consecution in time (time factor) which allows for implementation of the principles in question. Our research findings proved the valuable contribution mentors bring into future teachers’ professional development. At the same time, however, they indicated serious dissonance between students’ needs and mentors’ actions: taking humanistic principles into consideration, the mentors either misinterpreted them or simply did not realize that honesty and respect towards their partners ‘clients’ requires confrontation as a vital factor in their professional learning.

From the neo-humanistic perspective, it may be stated that the support and ‘space’ students gain throughout the clinical phase reflect the first three neo-humanistic ‘developmental’ phases as described by Fotinas. Although their professional learning in this phase was partly impeded by insufficient challenge by the mentors, observation of the neo-humanistic six-phase model offered some chance to make up for this inadequacy during the post-clinical phase.

With this in mind, an alarming question arises. In the context of the Bologna process, transformation from the unstructured towards structured tertiary education programmes has been extended to under-graduate teacher education. While the five-year study programmes provided a platform for both the clinical and post-clinical phases (practice and its reflection via various reflective techniques) with the support of mentors as well as of others, e.g. tutors, the structured study programmes clearly change the time scale for professional learning and seriously limit this possibility, no matter whether parallel or consequent models of study are applied. We may only repeat here what was suggested in the introduction: a need for serious analyses of the existing models should have preceded any transformative actions. The findings from our small-scale research only pinpoint one possible, and expected, danger connected with ‘blind’ alleys to educational change.

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