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ANALYSIS OF THE TNA EXERCISE IN ROMANIA –OCTOBER – NOVEMBER 2006



REPORT

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A. ANALYSIS OF THE RESULTS

The following analysis is structured according to five different documents¹ and follows the evaluation guidelines elaborated by the TNA team (Annex 1):

- 1) Report 1 - application of the questionnaires,
- 2) Report 2 - reviewing the answers and the training needs in the questionnaires, and preparing plans for the interviews,
- 3) Report 3 - conducting and observing interviews and giving feedback to the interviewers,
- 4) Report 4 - observing interviews, focusing on improved interviewing skills and further needs and giving feedback to the interviewers,
- 5) Observation sheet – filled in by the TA during the whole duration of the TNA exercise

The TNA exercise was carried out in 18 pilot schools with the participation of approximately² 18 principals, 7 deputy principals and 375 teachers, in total 400. The application of the questionnaires lasted about 30-60 minutes, and the duration of the interviews varied between 10-120 minutes. They seem to be realistic data unlike the ones that signal the length of the interviews exactly the same within a school: 1) 25 minutes, 2) 60 minutes and 3) and 4) 90 minutes without exception.

¹ S/he who is interested in reading the original documents in Romanian or their translated version in English are kindly asked to contact the project assistant, Ms Iulia Damian.

² Exact data are still missing from four schools.

Report 1

Involvement of HRD teachers and RC staff members in the application of the questionnaires.

On the basis of the reports it is obvious that in the opinion of the LIAs the HRD teachers were capable of carrying out their tasks at least on an acceptable level in 11 schools (answers given to items 1, 3, 7, 10 and 13 of the Report 1 form). Two of them were 'very competent' and six 'competent' in giving clear instructions before distributing the questionnaires; one of them was 'very competent' and eight 'competent' in giving clear answers to the remarks, comments of the teachers in relation to queries about confidentiality and about the usefulness of the TNA exercise. One HRD teacher could clarify ambiguous items of the questionnaire in a 'very competent way' and four in a 'competent' way.

In checking if all the items of the questionnaires had been answered five HRD teachers worked 'very competently' and six 'competently'. Whereas only four HRD teachers paid attention on a 'very competent' level and five on a 'competent' level if the teachers had put their training needs in the 'boxes'.³

The situation in four schools (Beceni, Feldioara, Miroslava, Rucar) was different. For some reasons the HRD teachers did not or could not give clear instructions; e.g. in Miroslava the principal took over this task, in Rucar the HRD teacher could not assume this role as she left the 'Sinaia training'⁴ earlier so was not prepared for her duties and responsibilities. In Feldioara the HRD teacher was substituted after the Sinaia training. As a consequence of this they could not give clear answers to the remarks, comments of their colleagues, neither to the questions that arose while filling in the questionnaires around the unclear items in them. From these four schools it was only the HRD teacher in Rucar who participated actively in checking if all the teachers gave answers to all the items and filled in the 'boxes'.

It is worthwhile mentioning that a change of the HRD teacher in Corund after the Sinaia training led to much better results most probably due to the existing skills of the newly appointed teacher and to the preparation of the LIA that was offered both through visits and via frequent correspondence by internet.

Three reports were left out intentionally of the present analysis. These reports cannot be evaluated from this point of view as the LIAs gave exclusively maximum scores "very competent" to all of the areas. Having discussed this with one of the LIAs who gave exactly the same scores and feedback concerning both of his schools it became clear that he himself did the essential elements of the work starting from giving instructions and clarifications to the teachers and the school principals, leaving only minor tasks like 'distributing and collecting the questionnaires' for the HRD teacher to do.

³ The principals and teachers were asked to write their training and development needs according to a given time frame in a table, called 'boxes' on the last page of the questionnaires. Though the evaluation of the HRD teachers' work in relation to checking the questionnaires in terms of having filled in the 'boxes' is very positive, still the LIAs reported about difficulties in the preparation of the interviews concerning the 'empty boxes' in several cases (information from Report 2).

⁴ As informally referred to the Training Needs Analysis Training Programme, 12-15 October

During the first week there were three schools visited by two RC staff members (Dumbraveni, Miroslava, Valeni) and three more schools (Agapia, Conrud, Farcasesti) by one RC staff member. Except for the RC staff member in Miroslava, who 'needs improvement' the others were described as at least 'competent' or 'very competent'.

Comments, doubts, queries around the application of the questionnaires

On the basis of the open-ended items in the questionnaires the following conclusions can be made⁵:

1. Most of the teachers expressed their doubts concerning the confidentiality of their answers in the questionnaires. Many of them do not believe in any favourable results of any projects any more, be it national or international, which opinion is based on their own experience in the education sector in the last 30 years. After the LIAs, the HRD teachers and/or the RC staff members gave their clarification on the conditions of the TNA exercise there was significantly less reluctance and the majority of the teachers showed great interest in the new approach. Many teachers were reported to be "receptive" to the task, some even pleased with the novelty character of the exercise. Using self-assessment for the identification of training needs is a new method for all of the actors in the education sector and for this reason it has presented big challenges in understanding the task itself, on the other hand in finding the appropriate answer on the six point scale of the multiple choice part of the questionnaires.
2. To distinguish between 'weak' and 'adequate' or between 'very good' and 'excellent' proved to be difficult for many teachers. Some considered this level of differentiation even superfluous. The six-point scale was too detailed as it has been reported and could have led to formal, quick answers without considering the very precise meaning of each of the six options from 'unsatisfactory' to 'excellent'.
3. The questionnaires contain many ambiguous items, like the ones with two, three or even four elements. It is accidental which of them the teachers selected in giving their answers.
4. Ideas have been delivered in the reports how to reformulate the questions and some new items that seem to be important to be added to the questionnaires⁶.

In summary: Having analysed both the answers given to the closed questions, statements and the explanations in the open-ended parts of the reports it is obvious that only half of the HRD teachers understood and carried out their tasks in a competent way.

Recommendations:

1. On the basis of these results, indicating that a substantial number of HRD teachers were not able to perform the first and most simple task in the TNA implementation, a better preparation of the HRD teachers for their tasks seems to be inevitable.
2. The HRD teacher should fill in the questionnaire before it is given to the group of other teachers. This way the HRD teacher can gain experience with the questions and will be better prepared for the questions about the many ambiguous or incomprehensible items of the questionnaire. In no case should

⁵ see Annex 2 for more details

⁶ see details in Annex 2

the HRD teacher fill in the questionnaire simultaneously with the other teachers as in this way they would not be available for clarifications.

3. The items on School and community relationship (category "I") sounded very unfamiliar to the great majority of the teachers who felt embarrassed not being able to give more positive answers. It is recommended that the importance of this topic in a decentralised education system be explained to the teachers as part of the instructions before the distribution of the questionnaires.
4. It is of utmost importance to give first clear instructions about the TNA exercise in general and the Questionnaire in particular before distributing the questionnaires so that the participants can really focus their attention to the speaker's message before opening the questionnaires, reading the instructions and the items.
5. It is to be clarified what categories of teachers should fill in the questionnaires. It might be appropriate to leave unqualified teachers and teachers a few years before retirement out of the exercise.
6. It is to be reconsidered whether the six point scale should be kept for the final version of the questionnaire. A **four point scale** with similar but less detailed categories or eventually a **three point scale** (competent, neutral, needs improvement) might also serve the same purpose.

Report 2

Involvement of HRD teachers and RC staff members in the reviewing of the questionnaires.

The questionnaires were first of all reviewed by the HRD teachers, while the RC staff members reviewed all or some of the questionnaires in nine schools. In six of the nine schools two RC staff members were involved in this activity (Agapia, Baleni, Corund, Miroslava, Rucar and Valeni). This review included both the multiple and the open ended questions and the ‘boxes’ at the end of the questionnaires. In three schools the RC staff members limited their reviewing on the questionnaire of the school principal and that of the HRD teacher as a preparation for the interviews they were to carry out (Dumbraveni, Farcasesti and Ortisoara).

