

The strategic goal of the research is to contribute to the search for connections between the teaching quality and other factors, and to deepen the understanding of the context of the teaching quality. The research question is posed as follows: Which parameters of the quality of physics teaching are typical for beginning teachers? To answer the question a mixed method research design was used and a case study was chosen as the basic research plan. An ex-post-facto research was chosen as the design of the quantitative part of the research, and the data was collected using the method of pedagogical observation. Regarding the qualitative part, the data was collected using semi-structured interviews. The research sample consisted of four physics teachers, teaching in grammar schools, who have recently graduated from the Faculty of Mathematics and Physics of Charles University. This research shows that there are parameters of the quality of physics teaching which the teachers have in common (e.g. high level of physics expertise, lecturing, mathematics, abstraction, knowledge structure). Besides common features of the teaching quality of the selected teachers there are certain differences (e.g. teaching aids, experiments, work with text, student's activity, demands placed on students).