

Romanian National Policy in the Field of Teacher Training in Pre-university Education, Including Inclusive Education Approach

**Merima Petrovici
Romania, NCTPE, Deputy Director**

**ERI SEE-Regional Seminar on Teacher
Training**

Zagreb, 28-29 May 2009

- *“all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.”*

(The Salamanca Statement and Framework for Action on Special Needs Education UNESCO, 1994)

LEGISLATIVE FRAMEWORK:

- Continuous training of teaching staff is a priority of the Romanian Ministry of Education, Research and Innovation (MERI)
- MERI funds the up-skilling of teachers(6089 school managers -49%, and 243,527 teachers)

UP – SKILLING TYPES

The up-skilling of the teaching staff is carried out by:

- Permanent teaching degree in education
- Didactic degrees
- Post-university courses
- Doctoral studies
- Continuous Training Programmes
- Other types of continuous training activities

LEGISLATIVE FRAMEWORK:

Up - skilling programmes encompass:

- Specialized scientific information;
- Pedagogic, psychologic and sociologic information;
- Methodological information;
- General and school legislation information;
- Practical activities in specialized fields

LEGISLATIVE FRAMEWORK:

- As per the provisions of OMEC no.4796/2001, every five years, the pre-university teaching staff must accumulate a minimum of **90 transferable professional credits**
- **Centralised Teacher Training model**

LEGISLATIVE FRAMEWORK:

- Government Decrees nos. 604/2001 and 2191/2004 on the setting up of the **National Centre for Training of Pre-University Teaching Staff:**
- The National Centre for Training of Pre-University Teaching Staff (NCTPE) – specialized body subordinated to the Ministry of Education, Research and Innovation;
- **16 Regional Centres** to train pre-university teaching staff with a role in counselling, monitoring, assessment of continuous training activities

NCTPE ROLE IN CONTINUOUS TRAINING

***NCTPE* scope is to ensure the quality of training programmes for teachers, auxiliary teaching staff, managers and guidance personnel in pre-university education according to national training standards and policies set up by the Ministry of Education and Research.**

NCTPE ROLE IN CONTINUOUS TRAINING

The mission of NCTPE is to ensure diversity and quality of continuous training provision for pre-university staff by accrediting, monitoring and evaluating training programmes

NCTPE PREROGATIVES:

- Development of **continuous training standards** for teachers, auxiliary teaching staff and managers, guidance and control personnel in pre-university education.

NCTPE PREROGATIVES:

- Development of continuous training programme **accreditation methods and criteria;**
- **Accreditation** by means of the Specialized Accreditation Commission of continuous training programmes submitted by the training suppliers

NCTPE PREROGATIVES:

- Carrying out **specialized studies** – diagnosis, forecast etc.;
- Initiation of **professional development activities** in the educational field funded from national and international programmes.

NCTPE PREROGATIVES:

- **Guidance and coordination of Continuous Training Programme suppliers**, as per the criteria and methodologies approved by MERI.

RCTPE PREROGATIVES:

- **Evaluation, monitoring and counselling** of continuous training activities and providers at regional level.

ACCREDITATION OF CONTINUOUS TRAINING PROGRAMMES:

SPECIALIZED ACCREDITATION COMMISSION

- Made up of 15 members, appointed by MO
- Divided into 4 subcommissions:
 - SSAP – for accreditation of continuous training programmes for teaching staff in pre-university education;

ACCREDITATION OF CONTINUOUS TRAINING PROGRAMMES:

- SSAM, for the accreditation of continuous training programmes of management, guidance and control personnel in pre-university education;
- SSAA, for the accreditation of training programmes of auxiliary teaching staff and teachers in special education;
- SSAE, for equivalation of the number of professional transferable credits obtained by the pre-university staff within special programmes

ACCREDITATION OF CONTINUOUS TRAINING PROGRAMMES:

- **SPECIALIZED ACCREDITATION COMMISSION** established within NCTPE aims at:
 - **Accrediting** continuous training programmes;
 - **Alloting transferable professional credits** for programmes implemented by suppliers;
 - **Equivalating** the number of transferable professional credits obtained within special programmes.

