

Investing in Educators: The Power of Mentorship for Novice Teachers

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Key aspects

- Introduction
- Initial teacher training
- Novice teacher and professional debut
- Mentoring and support
- Mentoring center for novice teachers

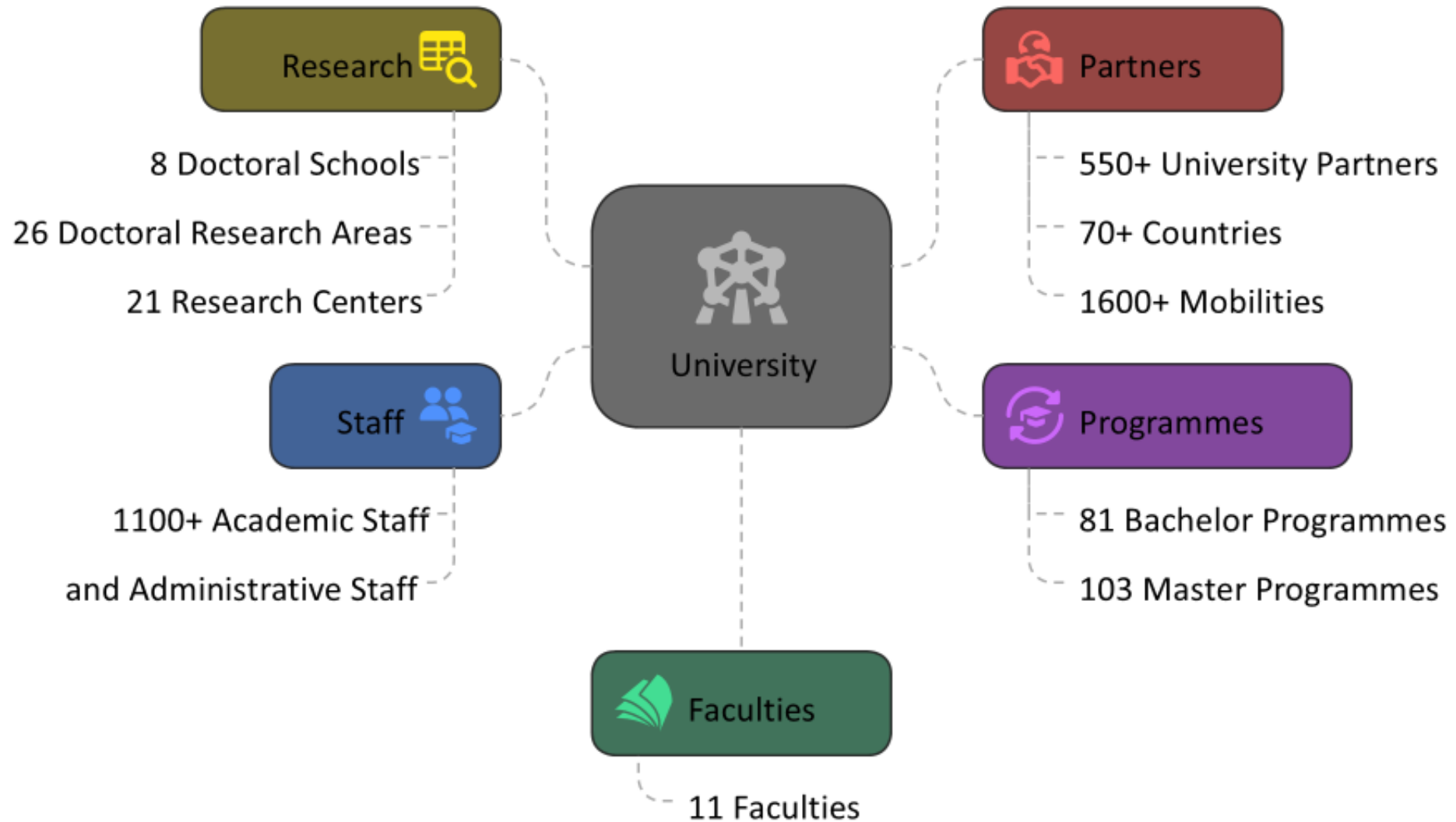
West University of Timisoara



West University of Timisoara

- With a history of eight decades, founded in 1944 by Royal Decree, West University of Timisoara is ranked among the top Romanian universities.
- Regional leader for Western Romania in higher education and research. Anchored in the local ecosystem through socio-economic, cultural and governmental sectors partnerships.
- Romania's most dynamic university, promoting an international and interdisciplinary approach to education and research as norm, not as exception.

University Structure and Global Engagement



Initial Teacher Training in Romania

- Play a key role for the quality of teaching staff
- Is a multifaceted process: academic and pedagogical training
- Take place in universities, aiming to equip future teachers with the necessary competencies in their field.
- Is coordinated by the Ministry of Education.
- Structured around the National Qualifications Framework aligned with the European Higher Education Area (EHEA).

Initial teacher training: pathways into the profession

- Pedagogical training are combined/concurrent or consecutive
- concurrent model – education and training in the specialization of studies is combined with the education and training for the teaching career within the same educational sequence
- the consecutive model - education and training for the teaching career is realized after the education and training in the specialty. For certain teaching position a supplementary professional training is required that may be considered as part of the initial training but is actually finalised after the graduation of the required education level.


Novice teachers and professional debut

challenging and intense

beginning to teach is not an easy task
(Baguley, 2019)

an important shift from theoretical
knowledge to practical application in the
classroom.

Teachers often describe their first teaching
job following graduation as a shocking
experience (Caspersen, Raaen, 2010)



challenges include problems associated with classroom management, motivating learners, and dealing with their individual differences, shortage of teaching materials, assessment of students' works, teacher-parent relationships, among others (Veenman, 1984)

new teachers may feel abandoned and confused about their role as teachers

