for 5 years

EDUCATION
REWrites the story

Co-funded by the Erasmus+ Programme of the European Union

NEWTT
A New Way for New Talents in Teaching
For 5 years, we’ve been rewriting life stories through education.

Welcome! We are very pleased to have you join us to celebrate the success of the Teach for Romania community in the last 5 years of activity.

We have reached 5 years of courageous intervention on the field. 5 years of in-house focus to understand the challenges and identify solutions. 5 years of research, experimentation, contextualization and innovation. 5 years that have prepared us for a new role, that of resource aggregator and promoter of systemic change along with our partners.

And our gratitude goes to our first and constant partner, the Ministry of National Education and to all those who have believed in us and have supported us throughout this period of searching, fears and successes.

We strongly believe that a child’s access to education must not be restricted by the environment in which he/she/they lives or by the material situation of the family in which he/she/they was born. Education gives the child confidence in his or her own power, expanding he/she/their horizons so that the vulnerable environment from which he/she/they come from remains a circumstance and not a conditioning. Thus, through the collective effort of transforming education in Romania, we spread the confidence that each child can reach his/her/their potential.

Thank you for joining us every day! Enjoy our experiences, the stories and the people you will meet here and let us remind you that one man can change a world. Together, however, we will transform the whole world.

Sincerely,
Teach for Romania Team
About Teach for Romania

Global context
Teach for Romania is part of the Teach for All global network and develops an inclusive education model initiated 29 years ago in the United States that is struggling to provide quality school education and a life training based on values and models for all children, regardless of the environment in which they were born.

The global approach is to develop leaders who rely on the realities of the local context as well as on knowing the successful ideas and practices beyond its boundaries. At present, over 14,000 teachers provide quality education and inspire children from all over the world in the 48 countries from Teach for All network.

National context
Millions of children abandon the school without elementary skills to enable them to become functional citizens, to obtain financial security, without real prospects to build their future. In Romania, 42% of the adult population reads a text and does not understand it. Moreover, 17% of children age 15-25 do not go to school or are unemployed.
Vision
Life options through education for every child in Romania, regardless of the region they come from, the type of school they have access to, or their socio-economic status.

Mission
In order to fulfil the vision, we attract the talented people of this country, recruit them and select those who are motivated to become factors of transformation in the education field and train themselves as leaders in education.

“What I learned to be very valuable, after 5 years, is that one of the vectors of transformation - perhaps the most important - is to put community work at the centre of everything we do. To be able to facilitate the reaching of the potential of each child, we need to work together. The idea of collective impact is now more present than ever.”

~ Corina Puia, Co-founder & CEO Teach for Romania
A New Way for New Talents in Teaching

I. Five facts about NEWTT

• Erasmus+ project under Key Action 3: Support for Policy Reform;
• Consortium of 15 partner entities, including governments and universities across six European Union Member States;
• Teach For All partner organizations from five European Union Member States and the Teach For All global organization;
• Project coordinator: Teach For Bulgaria;
• EU grant of 2,500,000€, with a total project budget of 3,500,000€

II. Importance of NEWTT

The project was developed in response to a series of challenges that education systems across the European Union are facing. NEWTT aims to address the following EU-wide challenges:

• Considerable teacher shortages;
• An increase in average teacher age;
• Teacher training and qualification is not providing students with the 21st century skills that will prepare them to navigate and lead the world they’ll inherit;
• Insufficient practical and on-the-job training of new teachers;
• Retention challenges with novice teachers.
III. Partners in the consortium

The consortium is comprised of 15 partner organizations of whom 13 are from the 5 countries where the pilot is being implemented: Austria, Bulgaria, Germany, Latvia, Romania, and Spain. All 15 partners bring together key stakeholders to create, implement, and share innovative practices in recruitment, training, and teacher retention.

The consortium participants include the following:

- Government institutions in five countries: Ministries of Education in Bulgaria, Latvia and Romania, the Department of Education, Culture and Language Policy of the Basque Country (Spain), the Vienna Board of Education in Austria;
- Non-governmental organizations that are members in the global Teach For All network in five countries: Empieza por Educar (Spain), Iespejama Misija – Mission Possible (Latvia), Teach For Austria, Teach For Bulgaria, and Teach For Romania;
- Universities in three countries: Plovdiv University “Paisii Hilendarski” (Bulgaria), University of Duisburg-Essen (Germany), and University of Bucharest – Faculty of Psychology and Educational Studies (Romania);
- The Federation of Austrian Industries;
- The global organization within Teach For All, a network of 48 independent, locally led and governed partner organizations working to develop collective leadership to ensure all children have the opportunity to fulfill their potential.
IV. Hypotheses and approach

1. The recruitment and selection and initial training methodologies of the NEWTT alternative pathway pilots will generate trainees who are suitable for teaching (with regard to teacher competence, e.g., pedagogical knowledge, teacher attitudes, and self-efficacy). The trainees starting teaching in each national pilot will overall perform at least as well on initial measures of teacher competence as beginning teachers in traditional programmes.

