The paper focuses on undergraduate teacher education, specifically on its phases, which in the Czech context have not been sufficiently investigated yet: those of on-the-job professional learning and its support (during the so-called Clinical year, i.e., a year-long internship), and of subsequent reflection of the on-site experience back at university. Attention is paid to the forms of support provided by the key facilitators of future teachers’ professional development – mentors at schools, i.e. to their roles, strategies and techniques adopted in the collaborative relationship with student teachers, as well as to their operationalisation in the form of specific intervention types. The research results shed some light on the implementation of humanistic and neo-humanistic principles by mentors.

Key words: undergraduate teacher education, facilitation of professional development, mentors, mentor roles, strategies and techniques, intervention types, humanistic and neo-humanistic trends in education.

1. Introduction

Discussions on the need for and approaches to crucial changes in undergraduate teacher education to a great extent have become a ‘pedagogical evergreen’. The urge of the need is, in our context, further strengthened by the ongoing curricular reform, which has posed qualitatively new demands on teachers, on new profes-