challenges, and rich in content, where the child can feel confident, safe, joyful and happy, and which allows the *child to behave naturally*, have fun and find entertainment appropriate for his/her age.

Education must be linked to the *different needs and abilities of individual children*, including their *specific* educational needs. Every child should be assisted and supported to the extent and in such quality that suit his/her individual needs. Therefore, it is necessary that educational activities of a teacher are based on pedagogical analysis, i.e. on observing and acknowledging individual needs and interests of each child, on realizing his current state of development, his/her specific life and social situation and regular observation of his/her development and school progress. This is the only way to ensure that children are educated in compliance with their needs, that each child is stimulated, sensitively encouraged to learn and positively motivated for their own educational efforts in appropriate manner and extent. Thus, each child can achieve progress in education and development in line with his/her abilities, and can feel successful, appreciated and accepted by others.

Such concept of education allows *one class to accommodate children with different abilities and learning requirements*. Preschool education can create classes with children of similar, as well as quite different ages, with different educational opportunities and needs, including the specific ones.

Different qualities and opportunities for development require application of *appropriate methods and forms of work* in preschool education. Learning through *experience and cooperative learning through games and activities* is a suitable teaching method based on direct experience of each child,

encouraging his/her curiosity and need to discover. It also encourages the child to enjoy learning, enhances his interest in learning new things, gaining experience and other skills. Education needs to use children's natural flow of ideas and spontaneous ideas, and give them enough space for spontaneous activities and their own plans.

⁹ This means that the preschool stage of education considers as natural and obvious the differences in each child's personality and performance, and does not seek to even such differences; the task of preschool education is not to even the children's performances, but rather to even their chances of education.

¹⁰ In the interest of the child, unnecessary advances, as well as potential setbacks in education must be avoided.

Teaching activities should therefore have a form of a fun children game children like and enjoy playing without being forced¹¹.

Preschool education should sufficiently apply *situational learning*, a method based on creating and using easy-to-understand real-life situations a child can relate to and use to learn new skills and knowledge precisely when he/she can use and understand them.

Spontaneous social learning, a method based on the principle of natural imitation, also plays an important part. Therefore, in all activities and situations performed over one day in a kindergarten, and not only in those didactically oriented ones, children must be enriched by behaviour patterns and attitudes suitable for imitation and adoption.

Preschool education should use *controlled and spontaneous activities that are interlinked and balanced*, in a proportion suitable for needs and abilities of preschool children. A *didactically targeted activity directly or indirectly motivated by a teacher* and representing spontaneous and deliberate (targeted, planned) learning may be one of the forms suitable for preschool education in kindergartens. Usually, these activities are performed in *small groups or individually*¹².

Teaching methods in kindergarten should be based on the principle of *educational offer, individual choice and active participation of the child*. The teacher should guide the child on their way to knowledge, stimulate their active interest and desire to look around, listen and discover, instead of assigning tasks and controlling their completion. Actually, the teacher is assigned a task, a task of initiating appropriate activities, preparing classes and providing the child with opportunities to learn, think, understand and comprehend themselves and the world around them more effectively¹³.

In preschool education, it is necessary to apply an *integrated approach*. Education should run in *integrated blocks* across "education areas" or "folders", in which a child is offered educational content in its natural context, links and relations¹⁴. The content of the blocks should be based on the child's life, so that it makes sense, is interesting and useful for them. Implementation of these blocks provides the child with a wide variety of activities and offers him a deeper experience. Thus, the child does not acquire isolated knowledge or simple skills, rather, their experience is more complex and becomes easier for the child to comprehend and use in practice. A child may acquire real activity outcomes - skills.

Even this type of work encourages the use of *specific didactic means* and methods of individual fields of educational activities to create and implement educational offer, provided those means and methods are focused on working with preschool children and if they meet the psychological and didactic specifics of preschool education.

3.3 Preschool education objectives

FEP PE uses four target categories: setting *objectives* as in *goals* and *objectives* as in *outputs*, and that first on the *general* level and subsequently on the level of *areas*. These categories are:

- *Framework objectives* - expressing universal preschool education goals
- *Key competencies* - outputs, or rather general competencies achievable in preschool education
- *Partial objectives* - reflect specific goals pertaining to individual education areas

11 Teaching a child by passing "ready-made" information is considered an inappropriate, or less appropriate way of preschool teaching.

12 In accordance with age and maturity of the child, and in connection with his/her growing interest in activities serving as basis for systematic school work, the volume of such activities in the child's programme can grow.

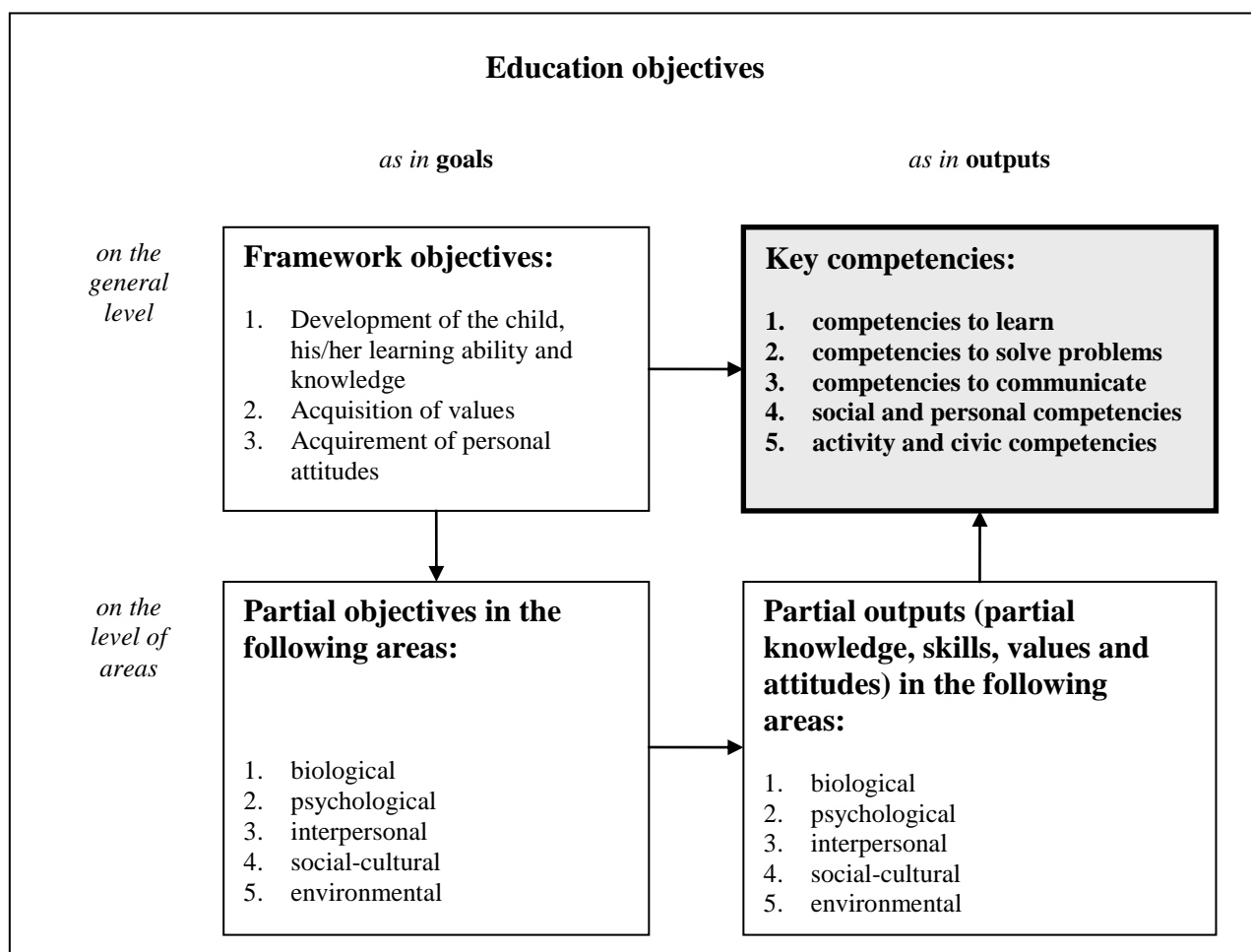
13 A teacher should be subject to self-evaluation...

14 In this way, everything that used to be artificially sorted into "educational folders" is interlinked and making sense.

- *Partial outputs* - partial knowledge, skills, attitudes and values corresponding to partial objectives¹⁵

These target categories are closely interrelated and correspond to each other (see diagram *System of education objectives*). This system needs to be functional. It shows that *if the set objectives are consciously and systematically monitored and met* in everyday practice, *the outputs will be achieved*. This means that if the teacher works with the children while constantly bearing in mind the set education goals (whether on general level or level of areas of education), s/he is inevitably leading children to acquire and gradually improve their skills

System of education objectives



The system of objectives in FEP PE

Explanatory notes: General goals are expressed through *framework objectives*; outputs through *key competencies*. Framework objectives are reflected in five education areas and take up the form of *partial objectives*. By meeting *partial objectives* we move towards achieving *partial competencies*, essential for gradual achieving of *key competencies*.

3.3.1 Framework objectives

The aim of preschool education is to develop physical, mental and social abilities of the child and lead them in such a way that *at the end of their preschool age they turn into unique and relatively independent personalities, able (competent and ready) to manage, possibly actively and with personal*

¹⁵ For partial objectives and partial outputs see Chapter 5. Education areas.

satisfaction, common challenges (faced in children's usual environments, such as family and school), as well as challenges they are bound to face in future.

Institutions providing preschool education, or their teachers, should therefore focus on the following *framework objectives (goals)*:

- 1. develop the child, his/her learning ability and knowledge**
- 2. transmit basic values of our society**
- 3. help children achieve personal independence and ability to act as an independent personality with an impact on the society**

These framework objectives as a whole express the basic direction of preschool education and daily work of teachers. It needs to be understood that once these objectives are met, education shall form the foundations of key competencies, because if education extends to areas of knowledge, values and attitudes, the child gains multilateral, more sophisticated and more practical skills. This should be taken into consideration when preparing SEP PE, but particularly in the educational process itself. Teachers need to be fully aware that these goals are *universal, natural and ubiquitous* and act accordingly. This means that during planned activities, as well as during various activities, situations and under various circumstances, the teacher influences the child in all three target areas, and that his/her behaviour, actions and attitudes affect the child. S/he should bear in mind that s/he has the ability to both help and prevent, perhaps unwittingly, achieving the objectives.

3.3.2 Key competencies

In current education, key competencies represent a target category, expressed as *outputs*. In curriculum documents, key competencies are generally formulated as *a set of presumed knowledge, skills, abilities, attitudes and values* important for personal development and fulfilment. Their concept and content is based on values and ideas generally accepted and shared by the society about competencies that contribute to learning, to ensuring happy and successful life and to strengthening the functions of civil society.

These competencies comprise sets of activity-oriented and *practical outputs* interconnected and complementing each other in such a way that they gradually become more complex and thus more usable (universally applicable). To achieve these competencies requires a long and complex process beginning in preschool education, continuing in elementary and secondary education and gradually completed over the course of life¹⁶.

This is why it is desired that key competencies are an indispensable foundation of education at all levels, and that it is a common goal of all educational content and school activities to co-create and contribute to such key competencies. Key competencies therefore form the core of the framework education programmes.

As early as at preschool age, we can set *foundation to key competencies*, and although *elementary*, such bases are important and significant not only in terms of preparing children for the start of systematic learning, but also for its next life stage and lifelong learning. By setting solid and sufficient foundation of key competencies at preschool age, a very promising step for further positive development and education of the child is made, while lack of such foundation might slow down the child at the beginning of his/her journey through life and education. This is why preschool education should strive to create such foundation.

The following *competencies* are considered *key* for preschool education:

¹⁶ Key competencies should be the common targets of all education. Each stage of education in part contributes to achieving these targets and is open to further development and improvement of these competencies. In all stages, one of the aims of education is to equip each individual with a set of key competencies attainable to his/her skills.

