Table of contents

1 About	the project	8	
1.1	Introduction		
1.2	Pactual data of the project		
1.3	The main focus of the project		
	1.3.1 Initial status and motivation	15	
	1.3.2 Activities	18	
	1.3.3 Target groups	19	
	1.3.4 Members of the project	20	
2 Trends	s in preschool education in the Czech Republic	32	
from	1990 to the present		
2.1	The process of democratisation in the context of the changes	33	
	in the society		
2.2	Important milestones in preschool education after 1990	- 36	
2.3	The reform of pre-primary curriculum	40	
2.4	Pre-primary school teacher	43	
2.5	Associations and professional organisations for preschool education	47	
2.6	Long-term plan of education and development for the period	48	
	of 2015–2020 in the Czech Republic		
3 Inclusi	ve education in pre-primary school	53	
4 Art and	d Culture in the context of preschool education in the Czech Republic	62	
4.1	Art and child's artistic expression in education – historical perspective	66	
	and the roots of current understanding		
4.2	The current view of art in education and of creative expressive activities	72	
	of pupils – spawn of the new curriculum		
4.3	Art and culture in the current curriculun for preschool education	80	
4.4	Continuity of the Framework Educational Programme for preschool	90	
	education in the curriculum for primary education		
4.5	Art and culture in the study plan of the study field Teaching at preschool	94	
	school at the Faculty of Education, Palacký University, Olomouc		
4.6	Conclusions	100	

5 The 6	emerge	nce of Norwegian day care institutions for children and common	104
char	acterist	ics of the Barnehage and a "good Norwegian childhood"	
5.	The e	emergence of day care institutions for children in Norway	107
	5.1.1	From asylum to barnehage	108
5.2	2 Nord	ic and Norwegian childhood	108
	5.2.1	The social democratic Nordic barnehage model	109
5.3	B Play	grounds in towns and cities	111
5.4	1 Norw	regian barnehage and the outdoors	113
	5.4.1	Outdoor play during the seasons of the year in rural areas	114
5.5	Natu	re and Norwegian cultural traits	115
5.6	6 Cont	ruction of a Happy Good Norwegian Childhood	115
	5.6.1	The Children's Own Culture and a Good Childhood	116
	5.6.2	The Norwegian robust child subject	117
	5.6.3	Play involving risks	120
	5.6.4	Overprotection and monitoring versus outdoor play	122
		and challenging activities	
5.7	The r	oad to a National Framework Plan for the Content and Tasks	124
	of Kir	ndergartnes (barnehagen)	
	5.7.1	Supervision and inspection of conditions of children	124
		in care institutions	
	5.7.2	New rules and regulation for the child protection sector	125
	5.7.3	The Children's Act of 1954	126
	5.7.4	The Barnehage Act of 1975	127
	5.7.5	More focus on the content of the barnehage in the 1980s	129
	5.7.6	The Norwegian Children Act on children and parents of 1981	129
	5.7.7	Educational changes in barnehage and primary school	130
		in the 1990s	
5.8	Gove	rning documents in the early childhood sector in Norway from 2005	131
	5.8.1	The Barnehage Act of 2005	131
	F00	The framework plan for the content and took of kindergerten	100

6 Trainir	137		
6.1	Background and context	138	
6.2	The new regulations	139	
6.3	The research group's work	142	
6.4	The training at Queen Maud University College	146	
7 Art, Cu	168		
7.1	7.1 Introduction		
7.2	The expert educational content in the ukk module	174	
	7.2.1 Single-discipline, multi-discipline, inter-discipline work	175	
	7.2.2 Pedagogy in art, culture and creativity	180	
7.3	Structural challenges	182	
	7.3.1 Placement and extend of the module	182	
	7.3.2 Expert content and progression	184	
	7.3.3 Discussion on credits	186	
	7.3.4 Cooperation and organistion of the teaching staff	187	
	7.3.5 Assesment	188	
	7.3.6 Who assesses the examination?	188	
	7.3.7 Forms of assesment during the changes	190	
7.4	Teaching practice	192	
7.5	Appeals and recommendations of the expert group	194	
	as a response to the report		
8 The M	odul of pre-primary education – Czech pre-school	198	
educa	ation: Theory and Practice		
		010	