ABSTRACT

The diploma thesis focuses on the Learning Stories method and its implementation in a Czech pre-school. Its aim is to explore, document, and analyse how the Learning Stories method is applied into a Czech pre-school as a part of the process of formative assessment.

The theoretical part defines assessment in the pre-primary education - its content, and characteristics. Selected assessment tools used in a Czech pre-primary education are introduced. The theoretical part then focuses on the definition of the formative assessment in both Czech and foreign literature, and on the analysis of the Czech Statutory Pre-primary Educational Framework in the relation to the formative assessment. It also describes theoretical background of the Learning Stories method and its use within the international pre-primary education.

The empirical part presents the aims of the research project - its methodology and results. Research data were acquired from a content analysis of learning stories and from semi-structured interviews with teachers who have been working with the LS method. Semi-structured interviews focused on how the teachers implemented the LS method in their schools. The content analysis of the learning stories centres on finding out whether the stories about children´s learning fulfil the aims of formative assessment.

The research results have shown that the LS method comply the requirements of the Czech Statutory Pre-primary Educational Framework and is suitable for implementation in a Czech pre-primary education. The research also implies that the absence of a functional supervision of the LS method has a significant influence on the implementation of the method - on the form in which the learning stories are written, as well as on the inner motivation of the teachers.

KEYWORDS