The induction into the profession of teaching. From an appraisal of the training requirements of teachers to the guiding concepts and strategies

Adina Elena Glava, Letiția Muntean-Trif, Alina Georgeta Mag, Mihaela Gabriela Neacșu

The induction into the profession of teaching. From an appraisal of the training requirements of teachers to the guiding concepts and strategies

Adina Elena Glava [a*]**, Letiția Muntean-Trif** [b]**, Alina Georgeta Mag** [c]**, Mihaela Gabriela Neacșu** [d]

[a] *Babeş-Bolyai University, 1 Kogălniceanu Street, 400084, Cluj-Napoca, Romania*
[b] *University "1 Decembrie 1918" of Alba-Iulia, 15-17 Unirii Street, 510009, Alba Iulia, România*
[c] *University "Lucian Blaga" of Sibiu, Calea Dumbrăvii Nr 34, 550324, Sibiu, România*
[d] *University of Piteşti, 1 Tg.din Vale Street, 110040, Romania*

*Corresponding author: adina.glava@ubbcluj.ro

Abstract

Keywords:
requirements for professional development; beginning of a teaching career; induction mentorship; teaching profession.

This article provides an analysis of the distinct training requirements for teachers during their first year of teaching and the origins of professional fulfilment at the outset of their teaching profession. The objective is to derive fundamental principles and actionable guidelines that can be incorporated into an induction mentoring model. The provision of mentorship by an experienced and knowledgeable teacher with expertise in professional counselling is crucial for beginning teachers in order to facilitate quality instruction, efficient classroom management, and successful integration into the educational community. The chosen approach for this study is qualitative research methodology. The process of conducting a needs analysis involved the selection of first-year teachers who were the recipients of an induction programme, as well as induction mentor teachers from three counties, namely Argeș, Sibiu, and Alba. The research was conducted at the onset of the programme, serving as a pilot study aimed at providing assistance to beginning teachers during their first year of teaching through a remote induction mentoring programme. The study adopted a survey methodology utilising a questionnaire to investigate the requirements of beginning teachers in their first year of teaching.

Zusammenfasung

Schlüsselworte:
Berufsbildungsbedarf; Einstieg ins Lehramt; Einführungsmentoring; Lehrberuf.

Der Artikel stellt eine Analyse des spezifischen Weiterbildungsbedarfs von Lehrkräften im ersten Jahr ihrer Lehrtätigkeit und der Quellen beruflicher Erfüllung zum Einstieg ins Lehramt vor, um einige Prinzipien und Handlungsrichtungen hervorzuheben, die einem Einführungsmentoring/Induktions-Mentoring-Modell zugeordnet wurden. Berufseinsteiger brauchen die Unterstützung eines Mentorlehrers mit Erfahrung und Fachwissen in der professionellen Beratung, der sie dabei unterstützt, qualitativ hochwertigen Unterricht, effektives Klassenmanagement und optimale berufliche Integration in der Bildungsgemeinschaft sicherzustellen. Die Forschungsmethodik ist qualitativ. Um die Bedarfsanalyse durchzuführen, wurde die Auswahl der angehenden Lehrkräfte, der Empfänger des Einführungsprogramms und der leitenden Mentorlehrer aus den 3 Kreisen (Argeș, Sibiu und Alba), die an einem Einführungsmentoringprogramm beteiligt waren, unternommen. Die Studie wurde zu Beginn des Programms durchgeführt, das eine Pilotstudie darstellte, die sich auf die Unterstützung von Anfängern im ersten Jahr ihrer Lehrkarriere durch ein Ferneinführungs-Mentoring-Programm konzentrierte. Die Recherche erfolgte in Form einer Umfrage auf Basis eines Fragebogens, mit der die Bedürfnisse von Berufseinsteigern im ersten Lehramtsjahr abgefragt wurden.

1. Introduction

During the first years of their teaching career, beginning teachers greatly benefit from the guidance and assistance provided by a mentor teacher. This mentoring process is crucial in helping them develop the necessary skills and confidence to become independent and effective teachers.

