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ARMED FORCES ACADEMY  
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER  
AFASES 2012  
Brasov, 24-26 May 2012

## THE LIFE LONG LEARNING IN ROMANIA SCHOOL COUNSELOR. NEEDS AND PRIORITIES

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**Abstract:** *Relatively new to the world of school attendance, school counselors is one of the key figures in education and student development because of the role and tasks that meet their. Taking a proactive character, activity not only helps students but also their parents and teachers. Being the, day, the news industry is not only a requirement but a necessity. A good counselor is a counselor who is working continually to training and continued professional development*

**Keywords:** *communication training, counseling, personal development*

European Union's strategic objective set by the Lisbon European Council (23-24 martie 2000) and the European Council reaffirmed Stockholm (23 to 24 March 2001) is that the European Union to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more jobs and greater social cohesion,

Stockholm European Council ratified the report on the objectives of education and training, adopted by the Board of Education of 12 February 2001 and reaffirmed the importance of education and training:

„Improving basic skills, especially those on ICT and digital, is a priority of the European Union to make the European economy the most dynamic and competitive knowledge-based economy in the world. This priority includes education policies for lifelong learning and to prevent decrease in the number of scientific and technical staff "

In Romania, school counselor activities is characterized by great diversity: consulting,

prevention, intervention, evaluation, research. Research shows that job satisfaction of those involved in various activities is higher than those carrying only evaluation activities (Proctor & Steadman, 2003, cited Drugaș et al., 2010). There is also a desire to reduce the time devoted to the evaluation and increase the time devoted to intervention, consultation (Curtis et al., 2002, cited Drugaș et al., 2010).

School counselor needs are different from the needs of space and materials and ending with training needs and training. Training and development activities are essential to ensure quality school counselor.

The International School Psychologists Association (ISPA) suggests that we should consider the following aspects of training and professional development needs of school psychologists (school counselors) (Dragaș et al., 2010):

- recognition of the need to participate in continuous professional development training;

- seeking supervision and collaboration in information poor situations;
- keeping abreast of scientific and professional news of recent studies in this field, participation in conferences, workshops, active participation in associations / organizations in the field.

The Teaching and Learning International Survey (TALIS) coordinated by the OECD in 2007/2008 reached the following conclusions on teacher training and professional development in several countries, especially Europe:

- Training should be done in accordance with the initial training, with support for career and professional development;
- Fostering professional values that encourage innovative practices and performance;
- Providing support for career both began and during his career, formal and informal support on various issues (eg learning opportunities for formal / informal);
- Providing a higher education teachers and professional development programs offered by institutions, it meets the needs of schools, teachers, society.

All these aspects are applicable to the school counselor teacher performing specific activities. Both teachers and school counselors say we need effective feedback on their work to take full advantage of training opportunities. This says a report published by OECD and the European Commission entitled 'Professional development of teachers, a

comparison between Europe and the world" (TALIS, 2009). The report also shows that diversity training experience and a better climate to work in schools are, in turn, the key to successful professional development.

We believe that such studies continue training needs to be done periodically as changes in society inevitably causes changes in training in any field, especially in socio-human.

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