- 1. competencies to learn**
- 2. competencies to solve problems**
- 3. competencies to communicate**
- 4. social and personal competencies**
- 5. activity and civic competencies**

It is assumed that a preschool child can achieve the *following levels of key competencies*:

competencies to learn

a child ending preschool education

- focuses attention, explores, discovers, notices general concepts and experiments, while using simple terms, signs and symbols
- apply his/her experience in practical situations and further learning
- has an elementary knowledge about people, culture, nature and art in the surrounding world,
about its varieties and transformations; the child is informed about the order and events in his/her environment
- asks questions and seeks answers to them, actively observes what is going on around him; wants to understand things, events and actions around him/her, knows that s/he can learn a lot, is happy about his/her achievements
- learns both spontaneously and consciously, makes effort, concentrates on one activity and deliberately remembers things; completes assigned tasks; is able to follow instructions, is able to achieve results
- estimates his/her power, learns to evaluate his/her personal progress and appreciate the performance of others
- likes to learn if praised and appreciated

competencies to solve problems

a child ending preschool education

- notices events and issues in the immediate vicinity; positive response to active interests naturally motivates him/her to continue facing new challenges
- solves problems s/he can cope with; tries to cope with known and recurring situations without other people's help (with imitation or repetition), while asking for help in more difficult situations
- solves problems through immediate experience; advances through trial and error, tests, experiments; spontaneously invents new solutions to problems and situations; searches for different options and variations (has his/her own, original ideas); makes use of experience and imagination
- uses logical, mathematical and empiric approach to challenge theoretical and practical problems;
understands basic algorithms in solving various problems and situations and uses them in new situations
- begins to comprehend numerical concepts, uses numbers and mathematical concepts, identifies elementary mathematical relations

- distinguishes between functional (leading to correct outcome) and dysfunctional solutions; is able to choose between them
- understands that timely and thoughtful problem solving leads to the goal, as opposed to avoiding problems; recognizes that his/her proactive behaviour can influence the situation
- is not afraid to make mistakes, if s/he gets appreciated not only for success but also for making an effort

competencies to communicate

a child ending preschool education

- speaks a language, uses well formulated sentences, expresses his/her own thoughts, statements, questions and answers, understands what s/he hears, responds verbally and can have a meaningful conversation
- is able to express and communicate his/her experiences, feelings and moods through various means (speech, art, music, drama, etc.)
- communicates with gestures and words, distinguishes some symbols, understands their meaning and function
- communicates without feeling embarrassed or shy with children and adults in everyday situations, understands that being communicative, friendly, and proactive is an advantage
- manages skills prerequisite to reading and writing
- continually expands his/her vocabulary while actively using it for better communication with others
- is able to take advantage of informative and communicative means s/he encounters on daily bases (books, encyclopaedia, computer, audio-visual equipment, telephone, etc.)
- knows that people also communicate with other languages, and that they can be learned; has created the elementary preconditions for learning a foreign language

social and personal skills

a child ending preschool education

- independently decides on his/her activities; can establish his/her own opinion and express it
- realizes that s/he is accountable for his/her actions and can be held responsible
- expresses sensitivity and respect for others in a children's way, helps the weaker, recognizes inappropriate behaviour; understands injustice, maltreatment, aggression and indifference
- is able to express him/herself and submit to the others in a group, in joint activities tries to reach an agreement and cooperates; in everyday situations applies basic social habits and rules of social intercourse; is able to respect others, negotiate, accept and enter into compromises
- imitates models of pro-social behaviour and interpersonal relationships observed among others
- participates in joint decisions; accepts clear and justified responsibilities; complies with the rules s/he understands and submits to them
- acts prudently when meeting with strangers or in unfamiliar situations; is able to refuse inappropriate behaviour and uncomfortable communication
- is able to understand that people are different and can be tolerant of their differences and particularities

- understands that injustice, maltreatment, humiliation, indifference, aggressiveness and violence do not pay off and that it is better to solve conflicts by agreement; is able to protect him/herself against another child's acts of violence, humiliation and maltreatment

activity and social competencies

a child ending preschool education

- learns to plan, organize, manage and evaluate his/her activities and games
- is able to recognize and use his/her strengths and weaknesses
- estimates the risk of his/her ideas, focuses on his/her goals but is also able to change the way of achieving them and adapt to given circumstances
- understands that s/he is allowed to make decisions but can be held responsible for them
- has a sense of obligation in a game, at work and at school; is responsible in approaching tasks and duties; appreciates the work and efforts of others
- takes interest in others and in what is happening around him/her; is open to current events
- understands that interest in what is happening around him/her, activity, industriousness and entrepreneurship are positive, while disregard, indifference, convenience and low activity have adverse effects
- has a basic children's idea of what is consistent with basic human values and standards, and what is in contradiction with them, and tries to act accordingly
- helps to create rules of coexistence among children of his/her age, understands their meaning, and the need to comply with them
- is aware of his/her rights and the rights of others, learns to defend and respect them; understands that all people are of equal value
- realizes the importance of his/her environment, realizes s/he helps to form it and affects it with his/her behaviour
- looks after personal health and safety of both him/herself and others, behaves responsibly with respect to healthy and safe environment (both natural and social)

The level of competencies generally accessible to preschool children expresses the expected *educational benefits of preschool education*, i.e. how can a kindergarten help to equip a child for lifelong learning before s/he starts compulsory education. As a whole, the set of key competencies is an ideal unattainable by most children. But that is not why they are formulated. The set of key competencies provides teachers with a fairly clear idea of where to go, and what to endeavour. It serves mainly to define *the appropriate educational content as a means to achieve them* (at the framework or school level).

4. Educational content in FEP PE

The content of preschool education is a *major means* of education in kindergarten. The FEP PE is defined to help meeting education objectives and goals. Similarly to other levels of education, the educational content in FEP PE is defined in the form of a "*curriculum*" and "*expected outputs*", and only generally.

Educational content is defined for the whole all age group at once, i.e. for children between 3 and 6 (7) years of age

We tried to define educational content in FEP PE to comply with the *specifics of preschool education, its integrated form and nature of activity*. For this reason:

- the educational content is a *compact, coherent unit*, and breaking it into sub-categories should be seen only as auxiliary

- "Curriculum" takes up the form of *activities*, whether practical or intellectual, or the form of *possibilities*
- the term "curriculum" is replaced by the term "*educational offer*", expressing the desired form of presentation of the "curriculum" to the child
- similarly to educational offer, the *expected outputs* are *activity-based*

The way the educational content in FEP PE is organized and defined is different from the current system. Although the educational content in FEP PE is divided into several education areas, it preserves its integrated approach respecting the natural integrity of the child's personality and his/her gradual integration into natural and social environment¹⁷. Individual areas and their contents are intertwined, penetrating, influencing and conditioning each other, thus showing the constant presence of all areas. (This is not the implementation form of educational content, rather an auxiliary scheme not directly applicable.)

This is why in practice it is necessary to naturally interlink the areas. It is necessary for the teacher to proceed in education, all the while realizing that to consider individual areas as independent units would be artificial, unrealistic and unacceptable. On the contrary: *the more complete and complex connections between all areas of education and the better the education environment, the more natural, effective and valuable the process of education.*

Educational content in FEP PE is organized in five education areas: biological, psychological, interpersonal, socio-cultural and environmental. These areas are called:

1. **A child and their body**
2. **A child and their mind**
3. **A child and the other person**
4. **A child and the others**
5. **A child and the world**

5. Education areas

Each education area is processed in a manner understandable and further usable for the teacher. Each area includes the following interrelated categories: *partial objectives (intentions)*, *educational offer* and *expected outputs (results)*.

Partial objectives define what should be monitored and enhanced by the teacher in preschool education stage.

Educational offer as a *means of education* comprises a summary of all *practical and intellectual activities, or opportunities* appropriate to achieve the desired objectives and outcomes. When working with a class, the teacher should respect this offer and specify it in a creative way, so that the activities offered are varied and colourful and that their level corresponds with the abilities and needs of children.

The *expected outputs* are partial results of education¹⁸ generally considered achievable at this stage. They are defined in terms of *abilities* (competencies)¹⁹. They do not comprise a list of abilities,

¹⁷ Education areas are derived from interaction areas distinguished on the basis of relations the child gradually establishes to him/herself, to other people and to the surrounding world, or on the basis of natural interactions which the child enters, in which he lives, grows, develops and learns on basis of such relations. See Glossary of used terms

¹⁸ The outputs within each area became known as "partial competencies", and while the term is not accurate, it can be used as a synonym for "partial (area) outputs".

¹⁹ These competencies are becoming increasingly complex and qualitatively more advanced and are turning into the basis of competencies at the level of key competencies.

knowledge, cognitive and practical skills, attitudes and values. Instead, they aim at their interconnection into simple sets *practically usable for the child*. These outputs are to be achieved at the end of the child's preschool education, however, they are *not mandatory for the child*. When leaving kindergarten, each child is entitled to achieve these results up to a level appropriate to his/her individual needs and abilities. The teachers' task is to monitor the process of acquiring these abilities, both by the class and by individual children and proceed in a way enabling each child to acquire the maximum.

From a practical point of view, the FEP PE named *potential risks* that may threaten the success of educational goals. These risks clearly point out what should be avoided by the teacher.

5.1 A child and their body

The aim of the teacher's education efforts in the biological area is to stimulate and promote growth and neuromuscular development of the child, enhance their physical well-being, improve their physical fitness and physical and health culture, promote their movement and manipulative skills, teach them self-service skills and lead them to healthy living habits and attitudes.

Partial educational objectives (to be promoted by the teacher)

- body awareness
- developing motor skills and improving gross and fine motor skills (coordination and range of motion, breathing, hand and eye coordination, etc.), control of musculoskeletal system and body functions
- development and use of all senses
- development of physical and mental fitness
- acquisition of age-appropriate practical skills
- acquisition of knowledge about their body and its fitness, about physical activities and their quality
- acquisition of knowledge and skills essential to promote health, safety and both personal and environmental well-being
- development of healthy habits and attitudes as the foundation of healthy lifestyle

Educational offer (to be offered by the teacher to the child)

- locomotor activity (walking, running, jumping and hopping, climbing), non-locomotor activity (changing body postures and moving on one spot) and other activities (basic gymnastics, hiking, seasonal activities, ball games, etc.)
- manipulative activities and simple tasks with the use of objects, tools, instruments, utensils, materials; activities introducing the child with the things that surround them and their practical use
- health-oriented activities (balancing, stretching, muscle-relaxation, breathing and relaxation techniques)
- sensory and psychomotor games
- building and graphic activities
- games and activities combining music and movement

- easy work and self-service activities in the area of personal hygiene, eating, dressing, cleaning, adaptation of one's environment, etc.
- activities aimed at exploring the human body and its parts
- opportunities and activities aimed at health and personal safety protection, and the creation of healthy living habits
- relaxation and leisure activities, ensuring healthy atmosphere and quiet environment
- opportunities and activities aimed at accident prevention (during games, physical activities and in traffic, when meeting with strangers), and prevention of illnesses, unhealthy habits and addictions

