
Cluster of Knowledge on Teacher Training

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Eugenia Popescu - General
Directorate for Human Resources and
Educational Network

Communities of Practice (CoP)

CoP an age-old phenomenon ?

- Schools or subject departments?
- Learning networks, Thematic groups, Learning organizations, Learning system

CoP a very new concept

- ?Applicability in the context of teacher training
- ?Useful solution for professional development

CoP or organizational structures?

CoP exist along with formal organizational structures and hierarchies.

Difference: organizational task vs. organizational knowledge

CoP major function is to manage knowledge (informal and often implicit)

In service education for teachers

According to legislation there are 2 alternative routes/ pathways for in-service teacher training

Teachers have access to :

- Career advancement (4 stages/grades, monetary incentives)
- Continuing Professional Development (CPD)

LEGISLATIVE FRAMEWORK

According to the National Education Law, CPT is a professional duty

Every five years, the pre-university teaching staff must accumulate at least 90 professional credits.

Participation in CPD is necessary for promotion in terms of career advancement and salary increases.

Schools are obliged to have CPD plans

Professional development

- Improving and developing competencies:
 - In their field of specialization
 - In the education methodology field and psycho-pedagogy
- Development of managerial and guidance competencies
- Development of some complementary competencies and expanding of transversal competencies

Communities of practice

- Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (E. Wenger, 1998)
 - Participation
 - Any formal control (Power relations)
 - Distributed leadership (peer to peer vs. leader – follower)

Characteristics of CoP

- The domain
- The community
- The practice

- Competence that community established over time + ongoing experience of the community that challenges established knowledge

Teacher Training Centres

- are resource centres for educational and managerial assistance for teachers and auxiliary teaching staff;
- can be accredited as training providers;
- one of their objectives is to correlate the local training offer with the teachers training needs
- cluster based training (subject areas)

Training clusters can be seen as CoP

MEN'S ROLE IN CONTINUOUS TEACHERS TRAINING

The mission of MEN, through a specialised department, is to ensure diversity and quality of continuous training provision for pre-university staff

Provision of encouraging environment for the formation of CoP

CoP - Conceptual lens to look at teacher training projects

Ex: “De la debut la succes – national mentoring programme of inset professional development of teachers”

Online learning communities in CPD: Teachers share documentation, tools, learning materials, procedures etc. produced with colleagues.

Cluster based training model providing opportunities for the formation of CoP