The beginning of a teaching career is marked by assuming the position of teacher who teaches in a class upon joining an educational institution. The topic of discussion pertains to the concept of formal insertion, which entails acquainting beginning teachers with the actuality of academic life. This is achieved by imparting knowledge regarding the specific elements of school organisation, cultural norms, regulatory frameworks, and operational procedures. Beginning teachers are aware of a form of informal insertion that appeals to the empathetic nature of some of the teachers within the field, who are inclined to welcome and provide emotional assistance to them within the

context of the professional community. The teacher mentor plays a crucial role in both forms of insertion.

Since 2011, the mentoring legislation in Romania has mandated that *the teacher mentor provides support to the interns until they achieve completion and obtain the title of teacher, enabling them to practice in pre-university education* (art. 23, paragraph 3/Order 5485). The internship mentor, also known as the professional insertion mentor, is an experienced teacher and behavioural role model who has been competitively selected to fulfil this role. These professional mentors possess a range of advanced professional competencies. According to the methodology (art. 20), the mentor responsible for induction, internship, or professional insertion provides four distinct forms of assistance:

a) informational support - the teacher mentor serves as an informational resource for the mentee teachers/intern teaching staff, offering them the latest knowledge in an accessible form and emphasising its practical-applicable aspects;

b) instrumental support - the mentor teacher guides the mentee / intern teachers in training the skill of selecting materials and information;

c) evaluative support - the teacher mentor provides substantive feedback to train the teachers / mentee teaching staff in self-assessment skills.

d) emotional support - the teacher mentor offers emotional support to the teachers / mentee teachers, providing support and understanding when needed to increase the degree of confidence in their own strength.

In the last two decades, preparation of teaching staff for the commencement and progression of their careers has been a constant topic of discussion (Art. 275, paragraph 3 / National Education Law). The legislation in effect supports the requirement of continuous annual training of teachers from the beginning of their careers. Through current legislative reform efforts, which are strongly backed by systemic projects at the national level, solutions are sought for the development of a normative and coherent framework for the professionalization of the teaching career, the mentorship for teachers being one of the most important and urgent current needs in the field of teacher education.

2. Theoretical framework

According to Professor Ion-Ovidiu Pânișoară (2017), the teaching profession has been and continues to be a fundamental component of the overall social structure, with the quality of daily classroom work playing a crucial role in shaping the future of the world. The contemporary world undergoes rapid and dynamic transformations, and educational institutions are not immune to these accelerated changes across all domains. The discourse centres around the emergence of a new student profile that has been significantly impacted by technological advancements, a new category of parents who are viewed as collaborators with educational institutions, and numerous obstacles to be addressed in the domains of learning, motivation, assessment, and communication.

For beginning teachers, the process of attaining professionalism and acquiring proficiency in utilising diverse pedagogical approaches across various domains, whilst simultaneously managing personal development, familial obligations, administrative duties, and everyday challenges, whilst prioritising academic achievement and attending to the emotional and social well-being of students, constitutes a multifaceted and intricate endeavour. Conversely, perpetual advancement characterises every aspect of life, thereby rendering the role of a teacher multifaceted (Pânișoară, 2017).

The onset of a professional career has been noted by several scholars to be fraught with difficulties, obstacles, and personal impact, which can both stimulate strengths and expose inherent vulnerabilities, leading to stress and a clear requirement for mentorship, particularly in light of the current educational crisis (Cucoș, 2022; Marga, 2019).

A proficient teacher is imperative for each class of students. The attainment of optimal teaching outcomes and the delivery of high-quality induction programmes are crucial goals for educational systems that train teachers. In the United States, a variety of induction programmes have been implemented to address the challenges faced by beginning teachers within the educational system. The assessment and enhancement of the implemented models were contingent upon the participants' perspectives regarding the tangible effects of the programmes, according to Algozzine et. al (2007).

The field of education is currently experiencing notable global transformations due to the influence of

globalisation, digitalisation, and neuroscientific advancements. Within this framework, Professor Andrei Marga emphasizes the significance of responsible education and the cultivation of authentic specialists who are fully committed to their professional responsibilities (Marga, 2019).

The issue of stress among beginning teachers is a significant and under-researched concern within both theoretical and practical domains. According to Pânișoară (2017), teachers may experience a sense of being overwhelmed due to the challenges inherent in managing the teaching process, including difficulties in communication with certain students or parents. These stressors can accumulate and have an exponential impact on all parties involved (p. 131). Providing assistance to beginning teachers is not only essential, but imperative, in enhancing the quality standard of education.

