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SCHOOL AND PROFESSIONAL COUNSELING AND GUIDANCE OF STUDENTS IN A NATIONAL CONTEXT

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ABSTRACT

School and professional counseling and guidance of students contributes to the realization of the functions of formal education, through its contribution to the prevention of school failure and dropout, facilitating social integration, including the labor market and job satisfaction.

Considering the importance of achieving an effective school and professional counseling and guidance activity, the article highlights the constant attention of educational policies for counseling and guidance after 1989, the changes that occurred - the history of reforms, as well as an analysis of the current situation in the Romanian education system. education, counseling and school and professional guidance taking place in 2 directions:

• within the curricular activities (Curricular Area of Counseling and Orientation);

• in the extracurricular framework (especially in the School Offices of Psycho-pedagogical Assistance).

Key words: Counseling, guidance, curriculum, programs.

The evolution of the concerns and the legislative framework regarding the Counseling and the school and professional orientation of the students

Concerns regarding the field of counseling and guidance in Romanian education are recent, highlighting after 1990, with the establishment of County Centers for Psycho-pedagogical Assistance (CJAP) for teachers, students and parents in counties and Bucharest, and with the implementation Phare-Vet program in vocational and technical education, when the first programs for information and vocational guidance were developed.

Starting with 1988-1999, the attention of educational policies on counseling and guidance is highlighted by its introduction as a distinct curricular area in the curricula according to the Order of the M.E.N. no. 3207 of 03.02.1999 regarding the application of the new educational framework plans for primary, secondary and high school education, starting with the school year 1999-2000.

The necessity and importance of this curricular area is reflected in the Order of the M.E.N. no. 3064 / 18.01.2000, specifying the two distinct directions through which the school and professional orientation in the Romanian education system is achieved:

• in curricular activities (especially through Counseling and Orientation classes); through meetings of the teacher with the class, the topic being established by the teacher according to the indicative program of the Ministry of Education for these activities and with the concrete school situations;

• in the extracurricular framework (especially in the Psychopedagogical Assistance Centers / Offices).

Over time, Counseling and guidance as a school subject has continued to benefit from school curricula for different levels of education. So:

- in 2004 (OM 3552 / 08.04.2004) school counseling and guidance programs for vocational education were approved;

- in 2006 (OM 5286 / 09.10.2006) school counseling and guidance programs were approved for grades I-VIII (Annex to the order of the Minister of Education and Research no. 5286 / 09.10.2006);

- in 2013 (OM 3418 / 19.03.2013) the Personal Development programs for the classes were approved: preparatory, class I, class II;

- in 2014 (OM 4437 / 29.08.2014) the Counseling and guidance programs are approved, as part of the differentiated curriculum for state vocational education with a duration of 3 years, grades IX, X and XI;

- in 2016 (OM 3590 / 05.04.2016) the Ministry of National Education approved the new framework plans for lower secondary education, grades V-VIII, which also include the discipline Counseling and personal development as part of the common core in the curricular area Counseling and guidance , and the new programs of Counseling and personal development for the gymnasium (Annex 2 of OMEN no. 3393 / 28.02.2017) wich propose some important changes compared to the old school counseling and guidance programs, namely the transition from design based on objectives to competency-based design. They are to enter into force gradually, as follows:

• the school curricula for the 5th grade are applied in the education system starting with the school year 2017–2018;

• the school curricula for the sixth grade are applied in the education system starting with the 2018–2019 school year;

• the school curricula for the seventh grade are applied in the education system starting with the school year 2019–2020;

• the school curricula for the 8th grade are applied in the education system starting with the school year 2020–2021.

Regarding the extracurricular framework (Order of the Minister of Education and Research no. 5418/2005), the County Centers for Psychopedagogical Assistance (CJAP) change their name and become County Centers for Resources and Educational Assistance (CJRAE). Thus, CJRAE offers psycho-pedagogical counseling services and school and professional guidance, through county centers and psycho-pedagogical assistance offices following the development of students' personality, in order to harmoniously integrate them into school, social and professional life.

Present and implementation

According to the new framework plan for lower secondary education (2016), Counseling and guidance of students is a distinct curricular area, and the discipline called Personal Counseling and Development (compulsory common core subject) is allocated one hour / week for each year of study (grades V –VIII), but may be given an additional hour as an optional subject.

According to the Law on National Education (LEN, 2011), the national curriculum for secondary education aims to train key competencies, which represent sets of knowledge, skills and attitudes necessary for any person throughout life, namely: communication in the mother tongue, communication in foreign languages , mathematical skills and basic skills in science and technology, digital skills, learning to learn, social and civic skills, initiative and entrepreneurial thinking, awareness and cultural expression.

Thus, it is necessary to move from curriculum design based on objectives to one based on competencies, explication the contribution that discipline Counseling and personal development brings to the development and training students, clear correlation of competencies to be developed in students with learning activities, reducing the number of learning contents and updating teaching-learning-assessment strategies.

At the implementation level, roles and responsibilities are provided by:

- the teacher, respectively the class master in the case of the curricular area of guidance and counseling;

- teacher, respectively to the teacher of psycho-pedagogical counseling in the case of the extracurricular framework.

In order to become a teacher in Romanian education (Law no. 128 / 12.07.1997 on the Status of teaching staff) must be performed initial training, theoretical, specialized, conducted in universities, within programs accredited by law (license) and a program psycho-pedagogical training organized by accredited higher education institutions. This training can be carried out during university studies, but also in postgraduate regime, according to the Framework Methodology for organizing psycho-pedagogical training programs in order to certify the competencies for the teaching profession (Annex to Order no. 3850/2017 of 2 May 2017).

Within the psycho-pedagogical training, the students follow a compulsory curriculum and an optional one, as follows: core curriculum (made up of the compulsory teaching disciplines and activities for levels I and II of certification for the teaching profession); extended curriculum (consisting of the compulsory teaching disciplines and activities for obtaining level II certification for the teaching profession); optional curriculum (consisting of two disciplines).

It is noted that Counseling and guidance is part of the Optional Curriculum, and can be chosen as one of the 2 optional subjects that can be studied in psycho-pedagogical training, so the initial training of the teacher is not conditioned by this discipline.

Regarding the continuous training, the competencies of the teachers are formed and developed through continuous training programs organized by structures (centers / departments) belonging to the national education system specialized in the training of teachers. (OMECTS no. 5562/2011), teachers being obliged to participate periodically in continuous training programs, so as to accumulate, at each consecutive interval of 5 years, starting from the date of passing the final exam in education, at least 90 professional credits. No number of appropriations related to counseling and guidance is specified. Also, there are no national regulations on the continuous professional development of school counselors, they are free to choose training courses that correspond to personal interests and meet the needs of the schools where they work.

In addition to the compulsory training of teachers, school counselors need professional skills obtained through complementary training programs and / or training programs, other than those specific to the national education system, being necessary provide such opportunities.

Conclusions

Although it has been given special importance and significant progress has been made in relation to the reality of today's society, reforms must not stop but continue in the field of school guidance and counseling. Reforms can be continued both in terms of curriculum and in terms of curriculum implementation skills. Thus, aspects related to both the initial and the continuous training can be optimized for the increase of the psycho-pedagogical competencies of the teachers as well as of the school counselors.

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