

ABSTRACT

The thesis is focused on the process of mentoring and its application in the process of professional adaptation of teachers in secondary schools. The aim of the work is based on a literature review of available literature and the results of the research to describe and analyze the process of mentoring in a period of professional adaptation of secondary school teachers. In the theoretical part are explained the basic concepts related to the topic, are described the process of adaptation of teachers, characteristic of mentoring, role of mentor, mentoring relationship, further characteristic of mentor, forms, strategies, risks and benefits of mentoring. In the empirical part are described the implementation and results of quantitative research by the semistructured interview with the directors of the secondary schools, which focused on the way, how the process of mentoring in a period of professional adaptation of teachers in the secondary schools works and what specific ways of support are in the process of mentoring in a period of professional adaptation of teachers in the secondary school applied. The results of the research are useful for recommendations for the creator of the educational system.

KEYWORDS

Adaptation, beginning teacher, high schools, mentoring, mentor, mentoring relationship, role of mentor, forms of mentoring, mentoring strategy, risk of mentoring, benefits of mentoring.