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- to maintain proper body posture
- to master basic motor skills and spatial orientation, common ways to move in a different environments (overcoming obstacles, throwing and catching a ball, using different tools, moving within a group of children moving on snow, ice, in water, in sand)
- to coordinate locomotion and other body postures and movements, to harmonize movement with rhythm and music
- to consciously imitate simple movements of a model and change it according to instructions
- to control respiratory muscles, harmonize movements and singing
- to use all senses to perceive and differentiate (distinguish sounds and tones by hearing, distinguish the shapes of objects and other specific characteristics by looking, distinguish smells, tastes, feel by touch, etc.)
- to coordinate eye and hand, manage fine motor skills (handle small objects of everyday use, small tools, instruments, utensils and material, handle art supplies, such as pencils, paints, scissors, paper, modelling clay, simple musical instruments, etc.)
- to manage self-care, apply basic hygiene and health habits (personal hygiene, eating and drinking, dining habits, ability to care for themselves and their personal belongings, dressing, undressing, putting on shoes, etc.)
- to manage easy maintenance and work tasks (taking care of toys, tools, cleaning up, maintaining tidiness, manage simple cleaning, gardening, etc.)
- to name body parts, some organs (including sexual organs), to know their functions, have a certain knowledge of a body and its development, (the birth, growth and transformation of the body), to know the basic concepts used in connection with health, with movement and sport
- to distinguish between what is good and bad for health; in common and well-known situations to behave so as not to endanger their own or other people's health, safety and welfare
- to be aware of the importance of caring about cleanliness and health, the importance of active movement and healthy nutrition
- to be aware of some ways of personal health and safety protection, and where to seek help if necessary (where to go, whom to call, how, etc.)
- to handle common everyday objects, toys, tools, small tools and utensils, sports equipment and tools, art supplies, simple musical instruments, common working tools

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- daily routine inadequate for the child's physiological needs and for the principles of a healthy lifestyle
- lack of respect for a child's specific needs (their need to move, sleep, rest, for metabolism, personal rhythm and thermal comfort, privacy, etc.)
- restricting the child's autonomy during physical activities, few opportunities for work tasks
- disrespect of different physical, sensory and motor abilities of each child
- ignorance of the child's health and health problems
- restriction of the child's spontaneous physical activities, irregular, small or one-sided offer of physical activities
- absence or lack of controlled physical activities helping in acquisition of new motor skills
- inappropriate facilities for physical activities and inadequate organization in respect to the children's safety
- long sedentary work without movement, performance of inadequate exercises and activities, physical activities in unsuitable clothes
- provision of biased or lacking elementary information about the human body, its growth and development, about the functions its parts and organs, about health and possible threats to it, about ways of protecting health and safety
- inappropriate behaviour patterns of adults in the kindergarten
- insufficiently prepared kindergarten, with inadequate equipment, utensils, tools, or insufficient exploration of this equipment, of other options, etc.

5.2. A child and their mind

The aim of the teacher's education efforts in the area of psychology is to promote the child's mental well-being, their mental abilities and resilience, the development of his intellect, speech and language, cognitive processes and functions, their feelings and will, as well as their sense of self-perception and self-consideration, their creativity and self-expression, to stimulate learning and development of learning skills and encourage them to further development and learning.

This area includes three "sub-areas": 5.2.1. Language and speech, 5.2.2 Cognitive abilities and functions, imagination, intellectual operations, 5.2.3 Self-perception, emotions, will.

5.2.1 Language and Speech**Partial educational objectives** (*to be promoted by the teacher*)

- development of speech skills and both receptive (perception, listening, comprehension) and productive (pronunciation, conceptualization, wording, mode of speech) language skills
- development of communicative skills (verbal and nonverbal) and refined way of speaking
- acquisition of knowledge and skills prerequisite to reading and writing, developing interest in the written form of language and other forms of verbal and nonverbal communication (art, music, movement, drama)

Educational offer (*to be offered by the teacher to the child*)

- articulation, speech, hearing and rhythm games, word games, word puzzles, vocal activities

- joint discussions, interviews, individual and group conversation (narrative skills, fictional and non-fictional story-telling, telling stories based on images, own imagination, passing over previously heard information, etc.)
- commenting on experiences and activities, passing on messages and reports
- speech on a given topic
- listening to read or told fairy tales, attending to stories and fairy tales in the cinema or theatre
- telling what the child heard or watched
- declamation, recitation, dramatization, singing
- graphic imitation of symbols, shapes, numbers, letters
- “reading” and browsing through books
- games and activities aimed at recognizing and distinguishing sounds, use of gestures
- activities and opportunities to acquaint children with various media (newspapers, magazines, books, audio-visual equipment)

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- pronounce correctly, control breath, pace and intonation of speech
- identify and name most of what is around them
- independently and meaningfully express thoughts, ideas, feelings, opinions and judgments using well-formulated sentences
- conduct a conversation (listen to others, wait until the other completes their idea, follow the speaker and content, ask questions)
- communicate with words and gestures, improvise
- understand what they heard (capture the main idea of a story, follow the story and repeat it using correct sentences)
- formulate questions, answer, assess verbal performance, verbally respond
- learn new words and actively use them (ask about words they do not understand)
- memorize short texts (reproduce rhymes, songs, fairy tales, learn a simple dramatic role, etc.)
- follow and tell a story, a fairy tale
- describe a situation (real, or by image)
- understand verbal jokes and humour
- distinguish initial and final syllables and sounds in words by hearing
- form a simple rhyme
- recognize and invent simple synonyms, antonyms and homonyms
- distinguish some visual symbols (pictograms, orientation and traffic signs, indications of hazards, etc.) and understand their meaning and their communicative function
- watch something from left to right
- identify some letters, numbers, or words
- recognize their written name
- show interest in books, listen intently when read to, music, concentrate on theatre, film, use phone

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- environment with poor communication, restricting everyday communication between children and adults
- little opportunity and low motivation for independent speech acts of the child (both spontaneous and controlled)
- bad language model
- creating communicative barriers (by insensitively coercing a child to talk, by disrespecting the child's shyness leading to anxiety and fear)
- excessive (in both time and content) use of audio-visual facilities or computers, enabling watching unsuitable shows of inappropriate choice, or frequent and long-term watching of shows on TV, video, etc.)
- insufficient effort to develop skills prerequisite to reading and writing
- limited access to books

5.2.2 Cognitive abilities and functions, imagination, intellectual operations**Partial educational objectives** (*to be promoted by the teacher*)

- develop, refine and cultivate sensory perception, change from concrete thinking to verbal logic thinking (conceptual), develop memory and attention, change from instinctive to voluntary forms of these functions, develop and cultivate imagination
- develop creativity (creative thinking, problem solving, creative self-expression)
- develop natural cognitive emotions (curiosity, interest, joy of discovery, etc.)
- form a positive attitude towards intellectual activities and learning, support and develop interest in learning
- acquire elementary knowledge of sign systems and their function (alphabet, numbers)
- create the foundations for working with information

Educational offer (*to be offered by the teacher to the child*)

- directly observe natural, cultural and technical objects and phenomena around the child, discuss the result of such observation
- observe ordinary objects and items with the intention to identify and name their properties (size, colour, shape, material, touch, taste, smell, sounds), their characteristic features and functions
- motivated manipulation with objects with the aim of exploring their properties
- perform specific operations with different material (sort, match, order, estimate, compare, etc.)
- spontaneous games, free games and experiments with materials and objects

- sensory games, different activities and exercises to develop fast reactions and perception, visual and auditory memory, concentration of attention, etc.
- thematic games and activities
- games of various genres, promoting creativity and imagination (cognitive, imaginative, artistic, constructive, music, dance and drama activities)
- solve intellectual and practical problems, searching for different possibilities and solutions
- games and activities aimed at exercising different forms of memory (mechanical and logical, visual and conceptual)
- activities intended to create (understand) concepts and acquire knowledge (explanation, clarification, answers to questions, work with a book, with visual material, with the media, etc.)
- activities intended to learn about simple sign systems (letters, numerals, pictograms, signs, symbols, patterns)
- games and practical tasks exercising orientation and spatial sense
- activities introducing elementary numerical and mathematical concepts, explaining what they represent (numerical series, numerals, basic geometric shapes, volume, etc.) and their practical use
- engage the child in activities providing an insight into time concepts and relations associated with daily order, ordinary changes and development, introducing natural time and logical sequence of events, stories, etc. to the child

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- consciously use all senses, deliberately observe, reflect and notice (new, altered, missing objects)
- deliberately focus on activity and keep attention
- identify and name most of what is around them
- think, perform simple reflections and also express in words what the reflections are about
- focus on what is important from the cognitive point of view (revealing key features and properties of objects, finding common characteristics, similarities and differences, characteristic features of objects or phenomena and relations between them)
- understand that it is interesting to learn new things, use experience to learning
- follow the teacher's instructions and learn by them
- understand basic numerical and mathematical concepts, elementary mathematical relations, and if necessary, apply them in practice (to compare, organize and sort objects according to certain rules, understand elementary counting operations to 6, understand numerical series from one to ten, understand concepts of what is more, less, equal, the first, the last, etc.)
- understand spatial concepts (right, left, down, up, in the middle, behind, under, above, at, next to, between, etc.), elementary concepts of time (now, today, yesterday, tomorrow, morning, evening, spring, summer, autumn, winter, year), orient in space, partly also in time
- memorize short texts, voluntarily remember and recall them

- solve problems, tasks and situations, think creatively, present "ideas"
- find new solutions or alternatives to conventional ones
- express imagination in creative activities (constructive activities, art, music, movement and drama), as well as in verbal comments to them

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- lack of opportunities for cognitive activities based on personal experience
- passing ready-made knowledge mostly verbally by explanation
- too rational, complete and closed interpretation of the world
- limited space for expressing and exercising imagination and non-rational cognition
- emphasis on memorization and mechanical reproduction, little space for illustration and imagination
- providing too much information and inputs without developing the ability to independently work with them
- few opportunities and little room for experimentation and exploration and independent solution of specific cognitive situation
- lack of understanding and appreciation of one's success or effort
- lack of time and resources to play spontaneously, develop and finish a game

5.2.3 Self-perception, emotions, will

Partial educational objectives (*to be promoted by the teacher*)

- learn about themselves, develop positive feelings towards themselves (to become aware of their own identity, to gain self-confidence, self-esteem, personal satisfaction)
- gain relative emotional independence
- develop self-control skills
- develop ability to create emotional relationships, develop them and fully experience one's feelings
- develop knowledge, abilities and skills enabling feelings, ability to express these impressions and experiences
- develop and cultivate moral and aesthetic perception, feelings and experiencing
- deliberately acquire skills to manage their own behaviour and influence situation they are faced with

Educational offer (*to be offered by the teacher to the child*)

- spontaneous play
- activities ensuring satisfaction and joy, activities inducing happiness and wellbeing
- activities appropriate to the child's abilities and power, tasks with a clear objective and result in which a child can be successful
- activities on various topics requiring (enabling) individual performance, self-expression, defending their own opinions, decision-making and self-evaluation
- opportunities and games aimed at development of will, persistence and self-control

- practice of organizational skills
- aesthetic and creative activities (verbal, visual, dramatic, literary, musical, motional, etc.)
- fairy tales and stories enriching the child's emotional life
- exercise expressing emotions (especially positive ones), self-control and self-constraint (especially negative emotions such as anger, fury, anxiety, etc.)
- games on the topic of family, friendship etc.
- trips (to the countryside, children's cultural events, etc.)
- activities aimed at learning about different human traits; deliberate observation of the differences between people (different physical and mental qualities, skills, abilities, emotions, characteristics given by sexes, age, geographical place of birth, language) and their common features
- dramatic activities (demonstration and imitation of various types of human behaviour in various situations), facial expression of moods (smile, cry, rage, anger, surprise, gravity, etc.)
- activities leading the child to identify themselves and differentiate themselves from the others

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- dissociate for some time from parents and loved ones, be active even without their support
- be aware of own independence, take own opinions and views and express them
- make decisions about own activities
- control own feelings in familiar and recurring situations and adjust behaviour accordingly
- express agreement and disagreement, say “no” in situations that require it (in a threatening, dangerous or unfamiliar situations), refuse to participate in forbidden or prohibited activities, etc.
- be aware of own capabilities and limitations (strengths and weaknesses)
- be able to accept positive appraisal as well as eventual failure and deal with it, learn to evaluate one's personal progress
- be happy about own achievements and new pieces of information
- make voluntary effort, concentrate on an activity and complete it
- respect rules that were established and understood in advance, accept responsibilities previously clarified and justified
- organize a game
- be aware of pleasant and unpleasant emotional experiences (love, compassion, joy, satisfaction, as well as fear, sadness, rejection), distinguish emotional expressions in a familiar (family) and unfamiliar environment
- experience and express in a children's way one's feelings (compassion, joy, affection), learn to control own affective behaviour (be able to put off own desires, calm down, suppress rage, anger, aggression, etc.)
- be sensitive in relation to living beings, to nature and even objects
- enjoy nice and pleasant experiences, natural and cultural beauty and encounters with art

- capture and express own experiences (verbally, visually, using music, by improvisations - musical-motional or dramatic, etc.)

