

Table 30 Extended teaching of certain subjects in basic education

Monitored parameter – Czech Rep. (according to the IIE)	2009/2010	2010/2011	Trend
Number of schools providing extended teaching	773	659	-
of which in foreign languages	246	196	-
Number of pupils attending classes with extended teaching	70,243	64,538	-
of which extended teaching of			
a foreign language	31,675	28,912	-
of which English	27,305	24,593	-
physical education	15,691	14,826	-
music, arts and culture	8,356	8,572	+
ICT	6,599	6,119	-
mathematics	6,490	6,109	-

All areas of education exhibited a decline, with the only exception being extended teaching in the area of music, arts and culture, which saw a year-on-year increase of 2.6 % pupils.

### School Advisory Services

External advisory services were provided by 44 pedagogical-psychological advisory centres and 101 special pedagogic centres, which registered 116,041 clients from basic schools. There were also 17 centres of educational care in the Czech Republic. These centres registered 6,523 clients from BSs.

### Evaluation of Class Climate

The lessons observed in BSs were taught generally in a **favourable climate** which also supported mutual communication and interest in the topics taught (with respect to this area 46.2 % of teaching units were evaluated positively, 48.3 % were rather positive, 4.8 % displayed certain risks, and 0.7 % were evaluated negatively). However, comparisons of final evaluations of the elementary level and the second level of BSs show considerable differences in favour of the better situation demonstrated at the elementary level. There was no evidence of a direct relation between these differences and existing gaps at the level of professional qualifications, age or length of teaching experience of teachers at elementary and second levels of BSs. This situation probably mostly affects the personal approach of teachers.

Evaluations of the working climate in the classes visited showed that teachers teaching at the elementary level were more successful. Teachers did not manage to create favourable conditions and motivate pupils in 11 % of the observed classes. Regular evaluations of pupils' achievement and application of differentiated tasks and requirements with regard to the abilities and possibilities of pupils mostly contributed to the **creation of a favourable climate**. A more favourable climate and a higher interest in education were detected in classes which created opportunities for pupils with SEN as well as for gifted pupils. In addition, a favourable climate was observed in classes where teachers more frequently used activating and comprehensive methods of teaching accompanied, in particular at the elementary level, by targeted verbal communication and in general, in classes where forms of teaching and other monitored indicators were homogeneous, balanced and even.