2. Trainees who enter through the NEWTT alternative pathway pilots will improve their competence as teachers (as reflected in pedagogical knowledge, teacher attitudes, and self-efficacy) over the course of the NEWTT pilots.

3. The overall competence of trainees (as reflected in pedagogical knowledge, teaching attitudes, and self-efficacy) within the NEWTT alternative pathway pilots will compare positively with those of beginning teachers in traditional programmes.

The project sets out to define innovative, value-added ways to bring new talent into teaching; to establish effective and viable alternative pathways that offer a shorter and more targeted program in teacher certification; and to identify the necessary conditions for such pathways to be integrated into policy and to be scaled up within the five consortium countries and across the European Union.

Alternative pathways to teaching tested in this policy pilot share several key elements:

- Proactive recruitment of candidates among promising university students and accomplished professionals with backgrounds in diverse fields;
• Selective entry into the new training program based on a pre-defined set of competencies;

• Emphasis on practical, ongoing, on-the-job, school-based training which includes direct support in the classroom, coaching, mentorship, a comprehensive training and professional development curriculum, and more;

• Priority placement in schools serving students from under-resourced communities;

• Establishing and fostering “teaching and learning communities” among the teaching participants.

V. Reach

Figures for 2016 across the five countries where the pilot is being implemented:

- Applied 4000
- Schools: 145
- Offers given to <10%
- Initial training 6 - 10 weeks
- New teacher trainees 265
- Additional on the job training: 40-60 days

VI. Results

The latest results of the survey comparing the NEWTT pilot and control groups (comprised of beginner teachers trained and certified under the traditional pathway) show that:

1. Project participants obtain and develop knowledge and competences over the course of two years of theoretical training (in universities) and in school training, mentoring and coaching.
2. Project participants show the same or higher levels of knowledge and competences by the end of the programme as the control group of traditionally qualified teachers.

3. The opportunity to work in the classroom is a more significant motivator for participants in the pilot program than for control group participants. Job security in teaching is less of a significant motivator for participants in the pilot program than for control group participants.

4. Participants in the project/program develop a positive attitude to staying in the profession for the next years, beyond the project’s term.

VII. Takeaways

Key takeaways which could contribute to education policy at a national level and across the EU:

• Alternative pathways into teaching are targeted at highly-motivated individuals from diverse backgrounds, who would have been unable and/or unwilling to enter the teaching profession through traditional teaching pathways and who have demonstrated professionalism, perseverance, and accomplishments in their careers and fields of study;

• Professionals who go into teaching driven by a strong motivation to work with children learn the necessary skills more effectively;

• Combining traditional teacher training courses, such as pedagogy and psychology, with new courses that emphasize personal development, collaboration, working with students’ special and divers needs, fosters a better understanding among new teachers around what to expect at school, and helps them be more successful
in managing challenges they may face in the classroom, in comparison to their counterparts who were only trained in the traditional way;

- On-the-job, school-based training, as well as the opportunity to engage in projects that address actual challenges in the schools where participants teach, facilitates the onboarding period for new teachers and helps preserve high levels of motivation;
- The work environment in a school and the support given to new teachers by the school leader and other teaching staff are crucial in making teachers feel welcome in a school community and retaining them in the teaching profession.
VIII. The influence of the NEWTT programme (selection, training, learning, professional qualification, coaching and mentoring at the work place) on teachers beginning teachers, during their first two years of teaching career:

<table>
<thead>
<tr>
<th>Total number/ percentage of alumni who:</th>
<th>Generation 1</th>
<th>Generation 2</th>
<th>Generation 3 (Generation NEWTT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of program alumni, who</td>
<td>13</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Are still professing</td>
<td>8</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Teach as primary school teachers / educators (* NEWTT came with a professional conversion component in preschool and primary education, provided by Bucharest University, FPSE) Compared to those who teach</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Compared to the total number of alumni from that generation</td>
<td>25%</td>
<td>21,7%</td>
<td>61,9%</td>
</tr>
</tbody>
</table>
Teach for Romania fellows of the 3rd cohort, NEWTT project participants

Find out more details about NEWTT: http://teachforromania.org/newtt/
Teach for Romania Model

Recruitment
We attract candidates with the motivation and skills profile required to enter and perform in the Teach for Romania program and to become successful alumni of the organization.

The need we respond to: We believe that the teaching profession is a key vocation to build a fair society, and we want in this role highly motivated, competent people that we seek based on our leadership profile. Through the efforts of the recruiting team, we intend to place the role of teacher as a career choice for Romanians who want to contribute to the future of Romanian children.

