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Depoziție înscrisă în nume personal

1. *Care dintre cele două opțiuni dezbătute (masteratul didactic sau modulul psihopedagogic I+II) credeți că va crește calitatea în sistemul de învățământ? Doriți să propuneți o altă opțiune?*

I favor the Master in the didactics of the subject.

2. *Justificați răspunsul la întrebarea Care dintre cele două opțiuni dezbătute credeți că va crește calitatea în sistemul de învățământ? Doriți să propuneți o altă opțiune?*

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3. *Care sunt avantajele și riscurile opțiunii recomandate de dumneavoastră? Ce soluții/metode propuneți pentru gestionarea acestora?*

However, the program should be progressive, cutting edge, modern, with the vast majority of the time spent on practice teaching, not theory. The teachers in the program should be supervised by the best teacher-trainers in Romania who thoroughly understand how to motivate students, how to control a class, how to prepare an exciting, effective lesson, how to teach in poor schools with limited resources, and how to maximize the vast technology available to teachers and students.

The new teachers graduating from this program should have a world view on education. They should clearly grasp what Romanian young people need to know to become successful in a rapidly changing world. They should be true professionals, should be paid accordingly, and should be viewed with utmost respect by the Romanian people.

4. *Ce elemente ar trebui să aibă în vedere entitățile responsabile de organizarea masteratului didactic/modulului psihopedagogic (obiective, mod de funcționare ș.a.)? Ce soluții propuneți pentru gestionarea părților interesate care vor fi afectate de punerea în practică a opțiunii recomandate de dumneavoastră?*

Those in charge of this new program should understand the need to design a creative, modern, captivating teacher-training program and have the skills and knowledge to implement the program. It makes no sense to require teachers in Romania to have a Master's degree to teach in the public schools if the training does not significantly enhance their effectiveness in the classroom. Furthermore, the requirement would be a waste of their time and money.

The new teachers, and the new teacher-trainers, should also have a voice in the systemic changes needed in the Romanian Public School system. Again, it makes no sense to train new teachers and then place them back into classes and school buildings where their new skills cannot be used and appreciated. This voice, this empowerment, must be real. It cannot be something that is promised to the new teachers and then not fulfilled.

5. *Ce așteptări și recomandări aveți privind colaborarea dintre părțile co-interesate?*

The current teachers in Romania should have a voice in the creation of this new requirement. The program should not be forced on them. I met many wonderful, talented Romanian teachers, K-12, during my 14 month stay in Romania. They had excellent ideas on how to improve the quality of education in their country, including ideas on how to create a more effective teacher-training program. Their ideas should be taken into account, and they should feel that if they support this new requirement, that their suggestions will be honored.

6. Ce opțiuni ulterioare vedeți pentru evoluția în cariera de profesor (e.g. doctorat didactic) pentru a face această carieră mai atractivă și a crește calitatea intrărilor în sistem?

A PhD in Education is definitely an option. We have PhD programs in Education in the United States and they are successful. They create options for funded research in education, time for professionals to write books, and a path for talented young people to maximize their educational goals.