TRANSFERABLE PROFESSIONAL CREDITS:

- **TPC** = composite indicator designating the **amount of work and effort** necessary for a trainee to successfully pass a subject within an accredited continuous training programme, as well as the **professional value of competences** acquired by covering a subject, theme or training module.

ALLOTMENT OF TRANSFERABLE PROFESSIONAL CREDIT AS PER THE CATEGORIES AND TYPES OF TRAINING PROGRAMMES:

- **CATEGORY I – UPSKILLING PROGRAMMES EVERY FIVE YEARS:**
 - Long programme (240 – 280 hours): **90 – 100 credits;**
 - Medium length programme (170 – 200 hours): **60 – 70 credits;**
 - Short length programme (90 – 120 hours): **30 – 40 credits;**

ALLOTMENT OF TRANSFERABLE PROFESSIONAL CREDIT AS PER THE CATEGORIES AND TYPES OF TRAINING PROGRAMMES:

- **CATEGORY II – THEMATIC OR MODULE PROGRAMMES CARRIED OUT BY NON-DISCIPLINARY STAGES:**
 - Thematic (10 – 20 hours): **1 – 5 credits;**
 - Short module (21 – 40 hours): **6 – 10 credits;**
 - Medium length module (41 – 60 hours): **11 – 15 credits;**
 - Long module (61 – 89 hours): **16 – 25 credits.**

ALLOTMENT OF TRANSFERABLE PROFESSIONAL CREDIT AS PER THE CATEGORIES AND TYPES OF TRAINING PROGRAMMES:

- **CATEGORY III – UPSKILLING PROGRAMMES AS A RESULT OF THE REFORM:**
 - Thematic (10 – 20 hours):**1 – 5 credits;**
 - Short module(21 – 40 hours):**6 – 10 credits;**
 - Medium length module(41 – 60 hours):**11 – 15 credits;**
 - Long module (61 – 89 hours):**16 – 25 credits.**

EQUIVALATING OF TRANSFERABLE PROFESSIONAL CREDITS ACCORDING TO CATEGORIES AND TYPES OF TRAINING PROGRAMMES:

- **CATEGORY IV – SPECIAL PROGRAMMES:**
 - Thematic (10 – 20 hours): **1 – 5 credits;**
 - Short module (21 – 40 hours): **6 – 10 credits;**
 - Medium length module (41 – 60 hours): **11 – 15 credits;**
 - Long module (61 – 89 hours): **16 – 25 credits.**

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR THE TEACHING STAFF:

MODULAR STRUCTURE MADE UP OF THE FOLLOWING MODULES:

- 1. DESIGN, ORGANIZATION AND EVALUATION OF DIDACTIC ACTIVITIES;**
- 2. MANAGEMENT AND COMMUNICATION;**
- 3. INFORMATION AND COMMUNICATION TECHNIQUES.**

MODULE 1 - DESIGN, ORGANIZATION AND EVALUATION OF DIDACTIC ACTIVITIES

Compulsory subjects:

- Curriculum, instruction, evaluation;
- Specialization and subject didactics.

MODULE 1 - DESIGN, ORGANIZATION AND EVALUATION OF DIDACTIC ACTIVITIES

OPTIONAL 1 - PACKAGE A:

- Educational policies;
- Educational alternatives;
- School-based curriculum;
- Teaching/learning models and strategies;
- Qualitative methods in educational research;
- Inter-cultural education;
- Education of SEN children;
- Pedagogy of extra-curricular activities;
- Education psychology;
- Personality discovery methods;
- Adult psycho-pedagogy.

MODULE 1 - DESIGN, ORGANIZATION AND EVALUATION OF DIDACTIC ACTIVITIES

OPTIONAL 1 - PACKAGE B:

- Specialized subjects in relation to curricular areas.

OPTIONAL 2 – Upon proposal of training supplier.

MODULE 2 - MANAGEMENT AND COMMUNICATION

Compulsory subjects:

- Communication psycho-pedagogy;
- Class management.

