

# TEPE 2014

Teacher Education Policy in Europe

15 - 17 May 2014 Zagreb, Croatia



## Different approaches to mentor education improving teacher induction

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# Overview



1. Theoretical background
2. Romanian national context
3. Proposed scenarios for mentor education
4. Risks and precautions
5. Discussions and further questions



## **Huling and Resta (2001):**

- focus on teaching skills
- awareness of professional exchange with colleagues
- a better understanding of the perspective of management

## **Wang and Odell (2002):**

- humanistic
- situated apprentice
- critical constructivist

## **Orland-Barak and Klein (2005):**

- therapeutic
- apprenticeship
- reflective

# Issue



Approach on mentor education - depend on contexts:

Every educational system should analyze specific need of support for novice teachers



Accordingly to develop induction



Develop mentor education programs

# Aim



- to analyze issues of mentor education on european level (Estonia and Romania)
  - identify the regulations at national level in what status and training of induction mentors is concerned
  - provide scenarios fitted and proposed for the romanian system

Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers

[http://ec.europa.eu/education/library/publications/handbook0410\\_en.pdf](http://ec.europa.eu/education/library/publications/handbook0410_en.pdf)

# National laws and regulations: Romania



The initial education of teachers in pre-university education includes (National Education Law 1/2011, art. 236,1):

- one year induction in a schools, ***under the guidance of a mentor.***

MM2

and what in applied

Mihaela M; 16.05.2014

MM3

consecutive vs concurrent model of teacher education

Mihaela M; 16.05.2014

# Proposed scenarios

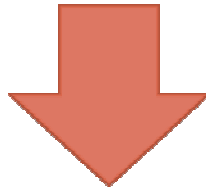
Criteria	<u>Scenario 1</u> : highly regulated, centralized system	Scenario 2: low regulated system, more flexible
Regulatory Institutions	Ministry of National Education (National Authority for Qualification)	Schools
Providers	Higher Education Institutes	Higher Education Institutes, NGOs, IES, private organizations, professional associations, Teachers' Houses
Types of programs	Master/Professional Doctorate	Short-term, in-service, modular type
Professionalization route	Less flexible, coherent at national level	Flexible route, but relatively coherent



# Long-term academic programs (master, doctorate)

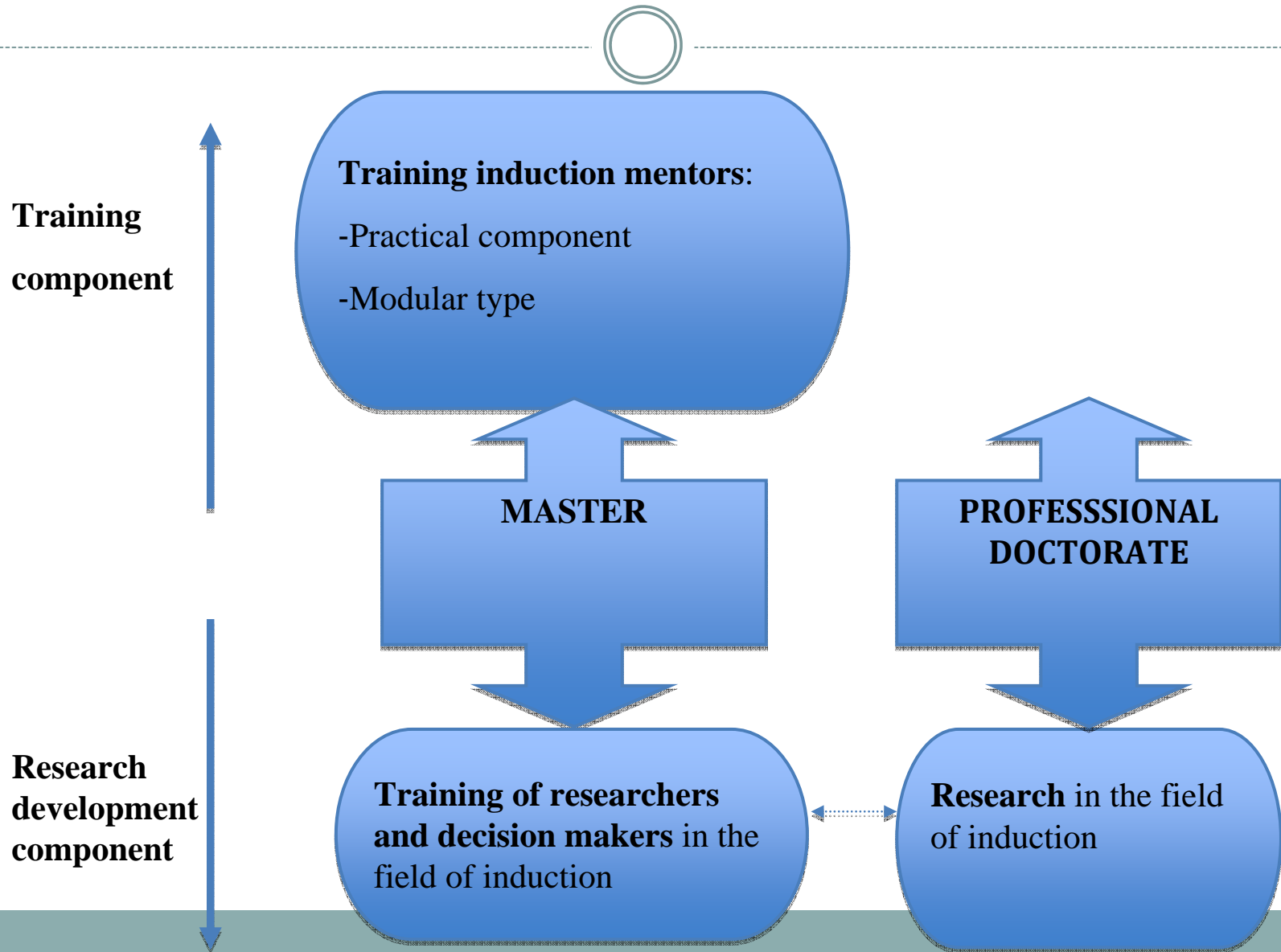


- professional recognition to a higher extent
- expertise and competence in human resource that delivers such a program
- reflects coherence and continuity during phases of teachers education



- ✧ Financial and human resources problems at school level
- ✧ Creates gap of at least 2 years before the first mentors will have been trained

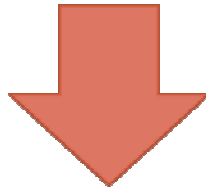
# Long-term academic programs: alternatives



# Short-term programs (in-service training courses)



- Respond to immediate needs of the schools
- More stable connections between schools and providers



- ✧ Different levels of quality
- ✧ A possible limitation at the level of recognition and validation of competencies

# Risks and precautions



- the tendency to take over certain European models without adapting them to the Romanian context
- absence of coherence at national policy level to confer statute to mentors
- lack of motivation of teachers in becoming mentors, in the absence of explicit advantages (financial, status, disclaimer at the basic norm etc.)
- improvisation of training programs (free market of training providers)

# Discussions



- need to articulate both mentor individual needs, as well as the institutional ones in the training programs
- connection between schools and mentor education institutions

# Further questions



- School as organisation can support mentoring?
- Who can be mentor educators? What are the competences of mentor educators?



**Thank you for your attention!**