According to Crașovan (2016), beginning teachers during the induction or entry phase require the guidance of an experienced mentor teacher to establish pedagogical connections and supervise real learning procedures, whereas also practically assuming their responsibilities within the classroom, with the aim of achieving ongoing enhancement. According to Cucoș (2022), the mentor, who is regarded as a master, teacher, guide, and coach, assumes the responsibility of anticipating potential challenges, facilitating the process of overcoming obstacles, and providing unwavering support during critical situations. The pedagogical practice of mentoring entails the utilisation of targeted exercises and training aimed at fostering self-reliance in the process of problem-solving.

According to Neacșu, Iucu, and Marin (2017), specialist literature emphasizes the importance of professional induction programmes (early career support) for beginning teachers. These programmes are designed to provide well-trained mentors who can effectively guide and support beginning teachers in their professional development. The mentors are skilled in leveraging their own professional aspirations and the aspirations of the new teachers to help shape their personal goals in relation to the desired level of instruction and education. Educational aspirations are closely associated with the individual's drive to excel in their chosen profession. They serve as a motivating and dynamic force that propels their efforts, actions, and initiatives towards training and self-education.

Aspirations play a crucial role in fostering the development and refining of professional competencies, in emphasizing the drive to attain the highest possible level of one's potential, and in achieving professional expertise (Bocoș, 2016, p. 103).

Professor Mariana Crașovan actively supports mentorship as a necessary and efficient method of professional induction, considering that teaching is one of the most demanding professions. The studies synthesized in the author's works emphasise that the key factor that impacts students' achievements is the quality of teachers' training. The constant critique of the current initial training system prompts us to explore new types of professional training that facilitate a successful entry into the profession and career development in Romania (Crașovan, 2004, 2005, 2015).

The induction mentoring programme for teachers is centred on the academic achievement of students, irrespective of their familial and societal circumstances. Teachers are the primary drivers of educational outcomes and school performance. According to Marzano (2015), the primary factor contributing to the success of a school, in addition to a well-defined and structured curriculum, is the quality of the teachers employed at the school. The concept of successful teaching as a combination of scientific and artistic elements has been highlighted by various authors. According to Marzano (2015), Iucu (2005), and Potolea (2001), effective teaching involves a dynamic mixture of expertise in diverse instructional methodologies and an in-depth understanding of the unique characteristics of each student within a classroom.

According to Lazar and Leahu (2020), establishing a connection between a master's degree programme and the preparation of teaching professionals is of paramount significance, surpassing that of any other occupation. The process of induction mentoring entails a significant shift in the overall school culture, which is founded on a set of guiding principles and actions aimed at ensuring the consistency of the entire approach (Taranto, 2011).

The European Commission endorses the implementation of induction programmes for teachers as a means of mitigating attrition rates in the profession, enhancing the quality of new teachers, providing them with social, emotional, and professional support, promoting a culture of learning

in educational institutions, and delivering constructive feedback to universities in the context of initial training. Induction mentoring programmes serve as the optimal connection between primary education and ongoing education. The acquisition of a qualified teacher's status in a school is significantly influenced by the three dimensions of professional, social, and personal programmes (European Commission, 2010).

3. Research methodology

3.1. Participants

The present study gathered data by means of surveying 24 beginner teachers specializing in primary and preschool education, who were in their first year of teaching, from the counties of Arges, Sibiu, and Alba. The selection criteria for the group of participants were as follows: teachers who are in their first year of the teaching profession, have not previously received support from an induction mentor, are currently undergoing comprehensive master's studies in the field of educational sciences, and have either requested the assistance of a mentor or expressed interest in participating in an induction mentoring programme.

3.2. Research aims

This study aims to investigate the challenges encountered by new teachers during their first year of teaching, particularly in Romania where this period coincides with the preparation for the qualified teacher's status examination (the definitive degree examination). The research seeks to address three primary inquiries that have been identified as underexplored in the limited existing literature on this topic. This specific reality increases the strain of dealing with all the obstacles and experiences of beginning teachers.