MODULE 2 - MANAGEMENT AND COMMUNICATION

OPTIONAL 1:

- Quality Management in Education;
- Project Management;
- Stress and Change Management;
- Guidance and Counselling;
- Professional Development and Career Management;

MODULE 2 - MANAGEMENT AND COMMUNICATION

OPTIONAL 1:

- Rational-emotive and behavioural education – strategies of emotional intelligence development;
- Development psychology, an educational perspective;
- School as an organization;
- Legislation and deontology in education;
- Educational marketing.

MODULE 2 - MANAGEMENT AND COMMUNICATION

- **OPTIONAL 2** – Upon proposal of training supplier

MODULE 3 – INFORMATIONAL AND COMMUNICATION TECHNIQUES

- INITIATION: 90 – 120 HOURS;
- ADVANCED: 90 – 120 HOURS.

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

- MODULAR STRUCTURE MADE UP OF MODULES:
 1. **Educational Management**
 2. **Communication and Curriculum**
 3. **Information and Communication Techniques**

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 1: Educational Management:

Compulsory subjects

- Resource Managementul in educational institutions;
- Project Management.

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 1

Educational Management: **Optional subjects 1**

- **Educational policies;**
- **School Management;**
- **Quality Management;**
- **Classroom Management;**
- **Marketing; decision and forecast in education;**
- **Career guidance;**
- **Legislation and deontology in education;**
- **Excellency Centre Management;**
- **Professional Development and Career Management.**

**STRUCTURE OF A LONG TERM CONTINUOUS TRAINING
PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL
PERSONNEL**

MODULE 1

Educational Management:

Optional subjects 2

Upon proposal of training supplier

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 2

Communication and Curriculum

Compulsory subjects:

- Design, management and evaluation of educational programmes;
- Curriculum Management.

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 2

Communication and Curriculum

Optional subjects 1:

- School and community;
- Communication and PR;
- Adult psycho-pedagogy;
- Classroom management;
- Inter-cultural education;
- School inspection;
- Pedagogy of extra-curricular activities;

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 2: Communication and Curriculum

Optional subjects 2:

Upon proposal of continuous training suppliers

STRUCTURE OF A LONG TERM CONTINUOUS TRAINING PROGRAMME FOR MANAGEMENT, GUIDANCE AND CONTROL PERSONNEL

MODULE 3:ITC

- **contents, number of hours and credits similar to the one for didactical positions**

CONTINUOUS TRAINING PROGRAMMES SUPPLIERS

- **Universities by their faculties and DPPD**
- **Teachers' Houses**
- **centres, institutes and other institutionalized forms for training and up-skilling management, guidance and control personnel;**
- **Children's National Palace, for up-skilling the teaching staff in children's palaces and clubs as well as school camps.**
- **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;**

CONTINUOUS TRAINING PROGRAMMES SUPPLIERS

- Organizational/institutional structures to implement international programmes which Romania is part of (for example **programmes developed under the National Agency for Community Programmes in the field of Education and Vocational Training**), or internationally funded programmes whose beneficiary is M.E.R.I. (for example the Phare programme, World Bank funded programmes or **programmes funded by European Structural Funds**),

CONTINUOUS TRAINING PROGRAMMES SUPPLIERS

- 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.
- International institutional structures agreed by the Ministry of Education, Research and Innovation, whose scope of activity is training, up-skilling and professional development of teachers and auxiliary teaching staff in pre-university education;

CERTIFICATION OF TEACHING STAFF UPON COMPLETION OF THE CONTINUOUS TRAINING PROGRAMME

- **CERTIFICATE OF PROFESSIONAL COMPETENCE** (for the continuous training courses completed by accumulation of 90 credits);
- **CONTINUOUS TRAINING CERTIFICATE** (for courses/continuous training stages with up to 60 credits allotted);
- **LIST OF COMPETENCES AND SUBJECTS IN THE CONTINUOUS TRAINING PROGRAMME**

SYNTHETIC BENCHMARKS

Up to now, NCTPE accredited by the Special Accreditation Commission:

- **372** programmes, out of which
- **51** for managers
- **321** for teachers

The programmes were submitted by **111** suppliers.

