

ABSTRACT

Evaluation of the educational development is only one part of the self-evaluating process in kindergartens. It is very significant part mapping complicated system of the institutional education of pre-primary aged children. Concerning the personal development this age is the most important period which the basis of skills, life and word opinions and self-view is formed. It brings or self-confidence or some self-doupts and decrease the potential to reach successes in life.

Substantial factor affecting child's self-recognition and helping to orient him/her self in amount of unfamiliar is besides of the family the kindergartens teacher. The partial chapters deal with the progress of education in kindergartens, defines the conceptions concerning with these processes and indicate the connections with curriculum changes. The partial chapters deal with the progress of education in kindergartens and defined the kindergartens teacher competences.

Theoretical part of the work is aimed to the demands desired from the kindergartens teacher and to her professional skills.

The research brought the answer on the question how is the educational development evaluated in the kindergartens. Crucial part of the evaluating activities is discharged by headmaster by way of inspection and the less part rests of the teachers themselves. The fields, aims, criterions and procedures were using by teachers and headmaster for evaluation of educational development were identified. Self-reflecting tools like reciprocal inspections, teachers daybook, videos and portfolio are used in the minimal extend. Parents and some times even the operating workers use to be involved to the educational activities.

The evaluation of the educational development doesn't headed towards the systematic perfection of the educational work. The personal and professional development of teachers is not supported enough by headmaster.