From the feedback on salient answers it can be concluded that there are only few items that were evaluated typically by the same answers by a couple of teachers (see Table 1.). The items that were most frequently characterised by “excellent” are: Nr. 28 “As a teacher I am able to treat all pupils fairly and equally” and Nr 59 “As a teacher I am able to maintain a network of useful contacts with teachers from the curriculum/subject areas.” The items that received the lowest scores are Nr 33. “As a teacher I am able to plan/take part in safety and fire/prevention checks / throughout the school year.” and the items in the group “H” – Communication with others in the school.

school	Items with the highest scores	Items with the lowest scores
1	7,9	56, 58
2	28 , 29, 58, 59	25, 30, 33 , 44, 60, 61, 62, 63, 64
3	4, 45	5, 63, 64
4	17, 31	4-10 and those from groups A-F
5	-	-
6	-	-
7	28 (8 times)	13 (5 times)
8	-	-
9	61, 62, 63	20, 28
10	57, 59 (5 times)	5, 12, 15, 28, 31, 35, 44, 58
11	11, 12, 13, (except 2 teachers)	7, 8, 9, 10, 19, 20 (2 teachers) 29- 33 , 37, 38, 43, 55-59 (4 teachers)
12	20, 28 , 34, 45-48, 50, 51, 52 (4 teachers)	7, 8, 9, 10, 36, 38 3 teachers gave very “low” answers
13	28 (3 times); 14, 45, 58, 59 (2 times); 20, 21, 22, 24, 27, 33, 37, 39, 41, 47, 55, 58, 65 (once)	62, 63, 64 (6 times); 33, 61 (4 times); 32 (3 times); 60-65 (twice); 25, 30, 34, 44, 57 (once)
14	-	-
15	24, 30	33
16	29 (twice); 11, 12, 13, 14, 28 , 31, 33, 37, 53, 55, 60 (once)	62 (5 times); 61, 63, 64 (3 times); 55, 56, 57 , 60 (twice); 15, 17, 30, 32, 33 , 36, 38, 42, 53, 65 (once)
17	15	-
18	19	-

Table 1. Number of items that received salient answers in the questionnaires

Observation: Four LIAs did not provide a list of salient answers at all though at the same time and in the same report their evaluation of the HRD teachers' work concerning "identification of salient answers – extreme + and extreme – " was very positive. Ten HRD teachers identified salient answers "in all the cases", seven "in several cases" and one "in some cases".

Due to the small number of teachers in the majority of the schools, where mostly there is one teacher only for each specific area (seven according to the categorisation used in the Romanian education system: language and communication; mathematics and natural sciences; human being and society; physical education and sports; arts; counselling and vocational orientation and technology) it is pointless to search for specific patterns. Still this question in Report 2 from schools with a larger number of teachers revealed some interesting facts. It was reported as follows:

- in school "A" the two teachers of Mathematics gave identical answers;
- in school "B" the teachers of Romanian gave the same answers to items 43, 49 and 50;
- in school "B" the teachers of Socio-humanistic Studies gave the same answers to the items 51 and 52;
- still school "B" the teachers of Maths – ICT answered the same way the items 14, 32, 42 and 59;
- in school "B" the teachers of foreign languages answered the following items in the same fashion: 19, 23, 31, 34, 42, 43, 46, 49, 50, 51, 53, 54, 56 and 65;
- in school "B" the teachers of Physics/Chemistry/Biology answered the same way the items: 11, 12, 13, 18, 24, 35, 47, 49, 57 and 59;
- in school "C" the great majority of the answers were 'good' and 'very good';
- in school "C" two teachers gave very similar answers in the categories D and I, in another school in B and D, in yet in another school in C, E and H;
- in school "D" it was reported that "there were no annoying similarities";
- in school "E" "the patterns of the answers is a result not of the speciality but of the teachers' experience"
- in school "F" many teachers expressed their intention to learn foreign languages and to improve their ICT skills
- the teaching staff of a smaller school "G" "believe that they have not done enough to establish closer contact to the local community".

The similarities and remarks mentioned above raise some queries such as "Do teachers teaching the same subject have not just exactly the same qualification but also the same profile, expertise and experience?", "The existence of only few similar answers, might be due to mere coincidence" or "Is it conceivable that some teachers did not understand the importance of being able to identify their own personal training needs and worked closely together to complete the questionnaire as fast as possible?"

The LIAs listed already many items that need improvement in both of the questionnaires as can be seen in the information gathered from Report 1. The answers in Report 2 give further suggestions to change the formulation or wording of the items in the questionnaires. Some of these suggestions are new whereas some others repeat the previously mentioned problems, strengthening the importance of improvement (see Table 2).

Nr	suggestions
6	"If not" must be taken out at the beginning of the sentence
7	The question should separately refer to: authorities, economical agents, associations
7+10	Confirmation of the current responsibilities
12	I develop diverse learning activities that stimulate and maintain pupils' interest
14	3 requests in a single item, difficulty in relation to this
16	Includes more items, suggestion for reformulation: "I identify and I value pupils' life experience during the learning process."
17	I use educational student-centred strategies / should replace the existing sentence
18	Stays only when necessary, take out "periodically"
19	To be reformulated as follows: "Feedback that I give to the students' reactions help them improve their school performance."
20	Four activities in one single item, need for more accuracy
24	"I communicate the lessons objectives" or "I communicate the lesson objective to the pupils in an accessible manner"
28	Correct not equal, because it relates with the items 14 and 15
29	I design and plan vivid lessons that take into account students' prior acquisitions and their level. (Please mention who the teacher is supposed to report to.)
32	Reformulation: "I organise a pleasant and motivating learning environment by involving pupils in arranging the classrooms"
36	I know the changes in the curriculum and I can enunciate them
37	Includes more items
38	Splitting in 2 items: I efficiently document on the last discoveries in the area; I present the document information in a clear and adequate manner
39	It is not suitable to focus a single question on two issues at the same time: "planning and running"; it is possible to value that I am good for planning or running
40	Reformulation: "The learning materials that I develop are in accordance with the lesson objectives."
41	This question could be moved to the Teaching/learning area, because it is not specific to the designing, but to the performance of the activity. Question 20 is related to learning.
42	If this stays under Design/planning – it should be clarified: "I design learning situation to offer my pupils the opportunity of developing their thinking and learning activity." Otherwise the original formulation should go to Teaching/learning.
46	Four activities in one item
47	Please, make it clearer
48+55 +58	Double item
59	Needs to be more specific – from
61	Should be made more specific as teachers consider it more difficult to work with tutors than with parents. The question might be split into two.
63	Too general, it includes other questions from area "I", make it more specific
64	More specific, more concrete
67	Is a close question. What for? Everybody should say "yes".

Table 2. Suggestions for changes in the formulation of the questions.

As it can be seen in Table 2 the 'Teacher questionnaire' needs a lot of improvement. The items in group "H" (Communication with others in the school) should be better formulated. Attention should also be paid to the numbering of the questions in future, to avoid the duplication of the same number.

The Reports 2 contain some suggestions as for the omission of some items; the majority of the LIAs mention only the number, some give also reasons in support of their suggestions.

Teacher questionnaire

- 1 - is useless as it gives the same information as Nr 4.
- 5 - confirmation of the current responsibilities
- 14 + 15 - about school specific become useless, or they may be grouped in a single item
- 33
- 37 - designing / planning concerns learning units; lesson plans are developed only by new teachers
- 42
- 45 - drop the word "solid" (in English originally it was "secure" knowledge) from the knowledge assessment
- 62 - this question is meaningless. What kind of information is supposed to be given to the community about the subject?
- 64
- 67
- 68

School principal questionnaire

- 7
- 16

There are also some recommendations to avoid overlapping areas. E.g. In the 'Teacher questionnaire' "A. Relationships with pupils and youngsters" and "C. Classroom management" overlap, so they could be cumulated. In the 'School principal questionnaire' there are items in the group "D. Manage finance and resources" that should/could belong to the group "C. Leading and coordinating human resources".

Suggestions for new, additional items, as follows:

Teacher questionnaire:

1. "Are you content with the text-book you use to teach?" – for group "B. Learning and Teaching".
2. The question Nr 1. could be changed: "Do you have previous experiences in education that are relevant for the current position? Give details."
3. Add items for / about teachers' middle managers and head communication what is crucial for the learning environment and for the school climate.
4. In category "G" questions about the teachers' interest in student-student communication might be added.
5. Add to the learning-teaching activity: "The didactic strategies that I use ensure a pupil-centred learning."