The research inquiries that were posed were as follows:

▪ What are the primary sources of professional satisfaction for beginning teachers?

▪ What are the self-perceived early professional development needs of new teachers and what are the professional challenges and difficulties associated with them?

What is the optimal structure for a formal induction process that addresses the alleged professional needs and challenges of new teachers?

3.3. Procedure

As a component of a more extensive investigation, we performed an examination of the origins of professional satisfaction during the onset of the pedagogical profession and the educational requirements perceived by teachers in the early phases of their teaching careers. The present study employed a mixed-methods approach, utilizing a questionnaire-based survey and a focus group activity. The latter was conducted via an online meeting and involved the participation of all 24 respondents. Moreover, the focus group session aimed to delve further into the responses provided during the needs analysis, with a particular emphasis on exploring the professional challenges that occur more frequently and with greater intensity. Additionally, the session sought to examine the teaching solutions that have been previously implemented and their effectiveness in addressing professional issues.

The study yielded open-ended responses from both instruments utilized, which were qualitatively analysed to identify patterns and priorities in professional development.

4. Results

The perspective of two dimensions was employed for the centralisation, analysis, and interpretation of the obtained results:

4.1. Sources of professional satisfaction at the commencement of the teaching career

Commencing with the assumption that the initial year of a teaching career entails professional challenges that new teachers must undertake, often feeling inadequately equipped due to insufficient expertise gained during the initial training phase, our focus was directed towards identifying alleged sources of professional satisfaction during their first year in the profession. I have considered that deriving professional satisfaction from one's work can serve as a catalyst for professional motivation, daily satisfaction, and resilience in the face of the inherent challenges that accompany the teaching profession.

In response to the inquiry regarding the sources of daily professional satisfaction in working with pre-primary / students, the respondents cited several broad motivations. I aspired to pursue this occupation (two options), as well as explore further possibilities of a more tangible nature, which can be categorised as follows:

- *training motivations*: satisfaction of disciplining groups of apprentices (1 response); joy of the enrichment of knowledge (8 responses);

- *motivations related to the management of the teaching process and the achievement of proposed objectives* (3 responses); motivations for the manifestation of professional authority, expressed as forms of freedom in decisions regarding the design and conduct of teaching activities (2 responses);

- *motivations related to the teacher-student interaction*. The most significant source of professional satisfaction in this category was positive feedback from children (14 responses), followed by the pleasure of interaction (e.g. *a child's smile*, 3 responses).

Occupational satisfaction sources have been utilised as motivators to remain in the teaching profession. The emphasis on deriving satisfaction from daily interactions and receiving positive feedback from students aligns with previous research on professional needs during the early stages of a teaching career. Borich (2011) links the beginning of one's career with the initial stage of professional survival. During this stage, it is important to establish oneself as agreeable and express gratitude towards those who benefit from one's professional efforts, such as students, parents, and inspectors. Pânișoară and Pânișoară (2010) emphasise the significance of beginning teachers' awareness regarding the origins of their daily professional satisfaction. This awareness is deemed crucial in fostering motivation towards pursuing and excelling in their chosen profession, despite the encountered challenges.

4.2. The categorisation of professional development needs pertaining to the professional induction mentoring relationship, as identified by beginner teachers in the survey, is as follows:

- to identify, comprehend, and adapt strategies that foster positive interpersonal relationships, support, cooperation, and collaboration among children with Special Educational Needs (SEN) and their peers:

"*how to manage conflict situations that may arise between children in these setting; the reduction of the SEN students' number;*

"*differentiated work with students requiring additional support".*

"*However, in the classroom, managing children with medical conditions and SEN has proven to be challenging (disengagement, lack of attention, and absence of visual contact, which can lead to exhaustion among teaching staff)".*

- collaboration with a supportive teacher is necessary to cater to the individual needs of children with SEN. Additionally, a team of experts comprising psychologists, psycho-pedagogues, speech therapists, and other specialised professionals should be involved to provide tailored interventions that are specific to each child or student:

"*The school counsellor serves as a resource for addressing issues and facilitating communication regarding individual students. As an educator, there is a need to acquire the skills necessary to effectively manage a diverse group of students across four classes. This includes developing strategies to optimize time allocation during class sessions for maximum impact."*