SYNTHETIC BENCHMARKS

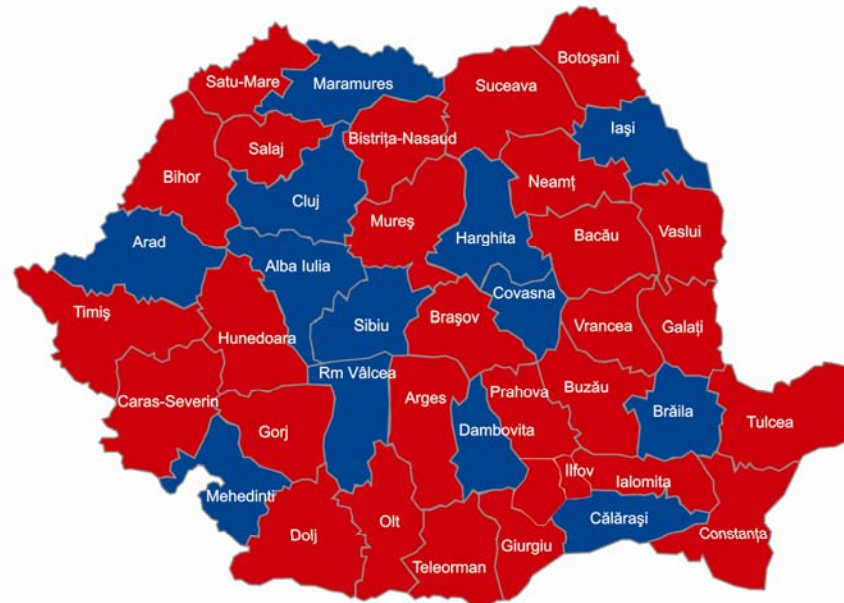
- We issued:
 - 153,599 Continuous Training Certificates
 - 13,280 Competence Certificates

Inclusive education

- 29 continuous training programmes have been accredited;
- Suppliers: Teachers' House
- No. hours 60 - 89
- No. of allotted CPT: 15 - 25
- Programme structure: modular, adapted to local needs
- Target Group: teachers working with children from underprivileged environments
- Implemented by PHARE ESC 2003 and 2004 Programme, „Acces to Education for Disadvantaged Groups”

Inclusive education

THE COUNTIES IN WHICH ACCREDITED TRAINING PROGRAMMES ON INCLUSIVE EDUCATION ARE BEING IMPLEMENTED



PERSPECTIVES:

- Generalization of transferable professional credits system;
- Quality Assurance for continuous training programmes for teachers in pre-university education by monitoring and impact assessment;
- Increase the role of RCPT in quality assurance for continuous training programmes.

Strategic project “Restructuring of continuous training system by generalizing the transferable professional credits system”

PARTNERS

- **General Direction of Continuous Education (MERI-GDCE)**
- **University of Bucharest (UB)**
- **Scottish Qualifications Authority (SQA)**

General Objective

- ***Development of a flexible system of continuous training of HR in pre-university education allowing real and effective specialization of didactic professions/positions by generalizing the system of transferable professional credits according to national and European standards.***

Specific objectives

- I. **Restructuring the system of continuous training system by adapting the legislative framework to the current context;**
- II. **Methodological development regarding the generalization of transferable professional credits system (CPT) throughout the didactic career according to the national and European standards;**
- III. **Introducing regulating mechanisms regarding the dynamics of didactic professions by rendering the conversion and career upgrading routes more flexible.**

Innovative elements

- Diversification of accredited continuous training programme structures allowing access to different forms of upskilling
- Implementation of new categories of continuous training programmes for new didactical functions
- Equivalation and generalization of TPC to the entire continuous training system, development of new methodologies of competence equivalation, of the continuous training methodology, the development of the set of conditions and criteria for professional conversion

Innovative elements

- Reaching a higher level of qualification and creating new work places by approving legislative documents to be developed within the project in view of introducing new occupations in the Romanian Classification of Occupations and by harmonizing occupational standards to continuous training standards
- Carrying out specific activities represented by the setting up of flexible routes and continuous training programmes aimed at conversion from a didactic function to another, necessary to build a personal professional pathway.

THANK YOU FOR YOUR ATTENTION!

The slide features a white background with a large orange shape in the top-left corner. A thick blue horizontal bar is positioned below the text. The text 'THANK YOU FOR YOUR ATTENTION!' is centered in a bold, purple, sans-serif font.