6. Add to the learning-teaching activity: “The didactic strategies that I use ensure a small group-centred learning.”

School principal questionnaire:

1. there should be more questions related to his/her strategic thinking.
2. item Nr 53 is double, needs to be separated

The general observations formulated by the LIAs cover the following topics:

1. *School – community linkage* is very weak in Romania, either the items belonging to the category should be omitted or the importance of this aspect should be explained.
2. The approach of *self-assessment* is brand new in the country consequently thorough preparation is needed so that the teachers can understand the benefit of it and can commit themselves to it.
3. Some teachers *circled more answers for one single item*. Sometimes the numbers of answers were reduced, sometimes not. These items have to be disregarded in the analysis of the questionnaire.
4. Most of the HRD teachers got deeply involved in the analysis of the questionnaires but it is not possible to do it without supporting sheets. There is a strong need for more help! **Worksheets, instruments like synthesis sheets, individual sheets, sheets per curricular area** should be developed to support their work in analysing and interpreting the answers to be able to prepare a successful interview.
5. Good combination: questionnaire and interview! The questionnaire on its own could not have led to real answers!
6. Two teachers would like to participate in training courses on “*how to prevent drug abuse*”.
7. Many teachers gave “very good” and “excellent” answers that can be interpreted as very subjective. To get realistic answers in the interviews the interviewers must have very good communication skills!
8. One HRD teacher decided to make the interview as operative as possible *not to bore the interviewee*.
9. Some questions do not match the organisational and local Romanian culture.
10. Items 9, 61 and 64 do not refer to the current practice in Romania, consequently the answers were between ‘unsatisfactory’ and ‘adequate’.
11. The teachers still do not have enough practice in how to express their training needs above all in terms of competences.
12. The questionnaires should also be analysed from the “experience” perspective, not only from the “curricular area” perspective because there are significant changes.

Difficulties the LIAs faced

- One major issue is that the HRD teachers do not get any remuneration for their extra task. Several of them have various extra responsibilities so they are thinking of giving up this responsibility in the next phase of the project, i.e. in the second half of the school year.
- The schools would like to be informed about later steps with the TA, what kind of tasks they will have to carry out, what responsibilities they will have. They would appreciate to get the information as soon as possible to be able to prepare their human resources and decide if replacement is needed.

Recommendations made by the LIAs

- “Managers should not be present at the interview.”

- Prepare the questionnaire analysis e.g. SPSS and/or developing a paper graph inventory including teachers' options.
- Developing the database in a SPSS format helps with an exhaustive synthesis and analysis.
- One helping material might be a form that includes strengths/weaknesses, identified needs in the questionnaire.
- The "Individual Development Plan" (IDP) should be made in two copies; one should stay in the school with the HRD teacher.⁷
- Questions 19 and 23 should be included in the "F. Assessment and monitoring" category.
- "Constructive feedback" should be explained clearly.
- A standard method for interpreting the questionnaires is needed to avoid subjectivity.
- If there are still HRD teachers who cannot cope with the task, there should be a more intensive training offered to them. Some LIAs might be involved in this task as facilitators/trainers.

⁷ This was already communicated to all the LIAs in week 2 of the TNA exercise.

Report 3⁸

According to the LIAs' feedback in half of the schools the HRD teachers prepared a detailed and tailored made interview plan, in the other half significant help was needed.⁹ RC staff members prepared interview plans and conducted interviews in 13 schools, in eight of the schools one, in the other five schools two RC staff members were actively involved in the interviews.

The results on rapport building skills show that more than half of the HRD teachers know how to build rapport with the interviewers, still there are least 3 of them who had difficulties to do so at ease. The same applies to some non-verbal active listening skills such as keeping good eye contact. The use of adequate facial expressions seemed to be even more difficult. Only five HRD teachers used adequate facial expressions in all of their interviews. From the verbal active listening skills, paraphrasing proved to be more difficult, though half of the HRD teachers would also need to improve their focusing onto the subject discussed. In the area of strategic questioning skills the HRD teachers showed more competence in using open ended questions than reflective ones.

Comment: on the basis of the reports and the observation during the visits to the schools it can be concluded that six of the LIAs have "excellent" skills in training and assessing interviewing skills. By having put their observations and remarks into the reports they call the attention to topics that should certainly receive greater importance in future training courses for HRD teachers (see following paragraphs).

The areas where HRD teacher needed help

It is obvious from the reports that all the HRD teachers needed help in carrying out the interviews. Help was needed in **all aspects of communication skills and interviewing techniques**: active listening including appropriate body language, proper facial expressions and eye contact; tone and expressiveness of voice were often low; some could not maintain an adequate attitude and valuing the nonverbal communication during the interview; asking good, open ended, reflective and strategic questions, especially that are adapted to each interviewee was a big challenge; some interviewers induced the answers and gave advice or solution; paraphrasing what the interviewee said in order to be sure of the meaning of what the interviewee just said was often missing or weak; giving feedback to the interviewee mainly if something special was uttered, was forgotten; the interviewer's talking time was not reduced to an optimal level; some were not able to create a relaxed atmosphere.

Most of the HRD teachers showed some progress in these areas after the LIA modelled one or two interviews and after having received a series of constructive feedback from the LIA. There was one HRD teacher who in the opinion of the LIA "doesn't actually need help, but practice, acquiring experience in this activity".

The great majority of the HRD teachers needed help **in processing and interpreting the questionnaires**, in formulating a variety of questions and their adequacy relating to the defined purpose. It seemed to be difficult for them to **establish an interview plan** adapted to a specific situation / person.

⁸ See the answers in detail in Annex 3.

⁹ Two schools were disregarded in the analysis as the reports suggest that the LIA had a different approach to the estimation of the skills listed.

One or a few LIAs seemingly thought that it was the task of the HRD teacher to formulate the “*development offer*” to the interviewees, who then were expected to choose all of them or at least accept some of the offered ones and put them into their IDP.

The areas where RC staff members needed help

The RC staff members show a great variety in their interviewing skills. Some are excellent, while others needed exactly the same help as the HRD teachers. The tendency of dominating the dialogue by means of interventions, long explanations decreasing the interviewee’s interest could also be observed among the RC staff members.

Forms of help offered by the LIAs

The LIAs gave the HRD teachers and the RC staff members all the necessary help so that they could improve their interviewing and reporting skills. The LIAs prepared the interviews together with the HRD teachers starting from the analysis of the answers given in the questionnaires. They formulated the questions and designed a coherent interview by asking also additional questions in order to obtain relevant information on the issues to be discussed. Some of them organised the information along the strengths and weaknesses.

All the LIAs modelled the interviewer’s role to the HRD teacher, some organised a role play with the HRD teacher. They gave feedback after each interview and additional guidance for the following ones. All but one LIA understood the importance of the interview in gaining deeper insight into the real training needs of the individual teachers compared to what level information a multiple choice type questionnaire can provide.

General observations

The overall impression is that the teachers participated with great interest in the interviews though some of them might have been reluctant at the beginning. It was emphasised how much they appreciated to be asked about their problems and how useful they found the way they could have their training needs clarified with the help of the interviewer. The approach of reflecting on their own teaching practice met with general acceptance among the teachers.

Special approach is needed, however, in the interview with teachers who show a too high level of self esteem or a tendency for external locus of control. Teachers with a high level of self esteem do not consider the TNA exercise appropriate to them as they are convinced of having reached a perfectly high level of expertise. On the other hand teachers with a tendency for external locus of control attribute their failures but sometimes even their successes to other persons, first of all to their superiors, partly to their colleagues or to their students. They are not used to making decisions of any kind. As a consequence of this they find it extremely difficult to identify any area where it might be necessary or even imperative for them to improve their own skills and competences themselves that might directly contribute to the improvement of their teaching activities and indirectly to better achievements of their students.

Due to the fact that a self-assessment accompanied by an interview for analysing training needs is a brand new approach for the teachers and also for the RC staff members it is strongly believed that everybody who is assumed the role and responsibility of conducting the TNA exercise should have a more profound

knowledge of these issues and should have practised these activities, starting for example from a concrete case during the seminar.

It seems important to mention that the teachers in general did not use the professional standards as a point of reference in their self-assessment.

Several RC staff members did not participate in the TNA exercise. Their role should be clarified in future activities if the same type of TNA will be introduced in all the rural high schools. Especially because the HRD teachers will need a well prepared training to develop their interviewing skills and this task might be allocated to RC staff members with experience in trainer's skills.

