

TEACHER TRAINING

BASED UPON

TRAINING NEEDS ANALYSIS

Teacher competencies in Romanian rural schools

Teacher competencies

Common European principles (DG EAC-LLL)

- Teaching & training - a graduate profession
- Profession placed within context of LLL
- Mobile profession, working within the EU-MS
- Profession – partnerships/research/develop

Teacher competencies means:

Teachers are able to work with:

- Information, variety types of knowledge, ICT
- People - pupils, colleagues, education partners
- Ethnic, religious and cultural differences
- Local community and quality systems (NQF)

Teacher competencies in Romania

Reform of the education system

- Change of the curricula and relevant legislation
- Change of Education plans, school programmes
- Improve TT service system–accredit (NCTPE)
- Close gap curricula + teachers competencies

Teacher competencies and TNA

TNA – improving the training framework

- **Recognise current teaching staffs key strength**
- **Assess current practise VS occupational standards**
- **Identify areas where improvement is desirable**
- **Set priorities for Staffs Development Planning**

Phase 1: Designing the TNA system

Getting the picture clear

- Map teaching core competence areas (study)
- Design TNA questionnaire (teachers & managers)
- Develop an interview guideline for teachers
- Develop data processing tool (MS Access dbase)
- Writing a Self Instructive TNA Handbook

Selected core competence areas

School principal questionnaire :

1. Strategic practise

(develop a shared vision, manage change)

2. Learning environment

(develop services for learners)

3. Manage finance & resources

(develop team + individual performance)

Selected core competence areas

School teacher questionnaire :

1. Relation with pupils
2. learning & teaching
3. Core teaching skills
4. Manage Classroom
5. Planning & teaching
6. Subject knowledge
7. Assess & monitoring
8. Communication

The semi structured interview:

The teacher –manager interview

- Address observations from questionnaire
- Collect qualitative data and information
- Understand how Teachers see their job/task
- Identify teachers wishes and needs for T & D

Phase 2: Piloting TNA instruments

Recommendations

- **Include full teaching staff of 18 schools in TNA**
- **Improve Q consistency, readability, applicability**
- **Prepare interview guide + training programme**
- **Improve data process analysis (Excel VS Access)**

Phase 3: Implement full TNA in schools

Preparation and implementation

- Select & train Local implementation agents (LIA)
- 3 day training 36 HRD teachers, 32 RC, 12 NCTPI
- TNA-18 pilot schools-25 managers, 375 teachers
- Implementing questionnaires and interviews

Phase 4: Collecting and processing

Processing data

- **Develop data processing tool (MS Access dbase)**
- **Process, link associated and relational data field**
- **Carry our queries, cross reference the data**
- **Manipulate data fields and drafting reports**

Phase 5: Reporting on TNA results

1. Improvement areas teachers

- **Class room management and working in teams**
- **School curriculum + cross-curricular activities**
- **Design, planning, assessment and monitoring**
- **Self-management + professional development**

Phase 5: Reporting on TNA results

2. Improvement areas School principal

- Financial and HRD management
- Networking & partnership development
- Marketing and Public Relation

Phase 5: Reporting on TNA results

3. School and training system level

- Establish SDP and cross school reports
- Participate in national or international projects
- Improving the TT system applying the CFW
- Training specifications, support to Grant scheme

Discussion points

- 1. How can we embed identified teacher training needs in policy initiatives /priorities of the MoE**
- 2. What funding mechanism exist for in-service TT and decentralising a school training budget.**
- 3. To what extend can we use EC LLL programmes as an instrument to support teachers/schools**

Discussion points

4. **Would a TNA be instrumental to competence based training in ERI-SEE countries**
5. **Can a TNA support schools to establish an appraisal system as part of a HRD policy**
5. **How can we transfer of knowledge, experience & tools (e.g. TNA HB, Networking HB other)**

Thank you