

WORLDWIDE EXPERIENCES ON TRAINING THE “REFLEXIVE TEACHER”. METHODOLOGICAL SUGGESTIONS FOR REFORM IN ROMANIA

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Abstract

The paper is a projection of older concerns of the authors on initial and long life training of teachers in secondary education. The application of the new law on education (2011) implies major changes for initial and long life training of the teaching staff. In this context, the paper is a summary of significant experiences related to teacher training (France, Switzerland, Canada, USA, UK, Belgium, Luxembourg), focusing on the training paradigm of a "reflective teacher". Reflexivity is approached from different perspectives: as experience process in practical context (Donald Schön, 1983); as a problem solving process (Capeland, Birmingham, La Cruz, Lewin, 1993, Cruckshand, 1987); as a metacognitive process of action controlling (Saussez, Paquay, 1996, McAlpine, Weston, Beauchamp, Wiseman, 1999); as a process of learning (Schön, 1987, Karthagen, 1993, Saussez, Allal). The reflective teacher is essentially an analyst of educational situations seen in their singularity and a reflective decision-maker. We can mention the development of *professional intelligence* to teachers (L. Paquay & al., 1998), aiming at their professional training. Thus, we circumscribe to the effort to develop metacognitive competence not only at students but also at teachers. Reflecting on these international experiences in conclusions we make methodological suggestions on initial and long life training of teachers in Romania.

Key words: the initial and continuous training programs; reflexivity; worldwide experiences; theory-practice connection

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