Difficulties

Most of the difficulties were of a timely nature. The schools had already scheduled their activities for the period when the interviews were due to take place. This was especially true in schools with a high number of teachers. Some RC staff members had a busy schedule so it was difficult to agree upon the date(s) for a common visit to the schools. Some RC staff members even hesitated in taking over the responsibility for interviewing the school principal and the HRD teacher.

In some schools the LIAs considered their task rather challenging due to the lack of any sort of interviewing skills of the HRD teachers and/or those of the RC staff members. For this reason in many cases they felt they had no other option but interfere during the interview itself to counterbalance a specific 'mistake' in time.

In some schools the elder teachers exerted their influence concerning teachers' competences and training needs on their younger colleagues. Topics involved were the low quality of training courses in general and the absurdity of school-community relationships.

In some schools the lack of appropriate physical space caused some unwanted disturbances during the interviews as people kept knocking on the door and even opening it.

Recommendations

- An **additional training** course should be carried out for the HRD teachers.
- A feedback session should be organised at school level, when the HRD teacher could focus on the efficiency of the interviews and on some actions e.g. for developing the relationships with the community.
- In training courses of more HRD teachers in the future allocate more time for the practical part, orientating the practical activities towards situations that are similar to those that the HRD teachers / RC staff members might face.
- Select efficient **RC staff** representatives, possibly not the director.
- The **IDP** could be filled in using a carbon paper instead of having to copy it. It applies above all to schools without photocopying facilities. The name of the interviewee can be written only on the copy that remains in the school later.
- Leave out priority code 3 from the IDP, as it refers to 'never'.
- The **questionnaire** for the teachers has to be reviewed and the questionnaire for principals should be restructured and reviewed.
- In accordance with the Romanian tradition, the questions should contain formulas such as: "We nicely ask you to", "Please, be so kind as to", "How do you feel about ...?"

- The appreciation scale should be formulated according to each item, because otherwise it is difficult to receive a fair assessment of the data.
- In future more time should be allocated for the whole TNA exercise.
- Focusing on **school-community relationships** during the interviews prepares the teachers for the second phase of the project (without mentioning it). The teachers were asked about their opinion on this, starting with the questions in the questionnaire, and about how they could be more active, or if this was necessary. TA could think of, work out, meanwhile, possible options.
- The HRD teacher should have a list with “development offers”.

Report 4¹⁰

Improvement of the interviewer's skills and need for further improvement

It is more than obvious from all the reports that the HRD teachers have improved their interviewing skills. Many of them have learnt how to revise the questionnaires; how to identify significant elements in them; how to formulate open questions to clarify the respondent's message; how to value all the information about the teacher's educational experience during the interview. Some have definitely learnt to allow the interviewee finish her/his idea, to ask additional questions during the interview whenever it seems to be necessary and to ensure an appropriate environment for an efficient interview. Improvement has taken place also in the area of non-verbal communication: they can maintain eye contact much better, and give signals of approval by nodding or smiling.

Some LIAs also mention that these improved interpersonal skills have led to better contacts within the school, as the HRD teachers can initiate and carry out constructive dialogues with most of their colleagues.

Having a look at the long list of (micro)-skills that have reached a higher level by the time the HRD teachers conducted a number of interviews it would be easy to draw the conclusion that so much coaching and practice is enough to acquire the necessary competences. It is absolutely beyond doubt that each and every HRD teacher has improved some of her/his skills, and as a group they have all the skills that would make a HRD teacher a good TNA expert and an ideal interviewer.

However, the list of the (micro)-skills that need further improvement on the level of the individual HRD teacher is not a bit shorter. It is still important for some to learn how to create an appropriate climate, how to prepare the questions, how to adapt the interview plans to the real situation and formulate additional questions during the interview. It is advisable also not to hurry the interviewee by interrupting or by non-verbal communication and to use adequate facial expressions. It is still to be learnt how to focus on the interview without depending on pre-written notes and without continuously thinking of what to say next as this hinders careful and active listening. One LIA even suggests acquiring the skill of making notes by using mental mapping techniques to overcome the fear of forgetting the formulated answers and conclusions. For others it seems to be important to learn to accept different opinions without considering them as rejections and to deal with more difficult persons.

The two lists of 'skills acquired' and 'further needs' are definitely overlapping, though among the latter there are several skills that by definition could lead to a qualitatively higher level interview that allows for finding relevant information even under less favourable conditions.

Evaluation of the cooperation

Some of the answers to this open ended question refer to the whole TNA exercise pointing out the benefit both for the HRD teachers and the RC staff in gaining information and skills in the area of a new approach concerning the design, development and implementation of in-service teacher training courses.

¹⁰ See the answers in detail in Annex 4.

Most of the answers relate, however, to the style and content of the guidance offered by the LIAs themselves. It is impressive how many of the LIAs took this question so seriously that they even asked the HRD teachers and RC staff members to express their opinion. Some did it orally, some in writing¹¹. Other LIAs summarised their own impressions they gained during the time spent together with the HRD teachers and RC staff members.

Generally speaking the acceptance of the support is very positive, it is characterised as very good, very useful, efficient and instructive. Among the highly appreciated skills we can find “the capacity of negotiating and solving conflict situations”, “flexibility related to the participants’ expectances and needs”, “good team work”, “respect to deadlines”. An open interest towards the school activities and successes is also acknowledged.

The professional competence of the LIAs in general is mentioned in several cases and in particular the support given in clarifying the way how to review the questionnaires, how to correlate the answers with the training needs identified by the interviewee, how to ask good questions, how to create good atmosphere during the interview, how to ensure the linkage between the questions asked during the interview and how to give constructive feedback.

The collaboration was considered useful also from the perspective of developing some skills and building relationships with colleagues. The e-mail connection was also seen helpful. It was welcome that the LIA combined the monitoring activity with information activities about educational programmes.

General observations

Several LIAs emphasise how good the cooperation with the school staff and the RC staff members was. Teachers were all in all open and the activities could be carried out in a pleasant atmosphere. Most of the teachers found it rewarding to be listened to, to be able to share their concerns with other professionals. There is a general desire to be involved in the training courses as soon as possible, especially by the teachers who are going to retire in a couple of years.

On the other hand it is also mentioned that the teachers hardly know the professional standards, for that reason self-assessment took place without this point of reference.

Many teachers have become aware of areas in which they need further development, though earlier they had not thought of it. They expressed their wish to become more self-reflective about their activities and carry out self-evaluation of their teaching activities in the future with the aim of improving their competences. This way the TNA exercise went beyond its original role and served formative purposes, as well.

As a result of the TNA exercise the schools realised how few courses the teachers had attended in the last years, how many urgent development needs there are. They were confronted with the importance of professional development both at the level of the individual teacher and that of the school.

As in rural schools most of the young teachers are commuters, it would be better to choose a holiday period for carrying out such exercises in future.

Difficulties

¹¹ For literal texts see “HRD teachers evaluate the support received so far” and “RC staff members evaluate the support received so far”: in Annex 4.

Apart from the difficulties described already in previous reports that were of timely nature (difficult to agree upon time with the teachers, RC staff members, interviews can only be scheduled after 2 pm) and the problems listed in relation to the lack of appropriate room for the interviews (no separate room, library to be used with the librarian expelled from its workplace) it was stressed that in many cases there are very big differences between the qualifications circled by the teachers in the questionnaire and their own students' performance (e.g. teachers indicating that they are "excellent" in many of the areas, whilst their students are poor performers).

Recommendations

1. To the questionnaires

- Establish from the very beginning the conditions of confidentiality
- Rephrase the ambiguous items
- Volume should be reduced
- Item 67 should be omitted as teachers avoid mentioning responsibilities attributed to one of their colleagues already
- Items should be included that do not correlate directly to class room activities but more to "individual development needs" like learning foreign languages, ICT skills
- Consider the training needs of staff members, like psychologist, priest
- It should be made possible for school principals to fill in the questionnaire online or via e-mail

2. To the schools

- The school management should support more the HRD teacher, acknowledge more the work invested in the TNA exercise and relieve her/him of other additional tasks.
- Re-think the role of the school in the local community and set a series of actions that the school can propose to the community as an educational partner
- Analyse the results of the TNA exercise, more specifically the identified training needs and decide which could be developed at the school unit level. For example if the "portfolio method" is mentioned and there is a teacher who is familiar with this method, on-the-job training could be provided by this teacher.
- At school level the training needs could be collected per curricular areas/didactics commissions and an activity plan elaborated within the school development plan
- Try to limit the teachers' migration
- Involve the staff in the same way during the next step of the project; maintain their interest in the project activities.

