

Management Training Mentors for Teaching Practice-Policy Paper

Carmen Olguța BREZULEANU

Faculty of Agricultural Sciences, University of Agricultural Sciences and Veterinary Medicine Iasi,
Mihail Sadoveanu no. 3, Iași, Romania; olgutabrez@yahoo.com

Abstract. The present training policy concerning initial and continue formation domain of didactic staff undergoes deep changes. One of strategic principles of developing the formation system in present policy document of European Commission is the specialization of didactic career. For this, we have in view the predefining the residency period in didactic career by introducing the assistance and counseling system of probationer by the mentor's staff of probation, the introduction of mentored system of probation being necessary.

Keywords: pedagogical training, mentor, initial learning.

INTRODUCTION

The present educational policy for the initial and continuous training domain of didactic staff undergoes profound changes, after the period between 2008-2010 when stagnation of its implementation was registered. Starting with 2008 till present, the main structures, normative documents and curricula as instruments of educational policy for this domain have taken an "intense restart".

MATERIALS AND METHODS

One of the strategic principles of developing the training system of present and following period, in accordance to the political document of European commission is the specialization of didactic career.

For this we have in view a review and improvement of initial forming curricula of didactic staff by re-dimensioning the rapport between the theoretical dimension and the practical one in order to obtain the teacher diploma by passing the final examination. We also have in view the redefining of the initiating period in the didactic career by introducing the assistance and counseling system of probationers by the mentor's staff of probation→ the introduction of mentor's system for probation.

RESULTS AND DISCUSSION

The teaching staff – mentor for probation is the teacher who has the responsibility of guiding and evaluating the teaching staff which is in the probation period (according to the Status of the mentor teaching staff).

1. Needs analysis

At the beginning of the two years of didactic activity (collaboration), the mentor for probation and the probationer have to accomplish together the needs analysis for the probationer's professional development and according to the results, they will accomplish the

probation programme. For this, we have analyzed the strengths and weaknesses of the teaching staff in the high school technical agronomical education.

Tab. 1.

Needing analyse

Strengths	Weaknesses
It is used the experience of the mentor teaching staff who:	There are many teachers in the high school education who almost have the age for retiring;
have substantial knowledge in the field;	
Know the didactics of the subject;	
Center the didactic teaching-learning strategy on student;	Few teachers who are specialized in technics have the 1st and 2nd didactic degrees have not graduated from the DPPD courses
offer counseling to the probationer;	
Evaluates the didactic activity unfolded by the probationer;	
Have communicative competences;	There is no actual "plan" for training the mentors within the accredited institutions;
are a source of information for the probationer	
Have been teaching for at least 10 years and have at least 2 years till retiring;	The lack of summer schools; Few teachers who meet all the conditions to become mentors know the modern technologies of teaching learning; (IAC);
have passed the entrance mentor's programme;	
Ensure pedagogical assistance for projecting the professional activity;	
Ensure the constructive feedback for all the aspects of the professional activity of the probationer;	
Offer support for the probationer in drawing up the portfolio;	

After studying all the results of the needs analysis, we have determined the work agenda that has to be studied.

2. Agenda

Short-term objectives:

1. Rigorous selection of the future teachers in order to correlate the initial training programme with didactic profession in order to turn it into good account;
2. Enlarging the period of pedagogical training when the specialty teacher comes into contact with the problems which appear while working with the class;
3. Correlation between the initial training form the university through DPPD and the training unfolded within the formation-courses, within the mentor-probationer systems;
4. Organization of courses for mentors together with ISJ; CCD, DPPD;
5. Reorganization of the Final Examination according to different rules, taking into account the practical performances of the teacher and less the theoretical knowledge.

Middle-term objectives:

1. Ensuring a close connection between the initial training – probation – continuous training and the „life long learning“ system;

2. Development of partnerships between schools and universities in order to disseminate the positive aspects regarding class practice;
3. Curricula of initial forming of the teaching staff have to be developed in 3 university stages (according to the Bologna Agreement);
4. Mobility and professional development in the system of transferable professional credits (through partnerships between institutions).

Long- term objectives:

1. Ensuring a European dimension of the process of training the teaching staff.

Tab. 2

Risk, solutions and resources analyse

Proposals	Risks	Solutions	Resources
1. Organization of courses for mentors	A low number of teacher students; some of the courses have to be paid, which is an impediment for the future teacher students	Accrediting training programmes –making up a market of training programmes	Course base: books or CDs; video projector; computer
2. Redefinition of Final teacher examination by stressing the teacher’s practical achievements and not only the knowledge	little experience in class form the part of the beginner teacher; deficiencies in applying the didactic technology in class; meeting with difficulties in drawing up the teacher’s portfolio	evaluation of the teacher according to the portfolio; partnership between the probation mentor and the university method teacher; making team inspections: DPPD method teacher + mentor; training courses for the Final examination as “Summer school”	Course base: books or CDs; video projector; computer; diplomas; work folders
3. Ensuring a close connection between the initial training – probation – and the continuous training	low number of mentor teachers for probation in schools; a “weak market” for the accredited programmes of continuous training	E-learning / open distance learning	Course base: books or CDs; video projector; computer

CONCLUSIONS

There are a number of conclusions and recommendations for the probation mentor activity for the high school education:

1. Reorganization of the curricula for a partnership: initial training - probation – continuous training, stressing on the cooperation and inter-discipline;
2. Drawing up and accrediting the programmes for probation mentors;
3. Involving the teaching staff into research and application projects for the educational practice and result dissemination both in schools and in universities through DPPD.
4. Accomplishing programmes of initial training – probation – continuous training through mobility projects for the teaching staff in order to turn into good account the didactic experience between the educational partners.
5. Stressing the quality and training of the teaching staff by determining and strictly respecting the professional standards for the teachers by profession.

REFERENCES

1. Brezuleanu, Carmen-Olguța (2008). Managementul educațional în învățământul agronomic-ghid metodologic. Editura Alfa Iași, , ISB N 973-973-8953-51-2.
2. Crișan, Al. (2006). 15 ani de schimbări în curriculum. Incotro acum?, suport de curs pentru masterat PME.
3. Gliga, Lucia (2002). Standarde pentru profesia didactică, Ministerul Educației și Cercetării, București.
4. Iucu, Romița (2006). Formarea cadrelor didactice, suport de curs pentru masterat.
5. Rădoi, Mireille (2004). Evaluarea politicilor publice. Ed. Tritonic, București.