- the absence of prior experience in formulating efficient regulations for a class of students necessitates an adjustment to the peculiar behavioural challenges that are unique to them:

"*How to be firmer and empathic at the same time?"*

"*Communication, organisation, and pre-primary participation in group activities";*

"*There are 25 students in my class, 19 of whom are male. How can I maintain their interest throughout the entire activity when they are interacting only within their predetermined groups?"*

"*As a teacher, I have observed that a group of 10 children attending the Step-by-Step method of education frequently express their dissatisfaction with the rules they must comply with during our sessions.* "At the other teacher, we didn't sleep, so let's play*!" The second challenge that I encountered pertains to the semicircle, wherein individuals express their opinions, particularly the twin girls who exhibit a tendency to laugh at anything and exhibit behaviour that is deemed inappropriate. On the occasion of Halloween, while dressed in costumes, the twins made an unkind comment to a young girl, stating* "Why did you choose to wear a unicorn costume? You're poor.*"*

- identification and illustration of activities intended at the active involvement of parents in the school activities of their children:

"how to attract their attention when their children cry out for them"

"Today, a boy who does not want to sleep unintentionally struck another child, leaving a small, almost imperceptible lesion on his lips. However, the parents disagreed and an indescribable argument erupted. What is required? How can I increase parental involvement?"

"How can I enhance cooperation between the parties involved in the development of nursery activities?"

- providing guidance to beginning teachers regarding the development of yearly curricular plans, the creation of instructional modules, and particularly, the distinctiveness of lesson types and pedagogical activities.

"The aspiration to participate in hands-on instructional sessions";

"examples of activities for periods of tranquility and engagement.

"The provision of guidance and support by peers who have attained a specific level of professional advancement and possess significant expertise is an example of collegial communication with both superiors and directors."

- identifying and defining the essential teaching components required for the organisation and presentation of scientific concepts, whilst also tailoring them to the individual learning pace and unique characteristics of students or children; exploring the efficiency of adapted teaching-learning methods in specific educational contexts:

"the importance of improving teaching practices and participating in activities that foster a favourable atmosphere for learning;

"bridging the gap between theoretical knowledge and practical application. As a new teacher I had to deal with four classes simultaneously and I can easily highlight the challenges faced and the lack of support during the early stages".

- legislative and methodological clarifications regarding the organisation, design, and implementation of extracurricular activities:

"the need for a support system that can effectively manage all the necessary tasks associated with extracurricular activities, including administrative and secretarial duties."

- an illustration of the process involved in filling out school documents and providing clarifications on the significance of such documents.

"The absence of a nearby mentor to provide support",

"the necessity of receiving constructive feedback from an expert teacher regarding classroom performance"

"The need for assistance or guidance in developing class plans and designs are all significant factors".

- providing pedagogical guidance for the development and utilisation of specific instruments in teaching activities, such as:

"A framework for assessing activities for the pre-primary class".

- identification of material resources for the arrangement and reconstruction of classrooms, teaching materials, and equipment specific to today's education in classrooms:

"the need for performance equipment in classrooms".

"Material resources at the teaching staff's disposal – without the need to ask parents to offer financial support (e.g. chalk, sponges, markers, paper, printer, interactive board, etc.) plus emergency maintenance services for IT products. Another requirement is the necessity for financial support. We pay out of pocket for everything necessary to satisfy the child's requirements, from towels to appliances".

- in addition to the aforementioned requirements, there is a desire for a satisfactory remuneration and the provision of cutting-edge educational technologies:

"It is noteworthy that teachers are currently bearing the financial burden of fulfilling the basic necessities of their students, including but not limited to towels and appliances."

5. Discussion of findings and principles for an effective professional induction mentoring

This study focused on the analysis of the needs that have been identified by beginning teachers, based on

their accumulated professional experience. The study involved interviewing participants with a focus on their professional teaching experiences, classroom management, and interactions with students' families. The aim was to gather insights from a range of professional situations unique to the school environment. The participants' answers indicate that they possess knowledge regarding the origins of job satisfaction that are comparable to those found in earlier research studies (Pânișoară & Pânișoară, 2010). Additionally, the participants' focus on internal motivation for their occupation implies their capacity to persist and participate in early professional development.

