

ABSTRACT

The diploma thesis deals with one of the professional support - mentoring, its use in education and its models and consequently its risks. The aim of this work is to determine what barriers both general and specific type appear in the use of mentoring programs in schools and to create overview. The need for a comprehensive view were approached respondents who are most often confronted with mentoring or experiencing a particular experience. They are mentors, mentoring, along with school principals. The combination of these perspectives creates expert insight on the themes explored. Mentoring opens new horizons in education, the theoretical part of us familiar with the development and insights into this unique professional support. It refers to the introduction of this phenomenon difficult to practice, supported by mistrust and low awareness by teaching the public.

Research is based on the information available in the literature, the outputs mentoring associations and organizations of articles or contributions from professional journals. Evaluates approach to introducing mentoring along with its risks and recommendations for optimal development and implementation of mentoring support. The aim is to promote a clear and obvious form for the development of professional competencies of educators at all levels of schools in the country.

KEYWORDS

mentoring, mentor, mentee, director, personal development, knowledge, experience, professional support, motivation barriers, restrictions