



Faculty of Physical
Culture



Teacher's perspectives of quality physical education in the Czech Republic – partial results from EuPEO project

Jana Vasickova & Pavel Hap
Palacký University, Olomouc, Czech Republic





Introduction – Quality Physical Education

- UNESCO benchmarks
 - Minimum 120-180 min of PE
 - Qualified teaching personnel for all levels of schooling
 - Compulsory, structured and regular CPD
 - Adequate resources (safe, accessible and maintained)
 - Quality curriculum (inclusion, equality, differences between learners, developmentally based, promotes the development of physical literacy...)
 - ...



Introduction – EuPEO project



- European Physical Education Observatory – promoting a quality physical education and school sport throughout Europe
 - Erasmus Sport+, A collaborative partnership
 - 2018-2020
 - Leader: prof. Marcos Onofre, University of Lisbon, Faculty of Human Kinetics
 - budget: 399.646,-€





EuPEO project

- Participating institutions:
 - EUPEA
 - Portuguese PE Society (SPEF)
 - Willibald Gebhardt Institute (WGI)
 - Deutscher Sportlehrerverband (DSLVB)
 - Federal Institute of Sport (SFISM, Switzerland)
 - Swiss National Physical Education Association (SNPEA)
 - University of Ljubljana (SLO)
 - Palacký University (CZE)
 - Hungarian School Sport Federation (HSSF)
 - Syndicat National de l'Éducation (SNEP, France)
 - University College Cork (IRE)
 - Two observers from the Netherlands

Aim of this contribution

- To present partial results obtained throughout first stage in spring 2018 via questionnaires distributed online
- National External Learning Assessment System (NELAS)
- EuPEO country questionnaire (ECQ)
- EuPEO school questionnaire (ESQ)
 - Completed by 12 selected schools – PE coordinators





Results - Czech Republic

- **NELAS** – doesn't exist
 - We do not have any national PE strategy
- **ECQ**
 - Compulsory education 1-9 grade (6-15y)
 - 91.1% of public schools (data from 2016)
 - Teachers must obtain Master degree
 - Main duties: teaching practice, class tutoring
 - HEI are responsible for PETE
 - Max. 30 pupils in one class



Results – ESQ (Facilities & equipment)

- Most schools have their own facilities with good polyvalence, safety standards, and standard equipment for sport.

Table 1 Polyvalence

Polyvalence (%)	No polyv.	Limited polyv.	Some polyv.	High polyv.
Indoor facilities	13.3	26.7	26.7	33.3
Outdoor facilities	20.0	6.7	40	33.3

Table 2 Equipment

Equipment (%)	Excellent standard	Standard	No standard
YES	13.3	80	6.7



Results – ESQ (Resources)

- They also have enough money to maintain facilities.

Table 3 Budget for facilities and equipment

Budget for:	YES	PARTLY	NO
Acquiring equipment	28.6	64.3	7.1
Maintain equipment	21.4	71.4	7.1





Results – ESQ (Partnerships)

- Regional governments help the schools and this type of cooperation is mainly informal.
- There is strong cooperation between schools (60%) regarding sport competitions (100%), teacher provision (44.4%), and CPD (44.4%).
- 1/3 of the schools cooperate with Higher Educational Institutions mainly in providing CPD.
- Half of the schools cooperate with private sport organisations mainly on local level, and purpose is to provide facilities.





Results – ESQ (Teachers)

- Teachers workforce is maximum 22 lessons per week
- 2/3 of PE teachers are female
- PE teachers have mostly permanent and full-time job
- Their main duties are:
 - Teaching practice (85.7%)
 - School middle management (85.7%)
 - School-based community engagement (64.3 %)





Results – ESQ (Curriculum)

- Content of PE:
 - Fundamental movement skills
 - Gymnastics
 - Traditional games
 - Athletics
 - Fitness levels
 - Games
 - Winter sports (78.6%)
 - Lack of sport related knowledge (in 40% of schools)
- 100%
- 92.9%



Results – ESQ (School sport)

- 3/4 of the schools provide SS
- 54.4% pupils do not have to pay for SS
- SS are mainly provided by PE teachers (81.8%)
- 92.9 % of the schools participate in SS competitions that are organized during the school week on school time





Results – ESQ (Other forms of PA)

- 14.3% of schools provide PA in other subjects as a school policy; 57.1% yes but by some teachers
- 28.6% of schools implement recess activities
- 50% of schools provide after school activities
- 71.4% of them are with PA provided by PE teachers
- All schools formally provide information about the benefits of active transport to the pupils



Conclusion

- No physical education national strategy exists so far
- Missing information about number of PE teachers, their gender, full/part time job, age experience
- Some rural schools face problems when searching for suitable PE teacher
- CPD is not mandatory for PE teachers
- Problem with access to facilities for free play, during recesses, before and after schools
- School sport is offered free of charge





Thank you very much for your attention!



E-mail: jana.vasickova@upol.cz



Co-funded by the
Erasmus+ Programme
of the European Union