3. To the TA

- The pilot schools should be informed about the project objectives, activities and next steps in details and also about their roles, duties and responsibilities in the project tasks to reduce potential reluctance in the second phase of the cooperation next year.
- The following courses should be recommended to the training providers:
 - a) **mentoring** course to prepare experienced teachers to receive and guide their younger colleagues
 - b) **values of a professional instructor**

- c) **professional ethics** – to develop commitment and devotion for the teaching profession
- d) protection of the environment
- e) prevention of drug abuse
- An interview should take place for selecting the actors of the TNA exercise, such as LIA, HRD teacher, RC staff member to identify the adherence to the idea of developing the human resources in the schools and the capacity for a non-conflict, open and even creative relationship with the others
- Recommend to the NCTPE that in future HRD teachers should participate in courses to improve their interviewing skills
- Send a thank-you-letter to the schools for their contribution in the project
- Organise a meeting with the HRD teachers and the LIAs for a group reflection and eventual for training some skills
- LIAs could be involved in the application of the questionnaires and in supporting the HRD teachers in conducting the interviews in the other rural high schools, as well.
- Give support to the NCTPE in defining the RC staff members' roles.

Observations by the TA

During the TNA exercise starting from the application of the questionnaires and finishing with the interviews two national and four international experts paid visits to 16 of the 18 pilot schools from October 16 until November 10. All the ten LIAs were visited at least on one occasion, some twice. One school that was not visited in this period had been visited during the pilot phase. All in all there is one pilot school that has not been visited at all by the TA so far (Liceul Teoretic „EFTIMIE MURGU”, in Bozovici, province Caras-Severin).

The application of the questionnaires was observed in three schools, reviewing the questionnaires in one and in the rest of the schools the TA was present at the interviews conducted by the HRD teachers and/or by RC staff members and/or by the LIAs.

Without exception all the LIAs cooperate very well with the schools, they give support in every respect both to the principals and to the HRD teachers. In return the School principal and the HRD teachers trust the LIAs very much.

The LIAs' organisation and presentation skills in general are excellent. Generally speaking the LIAs are able to give clear instructions. Some have very good visualisation skills, and can create a good overview of a large amount of data. The observation and feedback skills of some of the LIAs need improvement, some of them acknowledged this need themselves and expressed their interest in improving these skills. This applies also to the reporting skills, as some of the LIAs seem to have some sort of difficulties in sharing their valuable experience with the TA in writing.

In general filling in the questionnaires lasted between 30 minutes and an hour.

All the LIAs used the Interview Guidelines for reviewing the questionnaires. Thereafter most of them constructed several tools themselves to support the HRD teachers' preparation for the interviews. One LIA suggested the HRD teacher to draw the 'boxes' on a separate paper again and fill it in based on the answers of the teachers, finally compare her own suggestions for training needs with the real ones filled in by the teacher. The prioritisation categories at the end of the Individual Development Plan need improvement as they do not represent several degrees of one dimension but seem to be a bit mixed up containing timely and financial aspects and a negative statement which is an exclusion not an option.

The interviews lasted approximately one hour; however, some were significantly longer, up to two hours, and others essentially shorter, like 10 minutes only. The latter consisted only of questions made by the HRD teacher while the interviewee seemed to be expected to agree solely and exclusively. This approach was based on the strong belief that the HRD teacher knows exactly what training needs a specific teacher has. This certain knowledge comes from the analysis of the answers given to the items of the questionnaire and from the general knowledge of the Romanian initial teacher training system, as stated by this particular HRD teacher.

*Good elements observed in the interviews were as follows*¹²:

1. interviewer used future oriented questions

¹² See some good and bad examples in the photos taken during the interviews in Annex 5.

2. interviewer used open-ended questions
3. interviewer let the interviewee express her/himself without interruption
4. interviewer maintained frequent eye contact with the interviewee
5. interview used supporting body language
6. interviewer created a relaxed atmosphere, smiled, nodded
7. interviewer used not more than 20-30% of the time
8. LIAs prepared well targeted questions for each interviewee together with the HRD teacher
9. LIA used subtle methods to show the interviewee that she is not part of the interview, just an observer, by for example not maintaining eye contact.

Feedback after the interviews:

More than half of the LIAs can give constructive well structured feedback to the interviewers; some others could improve their feedback giving skills after a short clarification on which major points should be tackled and how. The LIAs' support is of crucial importance in changing the attitude of the HRD teachers towards good interviews. So the fact that some LIAs used leading questions themselves like "Don't you think you should..?" is thought-provoking

The impression of the LIAs and that of the TA is that the school principals and the teachers support the TNA are pleased to be involved in this activity. Several school principals showed interest in any other possible benefit of the TNA exercise for the school itself. Some ideas on how to use this new information at school level are as follows:

- in staff appraisal process
- in appointing tutors/class master per class
- in delegating roles and responsibilities at school level
- in improving the activity of HRD department
- in planning the work at various department level
- to be embedded into the School Development Plan

This attitude goes well beyond the framework of the present TNA exercise and shows the indirect impact of the project. However, there is at least one school, where the school principal and her deputy could not be convinced of the advantages of the TNA exercise. The school already participates in several other international projects, has diverse international partners and the school leadership seems to be "saturated" for the time being.

In most of the schools the RC staff members could not participate in the TNA activities due to their commitments in the School Inspectorates. In the regions where they could join the TNA exercise the RC staff members cooperate very well with the LIAs. At the same time some staff members of the Teacher Training Houses who originally were not invited to participate in the TNA exercise showed interest and were happily given permission to attend the activities.

Most typical queries of the school staff are as follows:

- How can confidentiality be ensured?
- What is the importance of the school/teacher – community relationship?
- How the training courses will meet their needs?
- Will there be training courses on "Environmental protection" or other subject-related topics?
- "Will the training courses be as boring as those offered by the Ministry, as often they are just a repetition of what we had learnt at the university"?
- When the training courses will start?

- Will they have the opportunity to participate in the training courses they identified during the TNA exercise?
- Will the newly conceptualised in-service training courses help them to improve their teaching quality even without appropriate equipment and didactic materials?
- Will the good training courses be accompanied by better infrastructure, materials so that they can implement what they have learnt?¹³
- What other activities will the school be involved in the future apart from the TNA?
- What to do with the TNA results, how to process and analyse the data?
- What kind of report are the LIAs and the schools expected to write at the end of the TNA exercise?
- How to interpret some items of the questionnaires?

Conclusions:

- The LIAs are very committed. They have very good relations with the schools and the RC staff members.
- The Teacher Training Houses show keenness on providing more demand driven courses even if they do not happen to be selected as training providers within the grant scheme of the project.
- The Regional Centres too could take a greater responsibility for methodological guidance on TNA issues for the schools.
- Completing the list with the training needs seems to be clearer to the interviewer but not so clear to the interviewee in several cases.
- There are only a few schools among the pilot schools that do not have even one single partnership or networking with other national or international schools. The majority of the pilot schools on the other hand have participated in a number of projects. The analysis of the data to be gathered from the questionnaires should be able to make distinction between these two groups of schools along certain criteria.
- Due to the ambiguity of many questions the LIAs had no other choice than give their own interpretations. This fact could have led to the situation that the same item was interpreted in a totally different way making the interpretation of the results on a higher level dubious. One example may be item Nr 7. “*To what extent does your job require you to work closely with people from the outside community, such as local municipality, school associations and companies and so on? Please circle.*” One LIA interpreted this in a limiting way and told the teachers to focus only on ‘*local municipality*’ as he is convinced that this is the most important instance in rural areas.
- Many school principals showed pride in their schools, in their achievements in the area of improving the physical conditions even though they had to admit that there is still a long way to go.