Selection and onboarding
We select them according to a leadership skills profile developed within the organization, and then we ensure that integration activities provide them with an understanding of the program, of their role in vulnerable communities and the calibration of expectations in terms of integration into the Romanian educational system.

The need we respond to: We believe that, besides the minimal pedagogical and methodological knowledge, a teacher’s evaluation process should be based on a set of competencies, with both strong motivation and an openness towards continuous development and emotional resilience.

Partnerships & Institutional Relationships
Together with the Ministry of National Education we create the communication bridge between what is happening within the Teach
for Romania training program and the reality existing in the Romanian educational system, by facilitating the process of integrating the participants in educational institutions and developing partnership with the enabling institutions such as inspectorates, schools, other institutions subordinated to the State.

The need we respond to: We consider the counselling and support of teachers to be of great importance, not only in order to understand an intricate and complex legal context, but also in order to focus on the access to the system not only on the basis of qualifications but also based on skills.

Training & Support
We develop skills that participants need in order to support learning in schools facing challenges and to become leaders capable of systemic change in education. Our training and support program have a visible impact, generating progress both at the level of the pupils and at the level of the participants (primary school teachers / teachers), responding to the needs we target: illiteracy (including functional), inequality, violence, school dropout.

The need we respond to: We consider as crucial a teacher training that responds to the real needs of children and labour market needs, especially of those working in vulnerable environments, as well as an assessment of the progress of their skills. It is equally important to support teachers, especially beginner teachers, in order to be able to progress quickly on a personal and professional level and not to leave the system.

We believe that students in Romanian schools need practical solutions to meet the challenges of illiteracy (including functional), school violence, school dropout, and an environment conducive to learning and developing their skills beyond knowledge.
Alumni
We want to develop a community of strong, interconnected alumni who have common initiatives and collaborate with other relevant actors in the Romanian educational landscape by increasing their skills in 5 strategic directions: in Romanian schools, in teacher training and development, in public policies from education, in the media, and in the development of social and community innovation.

The need we respond to: We believe that there is an important development potential where Teach for Romania’s alumni could make a key contribution by developing innovative and community schools, quality initial and continuous training, improving the status of the teaching staff, promoting the role and challenges of education, the development of NGOs and support initiatives for pupils, schools and teachers, as well as increased support for education in related fields.

Impact
We evaluate the impact of the Teach for Romania training and teaching program to help understand how the Training & Support area intervention is shaping teachers and influences the students they come into contact with, both for validating the model and for making improvements.

The need we respond to: We believe that the insufficiency of studies and data that correlate teaching methods and attitudes in teaching with modelling pupils in a way that illustrates their training through education for the society of the future is a problem that needs to be addressed in order to understand the challenges of education at a level beyond empirical.
The evolution in the past 5 years. The pathway of a participant in the Teach for Romania program.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Recruitment</td>
<td></td>
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<tr>
<td>Registered candidates</td>
<td>880</td>
<td>919</td>
<td>747</td>
<td>1170</td>
<td>1622</td>
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<tr>
<td>Applicants</td>
<td>362</td>
<td>362</td>
<td>407</td>
<td>655</td>
<td>712</td>
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<tr>
<td>Selection &amp; Onboarding</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Candidates in</td>
<td>96</td>
<td>75</td>
<td>101</td>
<td>153</td>
<td>174</td>
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<td>Assessment Centers</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Offered candidates</td>
<td>58</td>
<td>42</td>
<td>58</td>
<td>69</td>
<td>86</td>
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<tr>
<td>Training &amp; Support</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trained participants</td>
<td>23</td>
<td>30</td>
<td>43</td>
<td>41</td>
<td>46</td>
</tr>
<tr>
<td>Teachers supported by</td>
<td>18</td>
<td>39</td>
<td>59</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>n/a</td>
<td>n/a</td>
<td>13</td>
<td>36</td>
<td>66</td>
</tr>
</tbody>
</table>
Teach for Romania program in the school year 2018-2019

76 teachers

66 alumni - 80% of them are active in education

Teach for Romania Fellows and Alumni

teach 15 subjects

in 100 schools

from 18 counties

to over 7000 students

Distribution by county of the schools’ number where teachers and alumni supported by the Teach for Romania program teach

Counties Schools
1 AG 2
2 B 10
3 BC 1
4 BV 8
5 BZ 1
6 CL 8
7 CT 7
8 DB 4
9 GL 4
10 GR 4
11 IF 21
12 IL 3
13 IS 1
14 PH 14
15 SV 1
16 TM 3
17 VL 3
18 VN 5
TOTAL 100

Counties where we are present
Visit us! Our address is Bob Tower Building, Dimitrie Pompeiu Boulevard, no. 6A, C entrance, ground floor, on the right, near the elevators, 2nd District, Bucharest, 2 minutes away from the Pipera metro station.

For more information, drop us a line at office@teachforromania.ro or call us at our office number +40 751 028 608.

www.teachforromania.org