



ondary level of secondary general schools (38.5 years of age; 20.6 % were fresh teachers who had taught less than three years; the average number of teaching years was 13.7). The oldest teachers taught in fields of SVE completed by the final examination (46.6 years of age; 9.0 % of teachers were fresh teachers; the average number of teaching years was 17.2).

The proportion of fully qualified teachers was 80.5 % (which is, according to statistical records, below the republic-wide average). In the school year 2010/2011 the long-term high professional qualifications of teachers of mathematics and the Czech language were confirmed. Qualifications of teachers of foreign languages demonstrably improved, but this positive change was not detected in SVE fields completed by the final examination and, moreover, only 54 % of qualified teachers of foreign languages in this type of school represented the lowest proportion among all the monitored subjects taught at all levels of education. The situation in teaching subjects pertaining to the area of ICT is quite special – these subjects were taught by the youngest teachers who, however, had low qualifications. As in BSs, the proportion of **qualified pedagogical staff** was higher in the groups of teachers *with longer teaching experience* and *older teachers*. The share of teachers who had taught longer than 35 years was 5.5 %. These teachers prove a higher level of knowledge and skills relating to SEP, but their competences in the area of ICT and its use in practice are not so good.

The wider variety of forms and methods used in class instruction, organisational and motivating activities, creation of opportunities and support for the development of functional literacy relate mainly to **the higher level of knowledge and skills of teachers concerning SEP and ICT, which is more typical of the group of qualified teachers**. A positive influence of their professional qualities is mostly seen in their using activating methods and cross-subject relations. These are the teachers who provide students with more opportunities for experimenting. A lower activity, little originality and more or less deep-rooted stereotypes were observed mainly in the lessons taught by the **oldest unqualified** teachers.

The average length of teaching experience was 16.9 years. Teachers of mathematics, the Czech language and social sciences were the most experienced teachers when the length of their teaching experience is considered. With the exception of the SVE fields completed by the final examination, teachers of ICT exhibited the lowest teaching experience.

The language knowledge of teachers was the best at the upper-secondary level of six- and eight-year secondary general schools, where active knowledge of English especially can be observed (57.4 %) and there was no single case of a teacher who could not speak any foreign language. There is a rather adverse situation in the SVE fields completed by the final examination, where only 23.3 % of teachers demonstrated an active knowledge of English and 12 % of teachers did not use any foreign language. Active knowledge of English or any other foreign language has generally been on the rise.

The proportion of teachers with a specialisation (39 %) has increased as a consequence of the higher interest of teachers in extending their qualifications and their greater involvement in different forms of further education of teachers.