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- environment with little warmth and openness, strict, unkind and not very friendly environment not providing enough love and understanding to the child
- lack of opportunities to express own feelings, convey emotional impressions and experiences and talk about them
- unreasonable demands on the child, frequent negative evaluation with the child repeatedly experiencing a sense of failure
- lack of recognition and appraisal of the child's efforts and success
- treatment felt and perceived as unjust and violent by the child
- haste and nervousness, reducing the child's potential for completing activities in their own pace, adult inappropriate interventions and interruptions to the child's activities
- stress and tension, insecurity, lack of protection and personal privacy
- inappropriate patterns and models of behaviour (tactless communication, lack of social empathy, courtesy and tolerance, other people's insensitive attitudes and relationships)
- insufficient motivation of children to their self-expression and self-assertion
- few inputs and activities enhancing aesthetic perception, ability to feel, experience and express

5.3 A child and the other person

The aim of the teacher's educational efforts in the area of interpersonal relations is to stimulate the child in creating relations to another child or adult, strengthen, enrich and cultivate their communication and ensure that these relationships are well kept.

Partial educational objectives (*to be promoted by the teacher*)

- introduce the rules of conduct in relation to the other
- help acquire elementary knowledge, skills and abilities important for establishing and developing the child's relationships to other people
- strengthen pro-social behaviour in relation to other people (in the family, kindergarten, in a children's play group, etc.)
- create pro-social attitudes (develop social sensitivity, tolerance, respect, flexibility, etc.)
- develop interactive and communicative skills (verbal and nonverbal)
- develop cooperative skills
- protect personal privacy and security in relationships with other children and adults

Educational offer (*to be offered by the teacher to the child*)

- common verbal and nonverbal communication activities of the child with another child or an adult
- social and interactive games, role playing, drama activities, musical and musical-motional activities, art games and etudes

- social games, various joint activities of different focuses
- working in pairs, in small groups
- joint meeting, discussions, sharing and active listening to another child
- activities supporting children's approximation
- activities promoting awareness of relationships between people (camaraderie, friendship, inter-gender relations, respect for old age, etc.)
- games, natural and model situations in which a child learns to accept and respect another person
- activities aimed at understanding the rules of coexistence and behaviour, helping create such rules
- games and activities leading the child to respecting the other, to be willing to share, to lend toys, to take turns, to help, to develop ability to resolve disputes, etc.
- activities aimed at exploring the child's social environment - family (family functions, family members and relationships, family life, family in the world of animals) - kindergarten (environment, relationships between children and adults, friends)
- games and situations teaching the child to protect their privacy and safety of others
- Reading, telling and listening to fairy tales and stories with ethical content and moral lesson

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- establish contacts with adults entrusted to take care, overcome shyness, communicate with appropriately with the adult, respect him/her
- understand common ways of expressing emotions and moods
- naturally and freely communicate with other children, establish and maintain friendships with children
- refuse a communication s/he is uncomfortable with
- be aware of their rights in relation to each other, be able to grant the same rights to others and respect them
- understand that all people (children) have the same value despite being different (looks and behaves differently, knows or does not know different things, etc.) that personal, or personality differences are natural
- exercise their individual needs, wishes and rights with respect to the other (to defend their positions or opinions, to respect a different view or opinion), to accept and enter into compromises, to solve a conflict by agreement
- cooperate with other
- respect established and understood rules of mutual co-existence at home, in kindergarten, in the public, comply with game rules
- respect the needs of another child, share toys, utilities, snacks, divide a task with another child, etc.
- understand what the other wants or needs, meet the other halfway (behave sensibly and considerately towards a weaker or hurt child, have regard to the others and sympathize with them, offer help, etc.)
- defend against acts of violence of another child, maltreatment, humiliation, etc.

- behave cautiously when confronted with unknown children, older or adult people, if necessary ask for help (for themselves or for another child)

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- lack of positive examples and role models of pro-social behaviour, a few friendly attitudes of adults towards children as well as each other
- poor psychosocially “secure” environment, non-authentic, with lack of understanding and tolerance
- lack of empathy, failing to provide empathic responses to the child's problems
- an environment too protectionist or too oblivious
- authoritative guidance, prescriptive treatment of a child
- manipulating the child's by so called positive means (emotional means, unfounded praise)
- disrespectful treatment, ridicule, humiliation
- environment offering few opportunities for collaboration and communication with the other
- frequent organization of competitive activities and promotion of unhealthy competition
- ambiguously formulated rules of conduct in relation to other, violation of accepted rules, bad role model
- inability to participate in the choice of activities and themes organized in the kindergarten
- insufficient attention to how the child deals with disputes and conflicts with another child
- acting as a judge in disputes too frequently
- lack of respect for children's mutual sympathy and little support of children's friendships
- focusing attention only on the verbal forms of communication

5.4 A child and the others

The aim of the teacher's education efforts in the socio-cultural area is to introduce the child to other people's fellowship and to rules of living in a community, bring them into the world of material and spiritual values, into the world of culture and art, help the child acquire necessary skills, habits and attitudes and enable them to actively participate in shaping a well-functioning social environment.

Partial educational objectives (*to be promoted by the teacher*)

- acquire and co-create rules of social coexistence in natural socio-cultural environment, understand basic manifestations of nonverbal communication usual in this environment
- develop the ability to live in a community of other people (to work and participate), belong to this community (to class, family, to other children) and to note and accept the basic values recognized in this community
- develop the child's basic cultural and social attitudes, habits and skills, develop their ability to act authentically, to behave autonomously, to adapt pro-socially and actively to the social environment and manage its changes
- create awareness about interpersonal moral values
- introduce the world of people, culture and art to the child, acquisition of basic knowledge about the child's environment

- creating awareness of the existence of other cultures and nationalities
- develop foundations of active attitudes towards the world, life, positive relations to culture and art, develop skills enabling expression and manifestation of such relationships and attitudes
- develop social and aesthetic taste

Educational offer *(to be offered by the teacher to the child)*

- everyday encounters with positive relationship and behaviour patterns
- activities helping in the child's natural adaptation to the kindergarten
- co-create an adequate number of clear and meaningful rules of coexistence in the classroom
- variety of joint games and group activities (thematic games, dramatization, constructive and art projects, etc.) involving the child in their progress and results
- prepare and organize parties and celebrations (anniversary celebrations, festive celebrations corresponding to local habits and traditions, sporting events, cultural programmes, etc.)
- verbal, literary, dramatic, artistic, musical, musical-motional, etc. activities stimulating creativity and inventiveness of the child, their aesthetic perception and expression and refinement of taste
- receptive verbal, literary, artistic or dramatic activities (listening to fairy tales, stories, poems, musical compositions and songs, watching dramatizations, theatre scenes)
- encounter with literary, dramatic, musical and visual arts outside of kindergarten, visits to cultural and artistic sites and events of interest to preschool children
- games focused on understanding and distinguishing different social roles (child, adult, parent, teacher, student, gender roles, professional roles, role-playing games) and acquisition of roles naturally encountered by a child
- activities introducing the child with rules of mutual relations (courtesy, consideration, tolerance, cooperation) and moral values (good, evil, justice, truth, honesty, openness, etc.) between people
- games and practical activities introducing the child into the world of people, their civic and working lives (by using practical examples from around the child, thematic games acquainting children with various types of jobs, trades and professions, with different work activities and pieces of equipment, handling several tools and instruments, perform simple work tasks and activities, etc.)
- activities introducing the child to the world of arts and culture enabling them to recognize the diversity of cultures (artistic, musical and dramatic activities, sports activities, entertainment, children's participation in cultural events, visits to exhibitions, theatres and cinemas, exploiting opportunities for the child's natural familiarization with different traditions and habits of their cultural environment, etc.)

Expected outputs *(what is usually achieved by a child at the end of preschool period)*

- apply habits in basic forms of social behaviour in contact with adults and children (greet people we know, children and adults, say goodbye, use "please" and "thank you", starts speaking only after the other stops, ask for help, listen to what is being said, follow instructions, etc.)

- understand that everyone has a role in the community (family, class, in play group) and must act accordingly
- behave and act based on one's own motives while taking into consideration other people
- integrate into a class and among other children, respect their different features, abilities and skills
- understand the normal non-verbal expressions of emotional experiences and feelings of others
- adapt to school life, actively manage the demands of school and respond to common changes in the environment (understand basic rules of conduct in a group, participate in and comply with them, submit to the group's decision, adapt to shared activities, cooperate, accept authority) co-create a sense of ease in the environment
- negotiate with children and adults around them, agree on a common solution (without help in simple situations, otherwise with help)
- form a basic children's idea of rules of conduct and social norms, of what is and what is not in line with them and in situations appropriate to the child's development act in accordance with this idea (at home, in kindergarten and in public)
- behave politely, consider other people, both adults and children, without prejudice, with respect to their personality, appreciate their work and effort
- comply with rules of games and other activities, act and play fair
- be aware that not all people respect the rules of conduct, that they may behave unexpectedly, against the rules, and thus threaten the welfare and safety of others; reject socially undesirable behaviour (e.g. lie, injustice, maltreatment, indifference or aggression), protect themselves against such behaviour within their means and prevent its consequences (avoid communication with people who behave this way)
- treat gently one's as well as other people's belongings, toys, things of daily use, books, money, etc.
- perceive artistic and cultural inputs, listen carefully, watch with interest a literary, dramatic or musical performance and evaluate own experiences (remember the interesting, intriguing bits)
- capturing the reality from around them and express their ideas using a variety of artistic skills and techniques (drawing, colouring, modelling, constructing, using paper, other materials or natural products for construction, etc.)
- express themselves through music and musical-motional activities, mastering basic musical skills, vocal and instrumental (sing a song, play simple musical instruments, and follow and distinguish rhythm)

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- lack of aesthetic and ethical ideas and opportunities to experience and express them in a cultivated form
- the presence of inappropriate, underbidding and tasteless inputs
- inappropriate moral models (children witness unjust, rude, condescending, ironic, or aggressive, intolerant, insensitive and disrespectful attitudes, etc.), including the inappropriate models in the media
- too many non-functioning rules in a group, children cannot participate in their creation, some breach them (even the adults)
- favouritism and discrimination of some children in the group

- schematic moral evaluation denying the child to express their own opinion
- lack of opportunities to rectify behaviour that was against the rules
- ridicule and belittle the child's efforts
- suppress the child's autonomous behaviour in order to quickly achieve discipline and obedience
- ignoring an improper communication and treatment between children, disregard of some children's unwanted behaviour, schematically solving conflicts without identifying why they occurred
- missing information about how to protect against imminent danger from strangers
- lack of opportunities to develop artistic skills and to create the child's aesthetic relationship to the environment, culture and art

5.5 A child and the world

The aim of the teachers' educational efforts in the environmental area is to establish the child's elementary awareness of the surrounding world and its events, of human impact on the environment - from immediate surroundings to problems with global impact- and create basic foundation for the child's (a person's) open and responsible attitude towards the environment.

