

INITIAL TEACHER EDUCATION IN TEACHING CONTEXT IN ROMANIA

The National Strategy for Initial and Continuous Training of the Teaching Staff and Managers in Pre-University Education has been conceived at the beginning of the 2002 and the process of its implementation has successfully started in the second part of 2003. Started to 2005 Romanian's Ministry of Education designed and proposed for Parliamentary approval the specific laws for this sector.

For the period of time envisaged the national strategy for initial and continuous training of the teaching staff in pre-university education set down certain **objectives** which focus on professionalizing teaching in Romania and developing an educational market for continuous training programs through a loyal competitive system that would help the teaching staff benefit from a rich offer made by providers of continuous training programs.

About the **nature of mentoring and coaching student teachers in the context of initial teacher education** is important to mention that further objectives aim at giving new dimension to the relation between theoretical and practical elements of the teaching staff training curricula by enlarging the initial training direction until the teacher/tutor certificate (diploma) has been acquired by obtaining the "Definitivat" teaching degree; improving the link between structures and stages of the teaching career and educational standards and ensuring professional development by using the credit transfer system.

- On **institutional level** two more strong points can be mentioned: the information concerning specific institutions such as the Departments of the Teaching Staff Training in Universities (DPPD) and Pedagogical University Colleges has been updated and initial teacher training programs for "**mentor**" **position** as a resource person for the on-going process of practical pedagogical activities have already taken place in

cooperation with the British Council, “Goethe” Internationales Institute, World Bank Project for Rural Education Development.

Remarkable progress can be noticed in terms of the evolution of the teaching career. That is to say that there have been taken special measures to restructure the methodology for continuous teacher training and modify the teaching career evolution system and promotion by restructuring the teaching degrees and introducing the **degree of excellence in teaching**. Likewise, progression in the teaching career is nowadays reconsidered by making use of professional transferable credits and substituting the criterion of “age” with complex psychological, social and professional criteria.

The concrete measures proposed for the implementation has been focused on:

- **Extending initial teacher training** until the stage of undergoing and successfully passing the examination for the acquirement of the “Definitive” degree (Diploma) in education (after one year in-service teacher training run by his/her mentor and methodologist);
- Linking certificating and teaching career development systems (teacher contest for employment on a permanent position in school will take place after the “definitive” degree diploma)
- Introducing a complex evaluation system to obtain the **teacher/tutor diploma** (after the initial teacher training stage) by means of:
 - Professional lay-out, “pedagogical notebook”
 - Written examination
 - Diploma essay (with psycho – pedagogical - methodological contents).
- Introducing certain qualification levels in initial teacher training:
Teacher / tutor certificate: This is to be obtained after having graduated a higher-education institution and acquired the pedagogical training certificate from teacher educations institutions ;
 - **Pre-primary and primary school teacher certificate**

This is to be obtained after having graduated the Pedagogical High-School;

- ***Teacher/tutor diploma***

By attending the in-service teacher training, undergoing and successfully passing the examination to acquire the “definitive” degree diploma;

- Issuing a teacher training file alongside the teacher/tutor diploma for each student.

Concerning **the relationships between teacher education institutions and schools regarding the professional development** we can remark:

- Developing a ***permanent institution network (schools and kindergartens)*** to apply pedagogical activities by means of bilateral agreements between higher-education institutions and county school inspectorates;
- Establishing a large variety of *partnership-relations with service provider institutions for alternative pedagogical activities* (consulting centers, clubs and extra-curricular activities for pupils in other centers, media, language deficiency centers for children, NGOs etc.).