Summary of the book *Teachers and their mentors*

The book *Teachers and their mentors – the role of mentors for the professional development of teachers* has resulted from activities on the research project „The professional development of teachers during initial teacher education“ which examined the relationship between initial teacher education and beginner teacher induction as key stages in the development of teacher professional identities. The authors’ overarching aim was to integrate the project’s research results with theoretical approaches and contemporary research in this field of study and to develop a framework for planning, implementing and creating the conditions necessary for the effective mentoring of teacher education students and teachers at the beginning of their teaching careers. The book consists of five chapters addressing the following topics:

The first chapter *The teaching profession and teacher professional identity* (Vlatka Domović) is a theoretical discussion of profession delineation and the key elements that classify an occupation as a profession. It includes an overview of the development of teaching as a profession, an analysis of the dimensions and types of teacher professional identities and addresses assumptions and arguments supporting the position that teaching is a profession.

The second chapter *The professional development of teachers* (Vlasta Vizek Vidović) focuses on the main research methods and results within this field of study and describes three approaches to examining teacher professional development: the development of teacher competences and emotional reactions at different stages of the teaching career, examining internal and external factors contributing to the formation of professional identities, and identifying the main developmental tasks and related effective support strategies for teachers at different stages of their professional development.

Chapter three *The role of mentors in the professional development of teachers* (Vlasta Vizek Vidović and Antonija Žižak) gives an analysis of the mentor role and mentor competences and depicts the stages of development in mentorship contact as well as related mentorship tasks. The chapter separately addresses the specificities of mentoring teacher education students during school-based teaching practice.

The fourth chapter *Mentorship in Croatia: different perspectives* (Iris Marušić, Tea Pavin Ivanec and Karin Doolan) discusses the organisation and mentorship of school-based teaching practice in Croatia, both during university studies and the teacher induction stage, from the perspective of teacher education students, teacher trainees and their mentors.

Chapter five *Supporting mentors in their work and professional development* (Vlasta Vizek Vidović and Antonija Žižak) outlines key areas of supporting mentors in their professional development and work: educational, legislative, institutional, supervisory and collegial. Information support lists the key websites in this area and the chapter also describes certain basic instruments which can be used for mentorship planning and carrying out.