Partial educational objectives *(to be promoted by the teacher)*

- introduce the place and environment in which the child lives, create a positive attitude towards it
- create an elementary awareness of broader natural, cultural and technical environment, its diversity, development and continuous transformation
- teaching about other cultures
- understanding that changes caused by human activity can protect and improve the environment, but also damage and destroy it
- acquire knowledge and skills necessary to perform simple tasks in environmental care, in creating healthy and safe environment and protecting the child from its harmful effects
- developed respect for life in all its forms
- develop the ability to adapt to external conditions and its changes
- grow aware of being part of the world, of one's connection with the living and inanimate world, people, society, Earth

Educational offer *(to be offered by the teacher to the child)*

- close observation of close environment and life in it, in surrounding countryside, cultural and technical objects, walks and trips
- Activities focused on obtaining practical orientation in the community (walks in the streets, visits to shops, important institutions, buildings and other objects important for the child)
- monitoring events in the community and participating in events that are interesting to the child
- teach about potentially dangerous situations and possible ways to protect oneself (in traffic, in manipulating with some objects and devices, in contact with animals, drugs, poisonous plants, common chemicals, technical devices, objects and phenomena, fire, flood)

- and other dangerous situations, adverse weather and natural phenomena), use practical examples to warn the child against potential dangers
- games and activities relating to traffic, exercise safe behaviour in common traffic situations, practical training in safe behaviour in other potential situations
 - practical use of technical equipment, toys and other objects and tools commonly encountered by the child
 - direct natural and mediated learning about the environment, its diversity, and occurring changes (living and inanimate world, natural phenomena and occurrences, plants, animals, landscape and its character, climate, weather, season)
 - work with literary texts, visual materials, encyclopaedias and other media
 - cognitive activities (asking questions and searching for answers, discussion about problems, explaining, listening, exploring)
 - practical activities based on which the child learns about a variety of natural and artificial substances and materials around them and through which the child experiences different qualities (practical experiments, exploration, touching various materials and raw materials)
 - use of natural inputs, situations, and practical examples from around the child familiarize the child with the elementary child friendly realities of our country
 - observe living conditions and the environment, learning about ecosystems (forest, meadow, lake, etc.)
 - environmentally friendly games (“green games”)
 - activities contributing to the care of the environment and surrounding landscape, work, cultivation and breeding activities, taking care of the school environment, garden and close proximity

Expected outputs (*what is usually achieved by a child at the end of preschool period*)

- orient safely in a familiar environment and its life (home, kindergarten, close proximity)
- manage routine work and requirements placed on the child, solve recurring simple practical situations at home and in the kindergarten, behave appropriately and safely at home and in public
(on the street, on the playground, at a shop, at the doctor’s, etc.)
- realize the danger they may encounter around them, know the practical means of protection
(know how to avoid danger, where to ask for help)
- acquire elementary meaningful useful interesting and understandable knowledge about the child’s close environment, to be used in further learning and life experience
- create an elementary awareness of broader social, objective, natural, cultural and technical environment
and of what is happening in this environment using practical experience and practical examples from around the child
- be aware of the world’s order, of how varied and fascinating it might be, how infinitely blunt and diverse can be the Nature and world of people (provide elementary knowledge of the existence of different peoples and cultures, different countries, of the Earth, space, etc.)
- notice changes and developments in close proximity
- understand that changes are natural and inevitable (everything around us is changing, evolving, moving and transforming, and we need to count with these changes in our lives), adapt to changing circumstances both at home and in kindergartens

- be aware of how important the environment (living world and society) is for a person, realize that the way the child and others around him behave affect their own health and the environment
- distinguish between activities that can help or harm the health of the environment, notice damage and harm and point to them
- help take care of the environment (preserve order and cleanliness, dispose of waste in an appropriate manner, care of plants, co-create pleasant environment, protect the environment in the neighbourhood, living creatures, etc.)

Risks (*major obstacles to the achievement of the teacher's educational aims*)

- lack of opportunities to see and perceive the world in its diversity, its change, in its affairs and order
- insufficient and inadequate information, inadequate, incorrect or missing answers to the child's questions
- dull, unvaried offer of activities, environment with few challenges, unvaried and unchanging environment, or chaotic, disorganized and untidy environment excessive of toys and things
- choice and offer of topics too distant from the child's life, too difficult to perceive or comprehend, that go beyond the natural experience of the child and not practically usable for the child
- use of abstract concepts, transfer of "ready-made" knowledge
- prevailing use of the media (video, film) in transmitting knowledge of the world
- lack of attention to prevention of environmental influences that may be unhealthy and dangerous for the child
- violation of rules of care for a healthy environment in the kindergarten
- bad example of adults (environment-threatening behaviour, non-green attitudes, xenophobic behaviour, indifference to the problems around them and unwillingness to participate in their solution)
- a kindergarten and its programme closed for existing problems and current events

6. Educational content in the school education programme

The educational content of FEP PE should serve the teacher as the basis for preparation of their *own educational offer*. The teacher should formulate their offer within the school (class) education programme in such a form that will be presented to the children - in *integrated blocks*.

It is the only requirement common to all education programmes on the school level. Thus the schools have considerable freedom regarding the way the educational content stipulated in FEP PE will be interpreted and implemented.

The relationship between the integrated blocks and the education areas of FEP PE is such that the blocks should involve (integrate) all the education areas (some areas may however prevail and others may be included only marginally); the blocks are *sectional* in relation to the education areas of FEP PE.

The integrated blocks can relate to a particular topic, work on practical problems and situations in life, or focus on particular practical activities, etc.²⁰ They can have the form of *thematic units, projects or programmes*.

²⁰ Thus they can be framed in different ways: it is possible to start from a topic, activities or expected outputs.

The blocks may differ in their extent to long-term, medium-term and short-term, they can further branch out and diversify, etc. They should be as wide and as comprehensive as to provide sufficient amount of interesting and varied stimuli to specific activities.

The focus of the blocks should be based on the natural needs of the child and on the realities close to the child and their life. Their content should be comprehensible and useful for the preschool child and applicable in real life. It should help the child perceive themselves and the surrounding world, understand the world and orientate themselves to it. It should be adjusted to suit the age, development level and social experience of the children the blocks are designed for.

The content of the blocks should comply with the educational content stipulated in the educational offer in FEP PE. The activities offered within SEP (CEP) should be of both practical and intellectual nature. They should develop both intellectual and practical abilities and skills of the child, deepen their knowledge, enrich their practical experience and increase the applicability of what the child learns in practice.

The integrated blocks should be *interconnected in their content, mutually complement and deepen one another, they can interweave and pass smoothly one into another.*²¹ It is only natural and right that the educational content, or some of its components, is repeated in different integrated blocks and the child is reminded of it; they encounter it in different context and learn to see things in different perspectives. This contributes significantly to the child's ability to create a holistic and realistic picture of the world and its events and to the ability to make better use of the acquired knowledge and skills in practice and in further learning. If the child encounters the same content outside the formal educational offer in unplanned circumstances and sees it *in natural logical relations and real-life situations*, the results of such education may be even more effective.

7. Preschool education conditions

The principal conditions that need to be satisfied in child education are legally specified in relevant legal norms (statutes, decrees, implementing regulations)²². Further to these, *FEP PE describes in more detail and adds other material, organisational, personnel, psycho-hygienic and pedagogical conditions which affect favourably, or condition, the quality of the education provided*, defined and required by FEP PE.²³

21 The reason for this is the fact that the acquisition of the educational content by the child is of long-term, procedural

and complex nature. The child acquires and perfects their skills gradually and continuously.

22 Education Act, Act No. 258/2000 Coll. on the public health protection (and relevant implementing regulations), Decree on preschool education, Decree on the education of children, pupils and students with special educational needs and on the education of exceptionally gifted children, pupils and students, Decree on safety and health protection of children, pupils and students in schools and school facilities, Decree on the provision of preventive and counselling services in schools and types of school counselling facilities, Decree on school meals, Decree on school educational and accommodation facilities, Decree on the professional and pedagogical competence of teachers, Government regulation establishing the level of teaching activity and educational and psychological activities of teaching staff in schools and school facilities, Decree on further education of pedagogical workers, Decree on the organisation of the school year, possibly other relevant regulations.

23 The conditions describe to a certain extent the optimal form of preschool education. Most of them are nowadays commonly or at least generally satisfied in practice. It is expected that the implementation of some of them may be restricted by the limits of individual kindergartens, or presently by the financial resources of the municipal governments. The point is to achieve that the conditions, which are today considered desirable in preschool education, are gradually adopted and optimally satisfied within the limits of individual kindergartens and authorities.

7.1 Material conditions

Material conditions of a kindergarten are fully suitable if:

- The kindergarten disposes of sufficient area (floor space, air volume etc. in compliance with relevant regulation) and such spatial arrangement that suits various group and individual child activities.
- Children's furniture, gymnastic equipment, sanitary facilities (washrooms, toilets), as well as facilities for the children's rest (beds) are adjusted to the anthropometric needs, correspond to the number of children, are wholesome and safe and of aesthetic presentation.
- Provided toys, aids, tools, material and accessories correspond to the number of children and their age, it is continuously renewed and supplemented, and fully used by the teachers.
- Toys, aids, tools and other accessories, or at least their majority, are located in such a way that the children can see them and take them independently, and know their place; rules are set for their use by the teachers as well as the children.
- The children participate in the interior decoration by their own pieces of work. The surroundings are arranged in such a way that the children as well as their parents have access to the children's works.
- A garden or a playground is directly adjacent to the building of the kindergarten.²⁴ These areas are equipped in such a way that allows the children various physical and other activities.
- All the interiors as well as exteriors of the kindergarten comply with safety and hygienic standards and valid regulations (related to e.g. cleanness, temperature, air humidity, lighting, noisiness, light and shade, allergenic or poisonous substances and plants, etc.).

7.2 Regimen

The children's regimen in a kindergarten is fully suitable if:

- The children are provided with wholesome and balanced diet (in compliance with the regulation). An appropriate diet plan is preserved, healthful methods of food and drink preparation are observed, the children have constant access to liquids in the classroom, and appropriate time intervals are observed between individual meals. It is inadmissible to force the children to eat.
- A regular daily rhythm and order is secured, which is at the same time flexible enough to allow for adjustment of the planned activities throughout the day to the current needs and situation (e.g. so that parents can bring their children according to their possibilities, so that it is possible to respond to unexpected events in the kindergarten's life, etc.)
- The children are outdoors daily and long enough, the programme of activities is adjusted to the immediate air quality.
- The children have got enough free movement in the garden as well as in the interiors of the kindergarten.
- Individual children's needs for activity, sleep and rest are respected in the daily programme (e.g. children with lesser need of sleep will be offered other quiet programme instead of rest in the bed etc.). It is inadmissible to force children to rest in the bed.
- The teachers themselves live in accord with the healthy lifestyle principles and give the children a natural example.

²⁴ If this is not the case, similar areas are secured within easily accessible distance.

7.3 Psychosocial conditions

Psychosocial conditions are fully suitable for child education if:

- Children as well as adults feel comfortable, content, safe and confident in the kindergarten environment.
- A newcoming child can gradually adapt to the new environment and situation.
- The teachers respect the children's needs (generally human, development and individual needs), respond to them and help satisfy these needs (they act non-forcibly, naturally and sensitively, create stress-free, peaceful and restful atmosphere, etc.). The children are not burdened inappropriately nor stressed by haste and hurry.
- All the children are treated as equal, none of them is being privileged nor handicapped. Any display of inequality, disregard and mocking towards the children is inadmissible.
- Freedom and personal liberty of the children is in balance with the necessary degree of restraints following from the need to respect the rules of the kindergarten and to teach the children the principles of coexistence.
- The children are given clear and comprehensible instructions. The class is a friendly community for the children, who enjoy being part of it.
- The teaching style, or the way the children are guided, is supportive, sympathetic, expressed in direct, helpful, empathetic and attentive communication of the teacher with the children. Manipulation of the child, unnecessary organisation of the children's activities in attempt to prevent potential idle time, and encouraging unhealthy competitiveness among the children is unacceptable. Any communication with the child which is perceived as violence by the child is inadmissible.
- Such teaching style is employed that takes into account active participation as well as independent decision-making of the child. The educational offer corresponds to the mentality and needs of a preschool child (it is thematically close to the child, comprehensible, adequately demanding, useful for the child and applicable in practice).
- The teacher avoids negative verbal comments and encourages the children in independent endeavours, is appreciative, acknowledges and evaluates specific efforts and performance of a child, reacts adequately by positive evaluation, and avoids general praise as well as criticism.
- The relationships among adults as well as children show mutual trust, tolerance, consideration and politeness, solidarity, mutual help and support. The adults behave in a credible and reliable (authentic) way.
- The teacher pays attention in terms of the programme to informal relationships of the children and non-forcibly guides them to pro-social behaviour (prevention of bullying and other social pathologies in children).

