

Tradition And Updates In Human Resources Training System In Preuniversity Institute

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ABSTRACT

Through studies and research carried out in the framework of this paper, an attempt was made to highlight the need for professionalization of teaching activity, starting from the current situation and where we want to go. For starters I made a parallel between profession-like theoretical object unlike profession-as the object of everyday practice. Considering the fact that the teaching profession has an extremely powerful human dimension, involving not only knowledge and skills but also attitudes, values, ethos, in a word, a professional conscience I approached the size of the teaching profession and the training system. The current and future training of teaching staff in Romania following the Directorates-General of the European Union are considering the importance of professionalization of a career in teaching, in which teachers continuous training is regulated and mandatory. In this context, we deemed it necessary to introduce the competencies required for the teaching profession, as well as the acquisition of additional skills such as: computer-assisted teaching, teaching in foreign language, educational counselling and career orientation, adult education, etc. Finally, we presented our conclusions and proposals.

Keywords: profession, competence, job, expert teacher, human dimension, creative dimension, European commission, curriculum, educational market, formation system, competences' areas

I. INTRODUCTION

We are in front of the description of the identity of teaching profession as effort of building the profession different from the “job” (known as daily practice). If “job” is the result of an intuitive and imitative assimilation, without knowledge, “profession” means knowledge and structured competences in a professional model. From this perspective there are a lot of persons who think that teaching activity means “job”.

Between the aspects that are appearing in answering with clarity at this questions are some prejudices that Cl. Gautier and collaborators (1999) are remembering. One of the most common prejudices is the one that says that being teacher represents: knowing the teaching subject, having talent, intuition and culture, having experience. Therefore, according to this prejudice, every person who known a teaching subject, has talent and intuition and experience can be a teacher and maybe one that has success. It is obvious that this point of view leads at a lack of the necessity of professionals in the teaching area.

There are lot of opinions regarding the teaching activity as far as this has the competences of being a profession: some of them are real obstacles in defining the model of teaching profession, some suggests new approaches for the

model of teaching profession which try to not limit the model only at professional standards.

II. THE DIMENSION OF TEACHING PROFESSION

The effort of legitimize the teaching profession in the field of social activities and professions must consider that the teaching profession has a extremely powerful human dimension that implies not only knowledge and competences (described as professional standards) but also attitudes, values, time, in one word a professional consciousness (hard to standardize).

It is known that a teacher, an educator, works in a space with lots of areas of incertitude, space that is characterized by the simultaneous existence of two types of situations:

1. Repetitive situations, predictable for which the teacher has the answers from his professional stock, from his competences needed to approach and solve in due time and with efficiency;
2. Unexpected teaching situations, unusual, creative that demands new solutions and for which the teacher doesn't have (or has only partly) the competences needed for approaching and solving them rapidly. This type of situations demands innovation, creativity, therefore the dimension of attitudinal intervention, and sometimes “artistic”.

Regarding the dilemma of professionalizing the teaching activity, the European Union has its own answer that it is also an answer for the countries members of the Union. In Brussels, in June 2005, the European Commission organized a conference where, at the end of it, it was adopted the document: Common European Principles for Teacher Competences and Qualifications. The main message was the teaching career's professionalization that regards countries like Romania, purposes regarding this are: teaching career's professionalization, resizing the rapport between theoretical and practical part of the curriculum in teacher's preparation, "an educational market of continuous formation's programs" development based on a free competition system by which teachers benefits of a diversified offer from continuous formation providers. Regarding the professionalization of the teaching activity phenomenon, the specialists in educational sciences from Romania are expressing points of view, prof. Emil Păun claims that it is a "formation process of capacities and competences" set in a field based on assimilating a knowledge system (theoretical and practical), process lead deductively by a relative profession's model". In prof. Mirela Costandache's vision professionalization is: "a rationalization process of scientific and psycho-pedagogical knowledge and efficient practices' activation in educational situation". In the theory of professionalization that takes shape, methodological knowledge have priority whose objectives are "knowing to do", "learning new behaviours". This efforts are aiming to train "the professional" with skills wherewith can apply what they have learned in practical situations similar with educational practice. Legitimizing teaching profession involves two types of approaches: inductive manner, exemplified by Cl. Gautier (1997). It is about building teacher's model in an introductive manner, starting with teacher's activity with success and performances towards generalizations. It is usually considered to be a manner based on the profession's specific and close to the complexity of everyday practice, a deductive manner, based on building standards and professional skills; a valuable approach by establishing clear benches, but which are deemed to ignore the complexity of teacher and students and students' classes activities. The complexity of teaching activity, characterized by standards and competences on the one hand, and by a very specific human, on the other hand, requires, in prof. Th. Pălășan view, a dual approach to the problem of the teaching profession: descriptive: refer to teacher's functions, teacher's prestige, advantages and limitations of the profession; normative: refer to "what should the teacher be".