Regarding the professional challenges associated with classroom management, the participants' feedback emphasises the necessity of directing mentoring efforts towards enhancing cross-sectional and personal competencies, specifically effective communication and interaction skills. The contemporary context presents increased challenges for managing the classroom and fostering effective interactions within the relational field of the school. Some respondents have identified this context as problematic, as it constantly questions the authority of the school and the relevance of teachers. Consequently, there is a need to reassess the status of teaching staff (OECD, 2022; UNESCO, 2022).

The examination of sources of professional satisfaction during the early years of the teaching career, in combination with a thorough analysis of the identified requirements, facilitates the development of fundamental guidelines for the integration of an induction mentoring programme. This programme enables the fulfilment of the specific requirements that have been identified among beginning teachers:

▪ The formalisation of professional induction mentoring programmes is an action principle that has a clear intention at the national level. This principle has been stated by the PROF systemic project, specifically its PROF 1 component, which focuses on the training of trainers and of mentors for the induction in the teaching profession.

▪ Professional induction programmes prioritize the facilitation of early professional development, specifically by providing support for the enhancement of professional knowledge and teaching skills through personalised and contextualised methods.

The focus of the mentoring interaction is to foster the development of professional skills and attitudes among beginning teachers, with the aim of facilitating their engagement in collaborative professional activities. This is achieved through the use of modelling as a learning strategy, which cultivates a sense of professional coherence and a feeling of belonging to the community of teachers. This approach entails surpassing the emphasis on career advancement and broadening the scope of mentorship to encompass further elements of individual development.

6. Conclusions

The articulated professional development needs, as described by the participants, serve as evidence of their desire to address professional challenges that may arise within the specific context of their professions. The teaching plan challenges highlight the necessity for instructional design assistance, including tailored instruction on how to effectively integrate methodological components into training programmes and manage school time effectively. It is worth noting that the requirements mentioned above align with the ones stated by Findlay (2006) and Duffield (2006). These requirements emphasise the importance of concentrating mentoring programmes for professional induction on an individualised approach and on the further enhancement of professional skills that were acquired during the initial training. Therefore, beginning teachers necessitate the assistance of an experienced and highly competent teacher mentor, who possesses expertise in professional counselling, to provide guidance and ensure the efficiency of their teaching. This is crucial for effective classroom management and optimal professional integration into the educational community.

Authors note:

Adina Elena Glava is an associate professor, PhD at Babeș - Bolyai University of Cluj-Napoca. She is part of the Department of Educational Sciences' teaching staff, being involved in the initial and in-service teacher training programmes. She is specialized in the field of curriculum development and effective learning and published studies related to the curriculum development for different school levels of education, being a dedicated promoter of cognitive training and experiential learning. She is involved in exploring the factors and processes that influence future teacher students' and beginning teachers'

professional beliefs and theories regarding schooling and academic learning.

Letiția Muntean-Trif is an associate professor, PhD. at The Department of Teacher Training from „1 Decembrie 1918 " University of Alba- Iulia, where she teaches courses and seminars in the field of Theory and methodology of training, Pedagogy of primary and preschool education, Management and institutional development, Management of educational processes and the Didactics of early education activities and early schooling. During 22 years of experience in academic education, she participated in many national and international conferences, was involved as a trainer or a researcher in different professional training projects, publishing so far 5 books and many articles reflecting her research work in Teacher Training. She is the coordinator of the professional Association of Experimental Research in Education Sciences.

Alina Georgeta Mag is a lecturer PhD at the Teacher Education Department from "Lucian Blaga" University of Sibiu, where she teaches early childhood education, educational psychology, inclusive education and pedagogy courses and seminars. During 16 years of experience in academic education, she participated in many national and international conferences, worked as a trainer or a researcher in different projects focused on the teaching profession, publishing so far 6 books and many articles to share her research work in Teacher Training, like: The benefits of inclusive education: new challenges for university teachers, The value of students' feedback, The joy of teaching and learning in academia–teachers' perspectives from three countries, Children's Voices and their Impact-Case Study in Romania. Her editorial activity is developed with 12 international journals, and she is the Romanian coordinator for the European Early Childhood Education Research Association.