7.4 Organisation

Organisation of running of the kindergarten is fully suitable if:

- The daily schedule is flexible enough to respond to individual limits of the children, to their current or currently changed needs.
- Organised preventive health physical activities are included regularly in the daily programme.
- The teachers are fully devoted to the children and their education.
- The children find needed background, peace, safety and privacy.

- An individually adjusted adaptation regime is employed at the entrance of the child into the kindergarten.
- The proportion of spontaneous to organised activities is balanced in the daily programme, including activities organised by the kindergarten beyond the regular programme.
- The children have got enough time and space for spontaneous games, to finish them or to continue later.
- All the activities are organised in such a way that encourages the children to their own activity and experiments, to participate in activities organisation, to work at their own pace, etc.
- Conditions for individual, group and frontal activities are created, the children can participate in collective activities in small, medium as well as large groups.
- Personal privacy of the children is sufficiently observed. In the case of need the children have the possibility to retire to a quiet corner and not participate in collective activities, as well as the right to privacy for personal hygiene etc.
- Activities scheduling is based on the needs and interests of the children, and accommodates individual educational needs and limits of the children.
- Appropriate material conditions are created for realisation of the scheduled activities (material equipment of the surroundings is sufficient and of good quality, tools are prepared in time).
- The number limits of children in a class are not exceeded,²⁵ merging of classes is restricted to minimum.

7.5 Kindergarten management

Management of the kindergarten is fully suitable if:

- The obligations, powers and duties of all workers are clearly defined.
- A working information system is created inside the kindergarten as well as outwards.
- While managing the employees the headmaster creates an atmosphere of mutual trust and tolerance, involves their co-workers in the kindergarten management, gives them sufficient powers and respects their opinion. They encourage and motivate participation of all team members in deciding fundamental issues of the school programme.
- The headmaster evaluates the work of all employees, motivates them positively and encourages their mutual cooperation.
- The teaching staff work as a team and invite parents to cooperate.
- Planning of the pedagogical work and running of the kindergarten is functional, based on previous analysis and makes use of feedback.
- The headmaster designs the school education programme in cooperation with other teaching staff members. The control and evaluation activities cover all the aspects of the running of the kindergarten, they are meaningful and useful. Further work is decided on the basis of their results.
- The kindergarten cooperates with the school authority and other state and municipal administration bodies, the nearest primary school, or other organisations near the kindergarten, and with professionals providing assistance predominantly in solving the children's individual instructional and educational problems.

²⁵ Decree on preschool education, s. 2(2-3)

7.6 Personnel and teaching staff

Personnel and pedagogical conditions of education are fully suitable if:

- All the employees working in the kindergarten as teachers have got prescribed professional qualification. Those who lack a part of their expertise supplement it continuously.
- The teaching staff, or the working team, work on the basis of clearly defined and jointly created rules.
- The teachers keep self-training and approach their further education actively.
- The headmaster encourages professionalization of the working team, monitors preservation and further growth of professional qualifications of all teachers (including themselves), and creates conditions for their further systematic education.²⁶
- The teachers' shifts are organised in a way that secures optimum pedagogical care to the children during all activities.
- The teachers act, behave and work as professionals (in accord with the social conventions and pedagogical and methodical principles of upbringing and educating preschool children).
- Specialised services such as speech therapy, rehabilitation or other care for children with special educational needs, for which the preschool teacher is not qualified, are provided in cooperation with authorised specialists (specialised pedagogues, school or consulting psychologists, physicians, rehabilitation workers, etc.).

7.7 Parental participation

Parental participation in preschool education is fully suitable if:

- Mutual trust, openness, helpfulness, understanding, respect and willingness to cooperate prevail in the relationships between the teachers and the parents. Cooperation works on the basis of partnership.
- The teachers pay attention to the specific needs of individual children or families, and try to understand and satisfy them.
- The parents have the possibility to participate in the kindergarten's events and various programmes, and to join their children's games if they wish. They are regularly and sufficiently informed about everything that happens in the kindergarten. If they show interest, they can participate in designing the kindergarten's programme, in problem-solving etc.
- The teachers inform the parents of their child's results as well as their individual progress in development and learning. They consult the parents about the joint efforts in their child's upbringing and education.
- The teachers protect the family's privacy and treat their inside affairs with confidentiality. They are considerate, tactful and aware of dealing with confidential information when dealing with the parents. They do not interfere in the life and privacy of the family, avoid officiousness and giving unsolicited advice.
- The kindergarten encourages family education and assists the parents in child care; it offers consulting services and various educational activities dealing with upbringing and education of preschool children.

²⁶ Further education is secured within the limits of the kindergartens as well as their authorities.

8. Education of children with special educational needs and of exceptionally gifted children

8.1 Education of children with special educational needs

The fundamental concept of FEP PE is based on respecting the child's individual needs and limits. That is the reason why FEP PE is also the basis for designing the education programmes for children with special needs, regardless of whether they are educated in a regular kindergarten or in a kindergarten with adapted education programme.

Framework aims and objectives of preschool education are common to education of all children. In education of children with special educational needs, meeting these objectives must be adjusted to accommodate the children, their needs and limits to the maximum degree. The teachers should endeavour - as well as in education of children with no special educational needs - to create optimal conditions for personal development of every child, for learning and communication with others and to help them reach the maximum level of independence.

Unlike education of standard child population, education of children with special educational needs usually requires some other or *some additional conditions*.²⁷ The fundamental obligatory conditions for preschool education of children with special educational needs are defined by statutes, decrees and implementing regulations.²⁸ Apart from these conditions, it is necessary that the preschool teacher takes into account other conditions which *affect the quality* of provided education. These are the conditions following from the natural development needs of the preschool children (which are formulated in FEP PE) and at the same time conditions given by their special needs. Some of them are common for all children, others differ based on the character and degree of the child's disability or handicap, and generally they apply to a specific group of children. The teacher should secure these conditions with respect to the development and personal particularities of the children and should be trained in the field of special education.

Conditions for education of children with health disability and health handicap. With respect to the kind and degree of the child's handicap, the conditions of their education (both special and integrated) are fully suitable if:

for children with physical disability

- acquirement of specific skills in the extent of the child's individual limits is secured
- the child's ability to move in the school premises using accessible technical means or human resources is secured
- conditions for alternative physical activities available to the child with respect to their handicap are created
- compensation (technical and teaching) aids are used
- the number of children in the class is reduced

for children with visual impairment

- acquirement of specific skills manageable for the child and aimed at independence and self-assistance is secured
- the surroundings are barrier-free and as safe as possible for the child with respect to their visual impairment

27 E.g. in the field of material environment, children's regimen, psychosocial climate, organisation of education, ensuring of personnel and teaching staff, cooperation of the kindergarten with the family, etc.

28 The Act on preschool, primary, secondary, higher vocational and other education, Decree on the education of children, pupils and students with special educational needs and on the education of exceptionally gifted children, pupils and students

- prescribed visual hygiene is observed
- an offer of alternative (manageable) activities is created
- suitable compensation (technical, especially optical and teaching) aids and toys are used
- the number of children in the class is reduced
- the presence of an assistant (depending on the extent and degree of impairment) is secured

for children with hearing impairment

- acquirement of specific skills corresponding to the extent of the child's individual needs and limits is secured
- aural hygiene is observed
- suitable compensation (technical and teaching) aids are secured and used
- the child's education takes place in a suitable communication system

for children with mental retardation

- acquisition of specific skills aimed at managing self-assistance and basic hygienic habits on the level corresponding to the child's age and degree of handicap is secured
- suitable compensation (technical and teaching) aids are used
- the presence of an assistant (depending on the extent and degree of impairment) is secured
- the number of children in the class is reduced

for children with disorders of attention and perception (children with learning and behaviour disorders)

- the environment is calming for the child
- increased safety surveillance is secured
- the number of children in the class is reduced
- a thorough individual approach of the teacher to the child is secured
- the kindergarten cooperates closely with a special education centre and the child's parents
- special teaching aids aimed to practise concentration and attention are used

for children with speech disorders

- continuous speech therapy of a good quality is secured
- close cooperation with professionals and the child's parents is secured

for children with more disabilities and autism

- acquirement of specific skills aimed at self-assistance is secured
- the education environment is peaceful and stimulating for the child
- the presence of an assistant is secured
- the number of children in the class is reduced
- suitable compensation (technical and teaching) aids are used
- other conditions depending on the kind and degree of the handicap are secured

Conditions for education of children with health disability and health handicap. Education needs to be adjusted to the needs following from the child's health handicap, resulting from their long-term illness, or given by moderate learning and behaviour disorders.

Education of children with health handicap in kindergartens or classes with education programme adapted to the children's special needs is in accordance with the relevant decree²⁹ reinforced personnel-wise by another pedagogical worker and secured depending on the need by concurrent activity of two pedagogical workers in the class. This condition (possibility) is not legally determined for integrated education. If however the education of a child and care for them is so demanding that it requires the care of another teacher or different worker, it is convenient to secure such workforce.

Conditions of education of children with social handicap. Education of children from socio-culturally disadvantaging environment, children with weak family background, or children coming from linguistically different environment, who do not speak the language used during the education, is performed in accordance with the requirements stipulated in FEP PE. Lower social adaptability of these children and increased need of upbringing and education in some areas requires adjustment of the educational content as well as the educational conditions.

The kindergarten applies special educational methods enabling timely diagnostics and stimulation of the children's development.

Children from socially disadvantaging environment may be educated also *in preparatory classes of a primary school*. Conditions for this form of education are stipulated in a decree.³⁰

Integrated education of children with special educational needs. Education of these children in kindergarten or classes with a programme adapted to the children's special educational needs satisfies the basic obligatory conditions more easily and in many respects accommodates the children's needs better than the environment of regular kindergarten.³¹ On the other hand, integration of the children in a regular kindergarten means approaching normal environment and weakening certain isolation of the child and their potential exclusion from the community of their peers. That undoubtedly facilitates the child's personal and social development as well as their social integration. From this reason FEP PE encourages integration of the children wherever possible with respect to the kind and degree of their disability or handicap, or more precisely where the necessary conditions can be created and secured.

Integration of the children into the conditions of regular kindergartens has got, apart from the positives, its risks. The basic prerequisite for excluding or minimizing these risks is to determine *what the child's needs represent in each case, what are the consequent requirements on the work of the preschool teacher, and what conditions need to be created in the kindergarten's environment*. The preschool teacher must consider whether they are capable of meeting these requirements - in terms of material, psychosocial, personnel, professional and other conditions - and decide accordingly and responsibly. If they agree to take care e.g. of a child with severe disability and do not themselves have sufficient professional capacity to take care of the child (i.e. they do not have required special education training), they always need to cooperate closely with a professional - special education teacher, child psychologist, or physician - and consult the problems they encounter in the child's education. It is necessary to project the joint conclusions sufficiently in the education programme of the school or class, in the individual education programme of the integrated child, and in their work as well.

In education which integrates children with disability or handicap into the education programme of a regular kindergarten, it is necessary to reflect their needs sufficiently in the school or class programme. It needs to be properly adapted to the individuals or groups of children in terms of

29 Decree on the education of children, pupils and students with special educational needs and on the education of exceptionally gifted children, pupils and students

30 Decree on primary education and some requisites of completing compulsory education

31 The advantages are e.g. professionally trained personnel, lower number of children in a group, specially adapted environment, etc.

content and resources, and possibly supplemented with component stimulation programmes. Where needed and purposeful, it is necessary to design individual education programmes for the children, which will accommodate their educational needs, physical or mental limits, and social situation to the maximum degree. If special activities need to be part of the education programme for children integrated in a regular kindergarten, the preschool teacher should cooperate with a professional (special education teacher, physician, rehabilitation worker, psychologist, etc.) when designing and implementing the programme.