This duality leads eventually to a combination of this two approaches, which creates a new concept of "open professionalism" whose content is submitted by the same teacher as required by "the need that the teacher puts into practice the educational policy which is in a rapid evolution, which solicit him very much because it should be opened to circumstances, to progresses of research, to teamwork with colleagues, to school managers, to local administration, to parents, and at the same time, must be respected as a representative of a professional field".

III. THE SYSTEM OF CONTINUOUS TRAINING- TRADITION AND PRESENT

The need for professionalization is imperative in a context in which professionalization is a condition for improving teachers' status. This allows: identifying types of training for competences and standards needed for evaluating the evolution in teaching career.

Implementation of initial training and continuous training with the profession's demands imposed by the social and institutional evolutions but also by knowledge developments such as the rapid rhythm - which requires interdisciplinary and multidisciplinary approaches or cross specializations that involves an ample training with multiple openings. "Romania is one of the 11 EU countries where teachers' continuous training is regulated and mandatory." Current and future systems of teachers' continuous training from Romania are following the EU general standards that consider the importance of teachers' career professionalization.

European principles are guiding public policy of the Member States of the European Union in the field of continuous education of teachers. We note in this context some of the common European principles aimed at the professionalization of teaching career: orientation towards quality standards in the field of initial training by higher education institutions; placement in the European context of continuous professional development / learning and lifelong training; orientation toward mobility in lifelong learning; reliance on partnerships in the plan of interscholastic relations and also in the plan of trans-scholastic relations (economic agents, suppliers of continuous education).

IV. THE LEGAL REGULATION OF THE TEACHERS' SYSTEM OF CONTINUOUS TRAINING

Teachers' training is currently conducted in Romania in accordance with Education Law no. 1/2011, accompanied by a group of regulatory

documents such as “Methodology concerning the teachers’ continuous training in secondary education”, “Methodology concerning the organization and conduction of national examination for becoming definitive in the educational system” etc.

The “European Common Principles for forming teachers’ competences and qualifications” is considering also the description of competences rated as “key competences”, along with recognition of the place and role played by teachers, the teachers in the future European society of knowledge and is considering the preparation of students to become future citizens of the united Europe.

The materialization of principles requires from teachers to be professionalized, oriented towards continuous development and self reflexivity in terms of educational competences that are appropriately remunerated.

In the opinion of prof. R. Iucu, key competences that are going to be formed and developed by teachers should be: “teachers must be able: to work with information, technology and knowledge, to work with people in rural educational immediate environment: students, colleagues, educational scholar and non-scholar partners, to work with and in society, at different levels of complexity and expression: local, regional, national, European and global / worldwide.

A research from 2005, before the introduction of the Bologna system, research applied across Eastern Europe, shows for Romania, referring to personal initial education, that most teachers considered that this was appropriate to start the teaching career, but noted the need for “more practical activities in initial training” (42.86%). Most of the respondents (33.12 %) considered that the initial training system should be changed completely; study programs should lead to the acquisition of all key competences for teachers (knowledge of the specialized subject, theoretical and practical pedagogical training). The respondents of the mentioned research have indicated aspects that should be improved: 23.38 % of them stated that the curricula should have put more emphasis on pedagogical training (teaching, learning, evaluation, pedagogical communication, etc.) 19.81 % of them signalled the need for practical training and improvement of the relationship between theory and practice; 13.64 % of them emphasized the need to grow the training in the specialization (content / themes / teaching competences of the subject/ subjects).

V. AREAS OF EXPERTISE REQUIRED FOR PERFORMANCE OF TEACHING PROFESSION

The current education law, the National Education Law no.1 /2011, defines in his end the terms used. Thus we find the following definition of “competence”: “it is the proven ability to select, combine and use appropriately knowledge, skills and other acquisitions consisting of values and attitudes for successful resolution of certain categories of work or learning situations, and also for personal or professional development in terms of effectiveness and efficiency.”

Professional skills (according to the National Education Law) are a unitary and dynamic system of knowledge and skills. Their content can be shaped through several descriptors for knowledge and skills. The most important descriptors expressing knowledge concern: the definition and use of technical terms, and the use of specific language; analysis, comparison, explanation and interpretation processes and theoretical and practical specific phenomena (logical, psychological, economic, sociological, philosophical, civic, etc.).The most important skills descriptors expressed concern: application, transfer and problem solving with respect to each social or trans- disciplinary, interdisciplinary, multidisciplinary sciences in part; critical and constructive reflection; creativity and innovation.

Professional competences and quality standards that are considered for building a teaching career, concordantly with the National Education Law, no.1 / 2011, consider the following bench: specialization in psycho-pedagogical and methodological area, orientations for evolution in the teaching career through training system and obtaining the teaching degrees, acquiring of new competences through conversion programs for new specializations and /or occupation of teaching positions other than those employed based on the initial training.

Also special attention is given to the acquisition of complementary competences such as computer assisted teaching; teaching in foreign languages; educational counselling and career guidance; adult education etc. In the National Education Law are also presented transversal competences needed for the teaching profession. These are the valuable and attitudinal purchases that are over a certain area /study program.

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