
Romania

Ministry of National Education

General Directorate for Human
Resources and Educational
Network

Initial and continuous teachers training

Eugenia POPESCU, Director

Podgorica, 2013

Initial teachers training

According to the Romanian legislation, initial teachers training is realized within:

Step 1 - Universities through a specialized accredited programs

Step 2 - MBA degree - two years studies for a Didactic Master degree

Step 3 - One year applied specialized programs coordinated by a teacher/mentor

National exams for teachers within education system

- Stage I – an eliminatory one – is taking place at the County Inspectorate level.

The objectives at this *stage* are:

- Evaluation of the professional activities at the educational unit level;
- Evaluation of the professional and personal portfolio;
- Sustaining at least two “on the spot” evaluation visits within educational unit.

Final National Exam for teachers

Second stage – consist in a written examination based on a thematic and bibliography approved by the Ministry of Education.

Continuous Training

- Career development
- Professional development

Career development

- **Second didactic degree** – refers to the teachers with at least four years experience in teaching since they become teacher coordinators within the secondary education system
- **First didactic degree** – refers to the teachers with at least four years experience in teaching since they gain second didactic degree

Career development

- Teachers with first education degree and with high performances in their teaching and managerial activities can obtain the title of teacher “magna cum laudae” within secondary education system.

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

CONTINUOUS TRAINING PROGRAMMES SUPPLIERS

- **Teachers' Houses**
 - 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

OTHER CONTINUOUS TRAINING PROGRAMMES SUPPLIERS

- **Universities by their faculties**
- **Centres, institutes and other institutionalized forms for training and up-skilling management, guidance and control personnel**
- **The Institute of Educational Sciences,**
- **The National Council for the Development of Vocational and Technical Education,**
- **The National Council for Curriculum and Evaluation in Pre-University Education,**
- **Romanian Agency for Quality Assurance in Pre-University Education;**
- **Foundations, professional organizations and NGOs whose scope of activity is training, up-skilling and professional development of teachers and auxiliary teaching staff in pre-university education.**

LEGISLATIVE FRAMEWORK

According to the National Education Law, teacher 's continuous training is their right as well as an obligation.

At every five years, the pre-university teaching staff must accumulate a minimum of 90 transferable professional credits

MERYS ROLE IN CONTINUOUS TEACHERS TRAINING

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

- accrediting,
- monitoring and
- evaluating teachers training programmes

ACCREDITATION OF CONTINUOUS TEACHERS TRAINING PROGRAMMES

SPECIALIZED ACCREDITATION COMMISSION

- made up of 15 members, appointed by MO
- divided into 4 subcommissions
- accreditation methodology

Public Information

- National Register of Teacher Training Providers
- Teacher Training Accredited Programmes
- Participation of teachers in Continuous Professional Development Programmes
- Information regarding the Educational Staff in the Preuniversity System of Education

Expectations

- Standards and competence requirements in teaching related professions
- Role and responsibilities of stakeholders in the teacher education profession
- A different national context / legislative framework for a most effective Teacher Education Profession
- Ways of managing the data and information relevant for the profession