Education of children with special educational needs in kindergartens with adapted education programme is realised on the basis of *school education programmes adapted to the children's special needs*.

An important prerequisite for successful preschool education of children with disability or handicap - regardless of whether regular or special programmes are used - is not only the choice of suitable (corresponding to the children's needs) educational methods and resources, but also *applying highly professional attitude* of the teachers and other workers that participate in the child's care and education. The personal development of a child with handicap is much more dependent on the sensitivity and adequacy of the environment's influence than in a child not primarily limited in their capacities. It is necessary that the teacher always bears in mind that such a child has got different personality makeup and is in a more difficult situation: they have got less experience, bigger problems with becoming independent, assert themselves with difficulties, have undeveloped ability of self-regulation, etc. It is therefore important that the teacher - in accord with the basic requirements of FEP PE - gives the child, besides the necessary guidance, increased supervision and assistance, also sufficient space for independence and individual decision-making, and provides much-needed positive motivation (appreciates the effort, and praises even the tiniest success and progress). It is necessary to make sure that the children with disability or handicap are from the beginning of the education process accepted in the same way as other children and do not receive negative feedback more often than others.

In education of children with special educational needs the teacher cooperates with other professionals and uses the services of *school counselling facilities* (special education centres and pedagogical-psychological counselling centres).

8.2 Education of exceptionally gifted children

The universality of FEP PE enables that, depending on the need and options, the school, class and individual education programme, its content and conditions can be reasonably adapted to the children's exceptional skills, and possibly supplemented with an offer of other activities depending on the children's interests and special skills or gift. The development and encouragement of the exceptional skills should be secured and organised in a way that it is not one-sided and does not reduce the diversity and scope of the regular educational offer.

9. Self-evaluation of the kindergarten and assessment of the children

As a result of introducing a two-level curriculum and therefore enabling to make independent choice, the teachers bear great responsibility for the education provided in individual kindergartens being in accord with the requirements stipulated in FEP PE. It is the self-evaluation of whether and to what extent this is observed which should give the teachers feedback on the selected method and thus give them more certainty, which they often lack in the current free rules. Therefore it is only natural that the *self-evaluation*³² becomes a necessary and obvious part of the work of every kindergarten.

Self-evaluation is a process of *continuous evaluation* of the educational activities, situations and educational conditions, which is carried out inside the kindergarten in several consecutive

32 See the Glossary

and constantly repeated stages.³³ Information gained in this continuous evaluation give the teachers feedback on the quality of their own work and should be used by the teachers purposefully to optimise and improve the education process and the educational conditions. It is not a one-time and random evaluation of a certain phenomenon based on the subjective impression of the teacher, it is a process which is carried out *systematically* according to a previously designed plan.

Self-evaluation may concern many different areas. It is possible to monitor and evaluate practically anything that enters the education process. Generally the school and class education programmes can be compared with FEP PE and the extent to which these programmes are in accord with the FEP PE requirements can thus be evaluated. Based on the acquired information it is possible to design and implement their amendments. It is important to compare the school or class programme (what is written there) with its implementation (what is the education like in practice).

The kindergarten should evaluate its work in a *comprehensive* way. In order to carry out comprehensive evaluation of the kindergarten's work in practice, it is necessary to *focus the evaluation on the following areas*:

- fulfilling the programme's objectives
- quality of educational conditions
- method of processing and implementation of the educational content (processing and implementation of integrated blocks)
- teachers' work (including their self-assessment)
- results of the education.

Evaluation may be carried out on the *school level* or *class level*. It may be carried out by the headmaster, teaching staff or individual teachers as well. The headmaster may evaluate not only the work of others but also their own work. *Specific criteria* for evaluation of all areas that are subject to evaluation can be inferred from the preschool education requirements stipulated in FEP PE.³⁴

If the evaluation is supposed to be functional, it is necessary to *collect, process and use information regularly and systematically*. The kindergarten or the teacher should therefore create their own *evaluation system* as a part of their own school programme. This system or internal evaluation programme of the kindergarten should be described *in the school education programme*. It should stipulate the rules that the school will abide by. The teachers should determine:

- the subject of the evaluation (what they will monitor in the kindergarten, what specific phenomena they will focus on in the evaluation)
- evaluation methods (using what forms and methods, and how they will evaluate the phenomena)
- schedule (specific dates, or frequency of evaluation in individual cases)
- the teachers' responsibilities (who will be responsible for what).

The school's evaluation system may include additional rules as well. In the course of time the teachers may (and most likely will) modify it as a whole so that it is truly satisfactory and functional.³⁵

³³ The stages are: collection of information about a phenomenon, information analysis and further procedure plan (for more detail see the Manual for designing SEP PE)

³⁴ In simple terms FEP PE may be considered a set of framework criteria on the basis of which the teacher formulates specific criteria for their individual evaluation of a specific phenomenon.

³⁵ The system created by the school will be far simpler. What exactly will the school monitor in individual periods will continuously change. The system described above represents the optimal form, which will be accomplished by individual schools to various degrees.

Regarding the *evaluation of educational results*, in preschool education this is not a question of the assessment of the child and their performance in relation to a given norm or a question of comparing individual children and their performance. As a result of individualization of education, it is necessary for the preschool teacher and their work to monitor the development and personal educational progress of *each individual child and to document important information* so that they can learn about the child, understand them and satisfy their individual limits and needs. The teacher should *continuously monitor and evaluate individual development and educational progress of each individual child*,³⁶ since long-term and systematic monitoring and evaluation of the child's development and progress enables them to guide the child in accord to their natural development, smoothly, with adequate and gradually increasing demands and to continuously secure corresponding support in their development and learning. No less important purpose of the continuous evaluation is to detect the child's potential problems and weaknesses in time, draw expert-based conclusions for the child's further development, and help the child solve the problem or possibly intervene with necessary professional assistance in time.

Every kindergarten or each individual teacher can choose or create their own system of monitoring and evaluation of the children's development progress and use such methods and techniques that are convenient in the specific conditions. Such monitoring and evaluation should always be carried out in a way that is meaningful and purposeful in the specific case. It is desirable that the teacher can differentiate and choose individually different ways of monitoring and evaluation of individual children as well as different form and extent of the records, corresponding to the child's educational needs.

It is essential that any written records or other documents containing information about the child and the progress in their development and learning are considered *confidential and are accessible only to the teachers* in the kindergarten or *parents*. The teachers should use them in their everyday work, when creating individual education programme, to communicate with the child, and to inform the parents and establish informal cooperation with them.

10. The principles of designing school education programme

The school education programme is a document which should be adhered to by the kindergarten when providing child education. The kindergarten designs it in accord with FEP PE and generally applicable legal regulations. The Education Act determines the school education programme as a *compulsory part of the kindergarten's documentation*. SEP PE is a *public* document.³⁷

The responsibility for creating SEP PE rests with the headmaster of the kindergarten. The teaching staff should participate in its creation. The children's parents should be acquainted with the school education programme, or possibly the programme (or some of its parts) should be discussed with the parents. The headmaster is obligated to discuss SEP PE with the school authority.

The creation of SEP PE rests fully in the competence of the teachers of the kindergarten, whether it be the question of concretised instructional-educational content, the way of its structuring and planning, the choice of instructional and educational

³⁶ The expected skills stipulated in FEP PE are the generally anticipated outputs, their accomplishment is not however necessarily required from the children; they can serve the teacher only as orientation criteria for monitoring and evaluation of the children's personal educational progress bearing in mind that every child develops at their own pace, progresses in their education according to their individual limits and that every child therefore achieves different results.

³⁷ The school education programme is issued by the headmaster of the kindergarten. It is then published at a relevant place. It is possible to consult it, make transcripts, abstracts or copies (see the Education Act). Greater details and particulars of methodical and work nature therefore do not belong into SEP PE.

methods and resources, or internal organisational aspect of the programme implementation. When designing its own programme, the school may use various programme and methodical sources.

The school education programme should include information from these areas:

- **kindergarten's identification data**
- **general characteristics of the school**
- **educational conditions**
- **organisation of education**
- **characteristics of the education programme**
- **educational content**
- **evaluation system**

School's identification data

SEP PE must contain information about the location of the school, its name, the school authority, headmaster, SEP PE designer/s, or other important circumstances, e.g. the programme title (which in a way characterizes the school; it can be permanent or it can be modified).

General characteristics of the school

It states the size of the school, or more precisely the number of classes, the school locality, the nature of the building and its surroundings, or the school history, etc.

Educational conditions

The description of the conditions refers to the material equipment, regimen, psychosocial conditions, organisation and management of the kindergarten, personnel, and parental participation; it is processed with regard to those conditions that need to be preserved, modified, improved or created in order to secure the children's health and security and effective education.

Organisation of education

SEP PE should inform about the internal organisation of the school and individual classes; what are the criteria of accepting the children into the kindergarten and placing them into individual classes, what are the closer characteristics of the classes (e.g. regarding the number of children, their age and needs, regarding the methods and forms of work applied, the focus of the class, etc.).

Characteristics of the education programme

It concerns particularly the presentation of the programme; it describes and explains what are the school's educational aims and objectives, what approaches, forms and methods of work it applies, what major ideas is the programme based on and how are they fulfilled, or what public model or programme it affiliates to, what is the school's focus, etc.

Educational content

A specific educational offer which is arranged in comprehensive blocks,³⁸ or in the case of preschool education in *integrated blocks*, should be a substantial part of every school education programme.

These blocks may be interpreted and designed in various ways in SEP PE regarding their number, extent, and content, depending on the working methods of the kindergarten.

The blocks may be common for the whole school, or they may differ across classes.³⁹ Stating only the block titles in SEP PE, or giving their list, is usually not sufficient, it is necessary to *briefly*

³⁸ See Act No. 561/2004 Coll.

characterise the primary purpose (aim, objective) of the blocks and explain their content (scope of practical and intellectual activities, or major outputs) so that it is clear how they will be used further. The content of the blocks may be elaborated in SEP PE very generally provided that the blocks will be concretised on the class level; if it is convenient for the school, they may be more elaborate, but only to such extent that will not limit the teachers too much and will not restrict the scope of activities within the block that the teachers can offer to their class.

Integrated blocks may be supplemented with various *sub-projects or sub-programmes* within SEP PE, which the school presents and elaborates in the school programme and includes them in the programme on the class level if needed; such programmes may be implemented within a class or may merge children from different classes.⁴⁰

If the kindergarten offers the children or their parents additional services which are performed outside regular working hours of the school and the teachers and which are *performed in return for payment* (e.g. various after-school activities for children, occasional evening or weekend child care, occasional care for other children, e.g. siblings, separate programmes for parents, etc.), such activities (services) are “*premium*”, they are not part of the school education programme and cannot be performed at the expense of the extent and quality of the school education programme.

Evaluation system

It is necessary to describe the evaluation and assessment system of the kindergarten in SEP PE, which should include the subject of the evaluation (what will be evaluated), methodology (methods and techniques), schedule, teachers' responsibilities, or other principles.

Total range of the school education programme is not determined. For internal need of the school, it may include *internal annex*, or other annexes. These may specify more closely SEP PE or support facts or information presented in it (e.g. implementing regulations, nominal data or instructions, or other information of internal, methodical or purely work-related nature), which are not supposed to be published but which are important for the work of the school or teachers, or for those interested.

SEP PE should be the common basis for the work of the teachers in individual classes. The teacher should prepare their own plan - *class education programme (CEP)* - based on the school education programme and in accord with it, which should in its content correspond to the age, limits, interests and needs of the children in the class, and in its form correspond to the teacher's working methods. The teachers usually prepare them continuously and complete and adjust them flexibly.⁴¹ CEPs should be an evidence of plan-based work of the teacher/s and therefore should be designed in cooperation with another teacher of the class. The teacher should however be enabled to prepare their CEP as their working material on their own in such a form that is suitable for them.