Recommendations:

1. TA should suggest solutions to get the other 157 schools informed on the project and the TNA process.
2. One LIA has extensive experience in the subjects of education policy that could be used for the project in future like e.g. in terms of the conceptualisation of particular project tasks, or for establishing contacts to

¹³ Unlike the well prepared PE teacher who can still only talk about (!) how to play basket ball.

relevant decision-makers. It is strongly recommended to redefine his task in the project as the present function of coaching and facilitating is for him a brand new area which he could only realise successfully with specific and continuous support. The TA could and should rely on his existent expertise.

3. The prioritisation of the training needs should have a longer time span and not start with 3 months. The date of the newly conceptualised training courses would be earliest August 2007.
4. The schools should be enabled to collect and report reliable qualitative and quantitative data on their staff training needs as it will be definitely needed in the decentralisation process in the Romanian education system.
5. It is recommended to translate the final version of the TNA questionnaires and other supporting materials into Hungarian so that the identification of the training needs can really be based on well understood aspects in the areas with Hungarian speaking population.
6. The attention of the training providers should be directed to the different types of teachers in terms of fully employed, part time teacher, commuting teachers in the organisation of the training courses.
7. All the visited schools have computers and/or computer laboratories where the students can acquire ICT skills. As several of the pilot schools, and most probably even more of the other 157 rural high schools are not yet connected to internet it is important to elaborate tools and mechanisms that allow for a good quality application even under the present circumstances.
8. If and when the TNA exercise will be introduced on a nation-wide level it seems to be important to ensure the possibility of thorough discussions with the teachers and the school principals on the new elements of the approach to win their trust and commitment.

B. ANNEXES

Annex 1 – Guidelines for Analysis¹⁴

Reports from LIAs

In general

The questions to be ticked

I suggest that you process the data which means the questions to be ticked to create the overview and thereby contribute to the validation of the TNA.

For report 1, 2, 3, 4.

The questions that are supposed to be commented

The question is how valuable information we can find in the comments and how much need to be translated from Romania to English.

Report 1

18, 19, 20

Comments about how the following processes can be improved:

The organisation of TNA

- Arrangements of the duties, identification with their separate parts
- The co-created meaning with the teachers about the idea of TNA
- The commitment to the process

The TNA General comments about the length and the content of the questionnaires

Report 2

Questions about new formulations of items, omit items, suggestion to add items:

This information must be collected and if it possible for you to summarize this it would be a good help.

General comments in the report:

All relevant remarks about the process from questionnaires to interviews, troubles and/or ideas for the improvement of the review/analyse of the questionnaires and how to prepare the interviews.

Attention to specific remarks about the interview guideline.

Report 3

22. Specific attention to Question 22 about in which areas the HR teacher needed help

23, 24, 25.

Can you summarize the difficulties and recommendations?

¹⁴ Elaborated by the TNA group

Report 4

I think it is necessary to look at the amount of report 4 before we decide about how to summarize and analyse these. It is important information for the final report in how the HRD teachers have improved their skills and further ideas for development of their qualifications because it can indicate the needed training in general.

I suggest we take a look at a couple of the reports before we decide how to summarize and analyse.

Annex 2 - Data from Report 1

REPORT 1		Remarks
Organisation of TNA		
<i>Aware of task:</i>		
Principal	only one remark that the director cooperated with the HRD teacher	Very little information as this was not pointed out in the template
HRD teacher	as a general tendency they are "very competent" in 4 schools; "competent" in 6 schools; "need improvement" in 3 schools; Some HRD teachers lack authority in front of their colleagues that makes the fulfilment of their tasks in the TNA exercise extremely difficult; there should be a better job description for the HRD teachers	LIA responsible for Maneciu, Branesti carried out the majority of the tasks, evaluation under reserve
<i>TNA implementation clear to staff</i>	with the help of clarification answers like: if the training is scheduled for the next year we add something to the immediate part; teachers require explanations about how to use the self-assessment questionnaires;	
	Teachers are not used to identifying their training needs, by considering them "weaknesses". With the experts' help, ALI explained to them that these can also be wishes to get training, not only weaknesses.	
	Teachers cooperated and were interested in the content of the questionnaire. If initially they were reluctant towards the questionnaire, after reading it, they were obviously interested.	
	some teachers are sceptical if their real needs will be taken into consideration in future training courses even after the LIA and/or HRD teacher, principal explained the major aspects of the TNA exercise	
	a lot of remarks were made on the confidentiality issue; Some fear what will happen to them after the TNA exercise if they want to apply for another job next year.	
	there were doubts about the conditions of the future training courses if they will be free of charge, if credits will be given	
	some elder teachers have a 'formalist' attitude - "youth should participate in these sort of activities, they're the ones who need training"	

		They thought the questions would be more difficult, and this made them treat some statements with shallowness.	
<i>Commitment to process</i>		teachers "receptive" in several of the schools and took the task seriously, nobody refused to fill in the questionnaire	
		some teachers are pleased with the 'novelty' character of the Project	
		HR responsible lack authority in front of his colleagues who have the director and the deputy director should be more involved	
		Teachers interested in self-assessment	
		teachers have participated in many international projects that did not lead to any results	
		Training courses have only sense if materials, means are also ensured for the teaching activities thereafter	
		There are some young teachers who haven't got the time to attend to training courses, some do attend master courses.	
		The feedback obtained after filling in the questionnaires and having that discussion, shows that, in the staff room, the teachers believed at a higher extent in the project success and earnestness.	
TNA Questionnaire			
	<i>length</i>	30 minutes, mentioned in one report	
<i>content</i>		Formulation of questions are strange or even difficult to VET teachers who do not consider themselves teachers but experts of their respective fields	
		difficult to consider the differences between weak, and adequate or weak and insufficient (6 point scale is too detailed)	
		for several teachers concepts like 'extracurricular', 'inclusive', 'feedback' and 'local community' are unclear	
	Nr of item	TEACHER	
	6	None of the teachers believed that there were still tasks needed to be added to the job description, most find it as a formal tool nothing more	
	7	omit "If no" at the beginning of the sentence	
	8	sounds ambiguous to some of the teachers	
	14 15	these two items are considered irrelevant in one school	
	14a	suggested additional item: I help students to know themselves	
	16	confusing item	
	18	there is contradiction in the formulation ' periodical' - when 'applicable'. The word 'periodical' should be dropped.	
	19	the word 'feedback' is the same in Romanian but many teachers have no clear understanding of it	
	20 36 39	The statement contains three action words that describe the aimed competence, confusions referred to the assessment of the level of competence.	

20a	suggested additional item: I know and apply educational strategieson students
21a	suggested additional item: I am concerned with placing pupils in the centre of the teaching-learning process
24	is it only about communication or also about achieving the objectives. Suggestion: " I make the students understand ...
24	suggested reformulation of the item: I am concerned with raising pupils' interest in learning
29	Explanations concerning the significance of the "reporting" term, sounds too harsh; suggested term: "informing on"
29	suggested reformulation of the item: I immediately let the school management know about any problems related to the physical environment (repairing works, renovations etc.)
30	confusion concerning their responsibility; they wonder to what extent they are able to assess this sort of situations.
30	suggested reformulation of the item: I take measures for solving minor medical urgencies
31	How to understand 'crisis' situations that occur in a classroom?
32	irrelevant topic if there is no appropriate furniture in the classrooms
33	"We're not interested in the safety and health protection standards!"_
35	what does it mean, how to improve it?
35	suggested reformulation of the item: I know the framework and reference objectives stipulated by the subject syllabus
35a	suggested new item: 35 . I get involved in solving conflicts between pupils
37	suggested reformulation of the item: I develop annual and semester planning for each class group I teach
37 a	suggested additional item: I develop lesson plans for the taught subject
40	suggested reformulation of the item: I intend to achieve the objectives established for each lesson
43	too 'bushy' item
43 a	suggested additional item: I want to ensure that the taught knowledge is operational, educating pupils to use it in various situations
45	having a deep knowledge of the subject is to be answered by Yes or No and not along a six point scale
45	suggested reformulation of the item: I have scientific knowledge about the taught subjects
48	two issues in one item
48a	suggested additional item: I structure my lessons so that they could be understandable to the students.
50	suggested first word of the item: I develop
52	"I can't understand the terminology"
52a	suggested additional item: I establish improvement needs of the process, in accordance with pupils' results
53	confusing item
54	confusing item

