

ABSTRACT

Work explores the benefits of mentoring for the professional development of teachers and students of teaching. The aim is to contribute to discussions of mentoring in the Czech Republic. The theme of mentoring in our conditions is relatively new, so the work seeks to contribute to the theoretical grasp of the subject too. Research is conducted in qualitative approach using case study design. Case there is interaction between the mentor and mentee, where are defined other criteria for the selection of teachers in the role of mentor to the research sample. Used data collection methods are: questioning by interview via instruction manual, expert interviews and a questionnaire with open questions. Other methods are the video analysis, documents and focus groups. Obtained data were analyzed according to several theoretical frameworks according selected strategy seeking hits/congruence and these initial theoretical concepts were enriched with data from case analysis and compared with each other. The results show that the benefits are perceived more on mentee side and benefits are accentuated and focused on the development in the profession, mentee gain as hints, tips and advice based on experience and the development of their independent thinking within the teaching profession. The benefits for the professional development of the mentee, respondents perceive themselves rather secondary; the main benefits are not for them and for their own learning. Mentors do not pay much attention. However, for mentors is a major value renewal and strengthening of self-motivation and then the reflection of their own work in classes. Risks of mentoring are seen as especially at the level of personality from the perspective of mentee and mentor too. The results also showed that the benefits for mentee are significantly influenced by the roles that mentor use, and how mentors and mentees agree on, that the role of mentor has two dimensions. One dimension is the professional, where mentor's roles are: coach, evaluator, mentor and leader and second, personal dimension, where the mentor is a supporter. The results of the work can contribute to the improvement of pedagogical practices within undergraduate training, and cooperation between faculty teacher/mentor and student/mentee but also between faculty and faculty teachers/mentors.