When designing the school and class education programmes, the kindergartens may use the published programmes, e.g. Healthy kindergarten, Step by step, Waldorf school, Montessori education, or other programmes meant for mainstream education as well as alternative programmes.⁴²

39 Explained in more detail in the Manual for designing SEP PE.

40 These can be e.g. programmes aimed specifically at the development of certain skills, preventive health programmes, or programmes aimed at current topic etc. The programmes may be designed and implemented in cooperation with other subjects (counselling centres, schools, ecology centres etc.).

41 CEPs should be open plans, which are completed by the teacher according to the progress in the children's education, and possibly with the children's participation. It is desirable that the teacher uses current educational opportunities creatively, applies the evaluation methods, uses their results, and progresses consistently with respect to the individual interests and needs. Therefore it should not be the teacher's responsibility to stick to the entire offer prepared in advance.

42 For more details on designing a school programme see the Manual for designing SEP PE.

11. Criteria of agreement between the framework and the school education programme

Although SEP PE are unique documents, “tailored” to each individual school, there are certain aspects, or professional demands, which should be fulfilled by every SEP PE. The school programme usually complies if:

- it respects the main principles for designing SEP PE stipulated in FEP PE
- it respects the educational content as well as the conditions given by FEP PE
- it gives a clear and comprehensive picture of the kindergarten, its working methods, and provided education
- it is based on the kindergarten’s conditions
- it presents a coherent whole, not a set of isolated unrelated facts, and therefore is an evidence of coherence, purposefulness and integrity of the work
- it helps the teachers develop their teaching style and strategies corresponding to the integrated approach to education
- it contains a coherent system of internal evaluation including the methods, schedule and responsibilities, in other words continuous evaluation is its integral part
- it presents the educational content in a form that enables achieving the educational objectives⁴³
- it integrates the essentials, gives the teachers sufficient free space for creativity and individualisation of education
- it is designed in a way that is comprehensible to the teachers, who can use it easily as the basis for their CEP
- it contains agreed principles of conduct and behaviour
- it is designed clearly, systematically, comprehensibly, in a cultivated manner, and contains information essential for presentation and evaluation of the school and its education programme
- it takes into account cooperation with external partners
- it is an open document enabling further development of the school and improvement of education provided

12. Duties of a preschool teacher

Preschool teacher has to make sure that:

- the school (class) education programme they are designing complies with the FEP PE requirements
- the programme of teaching activities is purposeful and scheduled
- the development of preschool education is regularly monitored and its conditions as well as results are evaluated

⁴³ The *educational offer* enables achieving the educational objectives and is *suitable* if:

- it is versatile, varied and extensive, diverting for the children, respects the kindergarten’s conditions (age of children, duration of the education programme), ensures consecutiveness (prevents repeating the same educational offer with the same children)
- the focus of the blocks is broad enough, their material content is comprehensible to the child, useful and applicable in practice, and preserves the principles of activity-based learning
- it does not limit the teachers unnecessarily and does not restrict their creative work
- it incorporates application of the evaluation methods and use of their results

Preschool teacher should perform these professional activities:

- analyse the age-related and individual needs of the children and secure professional care for the children, their upbringing and education in the extent of these needs
- implement individual and group educational activities aiming purposefully at the children's development and broadening of their competences (skills, abilities, knowledge, attitudes)
- design independently instructional and educational activities, implement them, and search for suitable strategies and methods for individualised and group child education
- use specialised teaching methods and apply teaching elements corresponding to the children's age and individuality
- design (schedule) and implement individual instructional-educational activities for children with special educational needs
- carry out evaluation activities - monitor, assess and evaluate the effectiveness of the education programme, the results of their work, individual progress in the children's development and learning, and the conditions in which the education takes place
- apply the evaluation results independently in designing (scheduling) as well as in the education process
- perform counselling services for parents in questions of upbringing and education of their children in the extent corresponding to the pedagogical competences of the preschool teacher and the kindergarten
- analyse their own educational needs and satisfy them through self-educational activities
- record the ideas, wishes and needs of the partners in education (parents, colleagues, primary school, municipality) and respond to the acquired inputs

Preschool teacher should provide education in a way that:

- makes the children feel good (physically, mentally and socially as well)
- enables the children to develop in accord with their abilities and limits and at the same time encourages their harmonic development
- gives the children sufficient amount of stimuli to learn and to enjoy learning
- boosts the children's confidence and trust in their own abilities
- gives the children opportunity to create and develop mutual relations and to feel safe in the group
- sufficiently encourages and stimulates the development of the children's speaking and language skills
- makes the children familiar with everything that is important for their life and everyday activities
- enables the children to understand that they can influence their surroundings through their activities
- enables the children to receive special support and assistance if they permanently or currently need it

In the relation to parents, the preschool teacher should:

- strive to establish partnership between the school and the parents

- enable the parents to see their child in the class and participate in their activities
- enable the parents to participate in designing the programme of the school and in its evaluation
- lead a continuous dialogue with the parents about the child, their results, development and learning

Glossary⁴⁴

The glossary is intended primarily for pedagogical workers who will prepare and implement their school and class education programmes on its basis. It contains only expressions used in FEP PE and clarifies in what sense they are used in the text.

self-evaluation of the school – systematic assessment and evaluation of the educational process and its results, carried out by the educational process participants; the results serve as feedback for improving the quality of the school's activities

activity-based learning – a type of learning where the individual is not a passive recipient but demonstrates their own initiative, acts, performs, and is active; they learn through their own intellectual (problem-solving)

as well as practical (handling real-life situations) activities

teaching style with an offer – a method applied in preschool education based on the principle that the teacher offers the educational activities they have prepared to the children, who individually and freely choose from the offer

partial objectives of the area – objectives stipulated within individual → *education areas*, or sub-areas; they determine what the teacher should focus on, what should be continuously developed in the child

partial outputs of the area – component knowledge, motoric, cognitive, emotional, practical and social skills, value orientation and attitudes achievable in preschool education within individual → *education areas*

evaluation – process of continuous evaluation of the education process (educational activities, situations, conditions) and its results, which is carried out systematically and regularly and its results are used in practice meaningfully; evaluation is performed on the school or class level; evaluation may be external as well as internal (→ *self-evaluation*)

integrated blocks – a method of arranging the educational content in the → *school education programme*; integrated blocks interconnect (integrate) the → *educational contents* from several different → *education areas*; they refer to a specific topic, real-life situations or activities, to a certain product etc., and have the form of a thematic unit, project or programme

integrated education – a model of a teaching process based on an integrated teaching method, which incorporates knowledge from various areas and interconnects it with practical experience and productive activities; it uses the methods of → *experiential learning*, applies → *cooperative learning* and → *thematic learning*; it is based on creating an educational offer in the form of → *integrated blocks*; this approach enables the child to perceive the world in its natural relations and to gain a more holistic, comprehensible and realistic view of the world, and to gain an active attitude to it

interaction areas – areas differentiated on the basis of the relations the child gradually establishes to themselves, to other people and to the surrounding world, or on the basis of the natural interactions which the child enters within these relations

key competences – a set of educational requirements including essential knowledge, skills and abilities universally applicable in common work and life situations; as a target category (→ *educational objectives*) the competences present a substantial basis for determining the educational content and the educational conditions in educational documents

key competences in preschool education – sets of elementary knowledge,⁴⁵ skills, abilities, attitudes and values achievable in preschool education stage; competence to learn, to solve problems, and to

44 Expressions marked by the symbol “→” have separate entries in the glossary; such expressions are not explained and the reader is referred directly to the glossary entry

communicate, social and interpersonal competence, activity and civic competence belong here; the teacher's focus on shaping the key competences regulates their work significantly (choice of forms and methods)

cooperative learning – learning based on the children's mutual cooperation when solving more complex collective problems and situations; the children learn to assign roles and tasks, plan activities, cooperate, help each other, give advice, make joint effort, supervise and evaluate collective work

curriculum – may imply project, programme, or plan of a purposeful educational effort as well as its content and at the same time the achieved result in the form of experience gained when implementing the curriculum

curriculum document – educational document; programme, project or plan of purposeful educational effort stipulating the objectives, content, conditions and expected results of education; curriculum may be formulated on the state level, school level etc.; preschool curriculum on the state and school level is formulated in the Czech Republic in the form of FEP PE and SEP PE respectively

focus of the school – the school's focus on specific activities; these activities are given more space in the school education programme

experiential learning – child learning based on their own experience; it is a learning method which is natural and typical for the child; in preschool education it is implemented primarily through the → *teaching style with an offer*

preschool education – educational process realised in a kindergarten and conducted by a teacher during which the child acquires the fundamentals of the → *key competences* and → *educational content* determined for the preschool education stage in the extent corresponding to their individual limits

framework objectives – general objectives which outline the basic direction and conception of preschool education; they head towards the child's personality development and acquiring the key competences including the → *educational content*

framework education programme (FEP) – curriculum document on the state level generally applicable for a certain level of education; the school designs and implements its → *school education programme* in compliance with it; framework education programmes are issued by the Ministry of Education, Youth and Sports

framework education programme for preschool education (FEP PE) – → *curriculum document* on the state level applicable for the entire preschool education; it determines particularly the → *preschool education objectives*, → *key competences*, → *educational content*, educational conditions, and principles of designing the school education programmes; the kindergartens design and implement their → *school education programmes* in compliance with it

risks – major obstacles endangering the achievement of the teacher's educational aims

school education programme for preschool education (SEP PE) – a unique document according to which child education is performed in a specific kindergarten; every school designs their own programme in compliance with FEP PE and the specific conditions of the school

Education Act – Act no. 561/2004 Coll. on Preschool, Primary, Secondary, Higher Vocational and Other Education

thematic learning – a method of child education based on finding topics, activities and situations that are close and comprehensible to the children and that enable the children to acquire the expected knowledge, skills, values and attitudes in real relations and thus be able to apply them in practice

45 The expressions *understanding* or *knowledge* are used in this context; the expression *learning* implies predominantly theoretical knowledge, *knowledge* implies simple and isolated pieces of information, *understanding* then includes not only pieces of knowledge but skills and abilities to apply them in practice; FEP PE stresses this practical applicability by giving the children *pieces of knowledge in real-life situations and meaningful relations*; nevertheless, regarding the elementary nature of *understanding*, the expression *knowledge* is used predominantly.

teaching plan – is understood as the → *educational offer*; it is of activity-based nature and serves as means to achieving outputs

educational results – personal, cognitive and activity competences that are acquired by the individual in the educational process (skills, knowledge, abilities, values and attitudes and their complexes)

educational objectives – there are two categories of objectives distinguished in FEP PE: objectives as aims → *framework objectives*, → *partial objectives of the area*, and objectives as outputs → *key competences*, → *partial outputs*

education areas – components of the → *educational content* that resulted from its approximate segmentation; this segmentation is inferred in FEP PE from the → *interaction areas*; there are five education areas in FEP PE: biological, psychological, interpersonal, socio-cultural, and environmental

educational content – the main educational instrument; an interconnected complex of the → *expected outputs* and the → *teaching plan* corresponding to the specific level of education

educational content of preschool education – a complex interconnecting the → *expected outputs* and the → *teaching plan* corresponding to the preschool education level; it is segmented into → *education areas* in FEP PE

educational contents of education areas in FEP PE – interconnected complexes that apart from → *expected outputs* and → *teaching plan* include → *partial objectives of the area*

educational offer – an expression denoting the → *teaching plan* in FEP PE and implying at the same time the form in which it is presented to the child; the educational offer is binding for the teacher; it is formulated in terms of activities (intellective and practical), or opportunities that should be offered to the children in the course of their education in a varied and versatile assortment and covering sufficient scope

education – a process involving instructive as well as educational component