58	concept of 'feedback' is not understood I accept being guided' this is evaluated according them by Yes/No
59	does this item refer to colleagues from within the same school and/or outside the school?
60	there is difference in the way of communication with parents and carers – consequently the item is confusing
61	how could I inform the community on my class work? what does 'regular' mean? Some say that there is a similar practice in the Romanian school system and that is why they found it difficult to give an answer; What does 'permanent' mean exactly here?
62 63	Misunderstanding the differences between the content of the two items.
63 64	"To what extent as a teacher I need to " ..., - they don't know their responsibilities in this area; 'permanent' term, what does it mean?
66	teachers would like to know the title of the courses they can attend as they find the concept of 'competence' obscure
67	4 questionnaires; they are not interested in additional responsibilities, if these are not paid; they don't want the others to know about their aspiration towards a possible higher position;
68	both 67 and 68 filled in formally only as nobody wants any more tasks
69	no time for courses especially among young teachers
	SCHOOL PRINCIPAL (based mainly on suggestions of LIA, Prof Molan, his wording in bold)
	reshuffling might be necessary in case of some items, as their place in the groupings does not seem to be obvious e.g. 44, 50
	use of 'sector' should be clarified. Does it refer to the 'education sector' in all the items?
7	omit "If no" at the beginning of the sentence
11	ensure best access to appropriate information - "asigur accesul optim and free la informatii adecvate for all members of the school organisation "
14	pregătesc organizația școlară astfel încât aceasta to accept changes and to participate at achieving them
15	I participate elaborarea și implementarea unor planuri de activitate specifice to school organisation
17	în urma unui proces de consultare I delegate responsibilities altor membri ai personalului școlii in accordance to their competences
20	promovez o cultură organizațională în care practicile existente sunt în permanență analizate and developed
22	contains two aspects
22a	suggestion for additional item: I explain to the members of the organisation all changes that need to be achieved to obtain higher performances

22b	suggestion for additional item: I motivate the members of the organisation to accept changes
26	suggestion for reformulation: I evaluate the range of existent educational services in order for these to correspond with the community requirements
32 33	the major focus of these two items should be clarified especially concerning their difference; complicated formulation,
35a	suggestion for additional item: I am concerned with shifting from position authority to personal authority
35b	suggestion for additional item: I trust the staff under my coordination and I involve them in activities that are appropriate for their competences
41	suggestion for reformulation: I take measures for interfering when unsatisfactory results are obtained
41a	suggestion for additional item: I appreciate the members of the organisations according to everybody's performances
47a	suggestion for additional item: I am concerned with preventing conflicts inside the organisation.
47b	suggestion for additional item: I try to ensure an optimum and fare solution for any kinds of conflicts
50 53 56	items contain two aspects
53a	suggestion for additional item: I establish the human resources demand
53b	suggestion for additional item: I get involved in recruiting human resources that meet school needs
The boxes	It proved to be difficult in finding examples of skills, knowledge, competencies, they wish to develop in training activities in a period of time; They think it is more accessible to exemplify by using types of training activities
Recommendations	
	IDP should be filled in by each teacher not only signed.
	The use of self-assessment questionnaire should be explained as it is completely new for many of the teachers.
	Questionnaires should not be filled in at home as some teachers would have liked to do so.
	The school psychologist also filled in the questionnaire though there were no items for his specific activities.
	What is the training area of part time teachers who have to teach anything if needed in the schools?
	Unqualified teachers are not to fill in the questionnaire.
	The interview should be better structured and could focus on one single aspect.

	There should be more accents on subject teaching skills, not only on core knowledge.
	There should be space for teachers with Master's Degree not just degree 2 and 1.

Annex 3 - Data from Report 3

The areas where HRD teacher needed help:

- Active listening, meaning that sometimes he has the tendency not to listen the respondents till the end, completing his/ her phrase.
- Synthetic presentation of the training needs which need to be written by the respondents in the PDP.
- Adapting the interview questions to the interviewee and formulating the questions, going into details by asking additional questions, in order to obtain clarifying information on the discussed issue.
- clearly formulating the questions, diversifying the types of questions, going back during the interview to some issues that need clarification, to find out useful information, to interpret the answers given by the interviewer.
- Keeping the eye contact with the respondent, non-verbal communication that is optimum for performing the interview.
- The technique of formulating the questions and their adequacy in accordance with each questionnaire, with each person at the time.
- The technique of the interview, focusing on ensuring the linkage between ideas, so that not to resemble an interrogation.
- Going into details about some of the discussed problems to find out relevant information on respondent's needs, by going back to the clear ideas expressed by the latter.
- Ordering questions in a logical sequence, so that they are linked and not going back to the already approached subjects.
- Giving feedback to the respondent, especially when this expresses interesting ideas, interviewer's interest in what the respondents is saying, verbally and non-verbally displayed.
- usage of proper mimics; ways of recording the answers from the interview, ways of developing a report concerning the school TNA
- ways of recording the answers from the interview
- ways of developing a report concerning the TNA
- asking additional questions without guidance
- Verbal communication: typology of the questions, rephrasing, not to talk too much, to give feed-back (constructive!). Non-verbal communication: merely elements concerning decoding some non-verbal messages and adopting an open attitude. The short period of time allocated for familiarizing with the interview led to a stage approach: 1) a familiar positioning of the persons to make them keep eye contact; 2) conceiving some general working tools (interview plan) or specific working tools (per subject) to help the HRD teacher in getting the organisation and precision feeling that is necessary for her emotional comfort and for fully taking the responsibility for the interview; 3) focusing the interview on some issues - needs (a working environment that is similar to that of successively solving the Math problems to whom she is familiar); 4) making corrections on the way (intervention negotiated in advance).
- Managerial capacity (of organizing the activity); asking strategic questions
- usage of proper mimics
- In formulating the development offer presented to the teachers.
- Communication skills, the interview technique
- Asking some questions, managing the answers if he doesn't succeed in using all information given by the interviewee, time management/ he ends the interview too quickly

- To formulate open ended questions
- How to focus the interview attention
- How to use body language well
- How to use reflective questions
- Interpreting, making clarifications concerning the interviewee's statements; rephrasing exercises, summarizing after the interview, using the other teacher's words
- HRD teacher is able to have an eye contact, but she did not demonstrated to have exercise in this area
- In relating to the better experienced teachers
- Asking questions (more focus on reflective questions and on those with open answer)
- Creating a relaxed climate, a partnership with the interviewee
- Developing the listening skills
- He doesn't actually need help, but practice, acquiring experience in this activity.
- processing and interpreting the questionnaires; variety of questions and their adequacy relating to the followed purpose;
- establishing an interview plan adapted to one situation/ person;
- maintaining an adequate attitude and valuing the nonverbal communication during the interview;
- conducting the interview, if the respondent is an elder person and has a certain position in school;
- most often we faced a problem with the time he needs to allocate for this activity, because it is obvious that he is not sufficiently motivated for this as a result, I had to insist on working together on the questionnaires, whom he didn't cover completely in the established period of time;
- before the first interviews, he expressed his mistrust in his capacity of formulating the right questions; after we discussed concretely on some questionnaires, he proved that he was able to come up with various and adequate answers;
- para-verbal communication is weak, his tone and expressiveness of voice are often low; pantomime is seldom used

RC staff member needed help:

- The RC representative has real communication skills acquired following training courses. He needs to learn to focus on/ adapt to the situation proposed by the interviewee and not to change the context by bringing into attention his professional experience (Romanian subject), because this blocks communication. He needs to extend his knowledge/ experiences to cover other didactic specialization areas as well.
- Focusing the attention on the discussed issue.
- she is too analytical, she sometimes loses herself in the details
- asking beginning and additional questions without guidance
- RC 2 sticks too much with the teaching and evaluation issue when talking to teachers of the same speciality
- She needs some add for active listening and for keeping the eye contact
- It is necessary also to exercise more the open/ closed question using
- Activating teachers to find answers for their own questions/ having a dialogue to help him/ her find and support the found answers.
- expressiveness of the voice, adequacy of the pantomime;
- he believes that for valuing the questionnaires in an optimum manner he should have special knowledge for processing them;
- he believes that he overcame some of their fears by conducting the first interviews, but he still doesn't master the para-verbal and non-verbal communication and the technique of formulating the questions;
- expressiveness of voice, adequacy of pantomime;
- capacity of listening to the other (he has the tendency of dominating the dialogue by the means of interventions, long explanations, which decrease the interviewee's interest);
- he believes that he needs support for a professional processing of the questionnaires; and also for preparing and conducting the interviews more efficiently