Mentoring novice teachers

- mentoring as a valuable support strategy for novice teachers (European Commission, 2018a, 2018b, 2021).
- The one-to-one support of a novice teacher or less experienced practitioner (the mentee) by a more experienced practitioner (the mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession (in this case teaching) and the specific local context (here the school or college). (Hobson, 2012,p.60)

Mentoring novice teachers

The support received by novice teachers in their first-year impacts staff retention and overall teaching quality.

Positive benefits for novice teachers and their students.

What can be done to support and facilitate teaching at the early developmental stage in teaching career?

Mentoring program for novice teachers (2020-)

3rd year of study (Science of Education)-the end of first year of teaching (2 main national exams)

Online meetings: around 60 teachers, 3 groups

Weekly

Teachers from Science of Education Department (in collaboration with practitioners): 3 teachers voluntarily

I part: preparing for the start of the didactic career and for the first national exam (January-July)

II part: weekly online meetings, group meetings, individual counselling session, workshops on different topics, preparing for the exam(September-July)



Emotional support



Technical support



Support with reflection

Good points



We cultivate an interactive environment founded on trust and devoid of evaluation.



The weekly meetings are organized as follows:



-in the first part we discuss what happened in the week that ended (positive aspects, difficulties, what the teacher faced and wants to share with the other colleagues)



-In the second part we discuss what we can apply to the classroom and what are the most appropriate ways. (take away).



We engage in reciprocal learning



Recognize the challenges we encounter



Request assistance



Share effective strategies, tools etc. and



Deliberate on our professional development plans.

Key aspects/challenges for novice teachers

Classroom
management

Parents
interactions

The loneliness
feeling

Relationships
with colleagues
and principal

Teaching
strategies

Overwhelming
bureaucracy

What's next?

- To attract funding sources
- To involve former participants in the mentoring program in carrying out activities
- To develop research on the topic of mentoring and induction
- To measure the impact with various tools
- To extend the collaboration with schools

Thank you for your attention!

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