

## ABSTRACT (EN)

The aim of the dissertation thesis is to analyse mentoring as a facilitative means to promote professional learning during the practical component of initial teacher education in the Czech republic. Theoretical part gives introduction to the Czech and European mentoring context in teacher education and brings an overview on selected theoretical mentoring models and relevant research findings. An own theoretical mentoring model, developed through the grounded theory research design, is the core of the empirical part of the thesis. The detailed description of the inductive methodology explains gradual data collection and analytical techniques of open, axial, selective and thematic coding. Concept mapping through Cmaps Tools software has been chosen for interim and final visualisation of the results. Basic concepts and relations are analyzed and the mentor relationship is identified as the core category of the analytical story line. The work brings an interim paradigm model, a typology of the mentor relationship and a complex causal theoretical mentoring model in the Czech republic. This model is then extrapolated from the comparative perspective, based on a case study of the Dutch mentoring system in initial teacher education. Finally, applications of selected intervention strategies demonstrate desired changes of the model. The thesis contributes to the current discussion about readiness of the Czech teacher education system for innovations, towards increasing the meaning of the school based part of the curriculum.