Mihaela Gabriela Neacșu is an Associate Professor, PhD. within the Faculty of Educational Sciences, Social Sciences and Psychology, University of Pitești. The main domains of activity are social pedagogy, alternative pedagogies, specialty didactics and complete quality management in education, quality standards in training teachers, the methodology for educational research, child's assistance and protection of rights.

References

Algozzine, B., Gretes, J., Queen, A. J., & Cowan, M. Hathcock. (2007). *Beginning Teachers' Perceptions of Their Induction Program Experiences*. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 80(3), 137-143. https://doi.org/10.3200/TCHS.80.3.137-143

Bocoș, M. (Coord.). (2016). *Praxiological Dictionary of Pedagogy*. Paralela 45 Publishing House.

Borich, G. D. (2011). *Effective Teaching Methods: Research-Based Practice (7th ed.)*. Pearson Education, Inc.

Crașovan, M. (2004). *The Role of the Mentor in the Professional Development of Beginner Teachers*. Magazine of Education Sciences, 1(10), Universitatea de Vest Publishing House, Timișoara.

Crașovan, M. (2005). *The Potential and Constraints of Distance Mentorship*. Magazine of Technology Social Information, 4, Universitatea de Vest Publishing House, Timișoara, 97-105.

Crașovan, M. (2015). *The Significance of Mentorship in the Early Years of a Teaching Profession*. In M. Crașovan (Coord.), Education-Assessment-Integration. Universitatea de Vest din Timișoara Publishing House.

Crașovan, M. (2016). *Mentorship – A Way to Prepare and Integrate Future Teachers. Universitară Publishing House*.

Cucoș, C. (2022). *Philosophy of Education: Status, Dimensions, Configurations*. Polirom Publishing House.

Duffield, S. (2006). *Safety Net or Free Fall: The Impact of Cooperating Teachers*. Teacher Development, 10(2), 167-178. https://doi.org/10.1080/13664530600773101

European Commission. (2010). *Developing Coherent and System-Wide Induction Programmes for Beginning Teachers - A Handbook for Policy Makers*.

Findlay, K. (2006). *Context and Learning Factors in the Development of Teacher Identity: A Case Study of Newly Qualified Teachers During Their Induction Year*. Journal of In-Service Education, 32(4), 511-532.

Iucu, R. (2005). *Initial and Continuous Training of Teachers: Systems, Policies and Strategies*. Humanitas Educaţional Publishing House.

Lazăr, E., & Leahu, G. (2020). *Mentorship in Education - Facilitating Context and Way of Supporting Teaching Careers*. Universitară Publishing House.

Marga, A. (2019). *Responsible Education: A Vision of Romanian Education*. Niculescu Publishing House.

Marzano, R. J. (2015). *Art and Science of Teaching: A Comprehensive Framework for Effective Training*. Trei Publishing House.

Neacșu, I., Iucu, R., & Marin, E. (2017). *Quality of Training Projects/Programmes: A Tribute Volume to Professor Dan Potolea*. Ars Docendi Publishing House.

Pănișoară, I. O. (2017). *Teacher's Guide*. Polirom Publishing House.

Pănișoară, I. O., & Pânișoară, G. (2010). *Motivation for the Teaching Career*. Editura Universitatea București Publishing House. https://performante.ro/wp-content/uploads/2012/12/motivarea-pentru-cariera-did-panisoara-1.pdf

Potolea, D. (2001). *Standards for the training of teachers: A reference framework and a few issues, within the Seminar "Initial and continuous training of teaching staff";* Sinaia, Centrul Educaţia 2000+ Publishing House.

Taranto, G. (2011). *New-Teacher Induction 2.0. Journal of Digital Learning in Teacher Education, 28(1), 4-15.* https://doi.org/10.1080/21532974.2011.10784675

Law on National Education no.1/2011

Order of the Minister No. 5485/29.09.2011 for the approval of the Methodology for the constitution of the body of teacher mentors for the coordination of the practical internship for the profession of a teacher

OECD (2020), TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals

UNESCO The International Task Force on Teachers for Education 2030 (2022-2025 Strategic plan)