LIAs gave help in the following ways:

- practice to get rid of the "stage fright" when talking with better experienced colleagues
- preparing a report on a questionnaire
- asking additional questions
- guidance
- Nonverbal communication (we can even say that this was missed out completely), overcoming some prejudices ("when you work you don't smile"), overcoming a too demanding attitude, emotions control (sometimes blocking herself), increase self-esteem and the independency (she is dependant on the rules, tools and some persons' opinions), increase self-esteem and overcoming some professional frustration. She has though some qualities that might help her overcome those deficiencies: she is ambitious, thorough, perseverant, very honest and eager to learn. She is respected by her colleagues and capable of getting involved in an action she believes in and takes responsibility for.
- preparing an interview starting from the answers given in the questionnaire, organized on strengths and weaknesses; types of questions in accordance with the moment of asking and their purpose; she should be a bit more reflexive, she is seldom reflexive, without rephrasing and using other additional elements.
- great help was the emotional support of the LIA
- Processing data from the questionnaire and preparing the interviews were closely guided by the LIA. It was established a grid for analyzing the questionnaires, by identifying the answers at all questions: interviewee's strengths (very good-excellent), weaknesses and the points assessed as "good" or "adequate". Some exercises were made to ask questions for all these categories. For the HR the teacher was guided to make a chart containing the following three columns: 1) needs identified in the questionnaire; 2) needs identified during the interview; 3) the purpose for completing/ achieving these needs ("how would this help you?"). He can thus prepare very well for establishing the PDP. The teacher received feed back after each conducted interview and also guidance for the following ones.
- HRD teacher is not effectively able to use reflective questions; she definitely needs help in this area.
- LIA used role play, modelling interviewer's role
- in formulating the professional development offer
- The technique for asking questions
- For formulating questions and for coherently conducting the interview; this help was given while reviewing the questionnaire and preparing the interviews.
- adapting the interview questions to the interviewee and formulating the questions, enhancing the dialogue with the respondent by asking additional questions, in order to obtain relevant information on the discussed problem
- clarifying some concepts: constructive feedback, simulating some bits of discussion from which he should understand what it means to actively listen to a respondent's idea, allocating the necessary period of time
- ease at firing questions and an efficient way of writing down the interviewee's answers
- clarifying some problems raised by colleagues while applying the questionnaires and conducting the interviews;
- ordering the relevant information from the questionnaires;
- preparing the interviews by discussing the previously prepared plans and improving these;
- support for conducting the interviews if the interviewee showed lack of interest or other inadequate attitudes
- bibliography: professional standards; continuous development standards;
- maintaining the connection, organizing the mission and providing the transportation;
- providing the study material - the copies of the three questionnaires;
- discussing the three questionnaires before the interviews;
- maintaining connection, organizing field trip, providing transportation
- analyzing the questionnaires and discussing over the interviews;

General observations:

- The interviewees answered in an open way, even if some of them were more reluctant in the beginning.
- The respondents were cooperative and interested in an activity of this sort.
- They mention that it was very interesting for someone to ask them what the problems were and they appreciate that the discussion made them outline their training needs and, from now on, to make a daily exercise of reflecting upon the class activity, upon the successes and the failures.
- All interviewed teachers are interested in participating to training needs and wish for these to take place as soon as possible. They believe this Phare project to be an opportunity for them.
- RC staff member - a certain roughness in asking questions, a bondage to an element of his own perspective and the almost desire of imposing this perspective as the ultimate truth
- I didn't see any coherent report after any of the interviews unless that training need chart;
- There is a high teacher's turn-over at the school level, nor the Cluj CSI or the local community support the school. As a result, teachers' expectances concerning training are very high. They hope that, following the training, the institution develops, the number of children increases and the teachers don't leave anymore.
- Little participation of the RC staff at the event
- Almost all teachers were open to communicate their ideas, their problems and their needs.
- Some teachers demonstrated a too high self esteem others demonstrated tendencies for an external locus of control.
- Strengths/ weaknesses approach was formulated by Elena Preda, NT during the interview with the HRD teacher.
- The teachers interviewed so far appreciate the action as being "dense" and "useful". For some of them this is one of the few exercises that make them think in a reflective manner.
- Participation at this project made some high school and Arts and Trades teachers feel valued. According to them, it seems that those who teach only at the secondary level feel excluded. They received the information that this project aims at rural high schools.
- Many chose development areas from those that we proposed.
- Teachers were receptive. Some appreciated the discussions.
- the HRD teacher is concerned with what he has to do in this project; he proves to be very serious about it; he asks for help when he feels insecure; he is flexible towards approaching the problems;
- he faces small difficulties because he has worked in the school for one year, he is a former student of the school and he has his former teachers and school managers as colleagues;
- most teachers think positively about the interview, they consider it to be unusual, but useful;
- teachers don't use in their self-evaluation the profession standards as a point of reference;
- because these are their first experiences of this sort, the HRD teacher and the RC representative believe that, for successfully conducting the interviews they should have better knowledge and have previously practiced these activities during the seminar, starting from a concrete case
- the HRD teacher is more interested in, better prepared for the first interviews in a session; from a certain hour, he becomes concerned with time, somehow in a hurry;
- most teachers are willing to communicate in an informal environment and think positively of the opportunity for reflecting upon their own activity in a completely new manner;
- teachers don't use in their self-evaluation the professional standards as a point of reference;

Difficulties

- Challenging, not difficult
- LIA intervened to balance the CR 2's rigidity - in the attempt of orienting the interview towards reflexive questions; even if the target needs to be reached, the means need not be too direct.
- it was necessary for the LIA to take the interviewer's part to better capacitate the HRD teacher.
- Elder teachers have their own system of values concerning teachers' competences and training needs. Very young teacher who haven't participated at training courses and are very easily influenced share some of these opinions. One example is the general opinion included in the questionnaires that nothing can be done to develop the relationships with the community.
- LIA intervened during the HRD teacher's interviews to prevent a too direct character of the action (a result of the desire to finish quickly, she hurried the interviewee)
- the large number of teachers to be interviewed
- no a serious commitment from CR1 and CR2 persons side for this project.
- There were scheduled a lot of other activities and visits within the school
- it was a little difficult to manage with the interviews
- the school manager wasn't in school in the day when the interview was scheduled; he will come to Timisoara between 13-17. 11., when I organize a new meeting with the RC representative for the interview;
- the first interviews took place in the manager's office, because until 14 o'clock there isn't any other available space; that is why some interruptions came up (whether objective or not)
- difficulties related to transportation, for the first mission - after the first snow, a section of the road was very difficult to be crossed (20-30 km/h)
- RC representatives' busy schedule (difficulty in establishing the shared programme) and hesitation in taking over the responsibility for the interviews at;
- HR's reservation, reluctance towards the activity, whom he considers an activity that is too important without personal benefits
- RC representatives' busy schedule, they had to be contacted numerous times to establish all the field trip details;
- lack of a proper space for conducting the interviews - in the manager's office, the only place available until a certain hour, there were some interruptions, due to more or less objective reasons;
- undertaking these activities after classes (14 o'clock) and commuters' hurry of solving all problems as soon as possible;

Recommendations

- Establishing the roles of the two RC representatives under this project.
- more involvement of the two RC in sustaining the interviews to facilitate the HRD teacher's capacity
- selecting the persons who can become efficient RC representatives (for instance, avoiding the directors because this position changes their personality)
- The RC representative has real communication skills acquired following training courses. He needs to learn to focus on/ adapt to the situation proposed by the interviewee and not to change the context by bringing into attention his professional experience (Romanian subject), because this blocks communication. He needs to extend his knowledge/ experiences to cover other didactic specialization areas as well.
- A feed-back session made by the HRD teacher in a few days time after the interview was very useful, because in the discussions among teachers some of the aspects are analysed in depth. The HRD teacher organised such a meeting on Thursday, the 8th of November. The discussion was focused on the efficiency of the interviews and on some action directions for developing the relationships with the community. A set of immediate interventions was established and the HRD teacher took the responsibility for implementing them.
- Organizing an additional session for the high school HRD teacher

- more involvement of the two RC in sustaining the interviews to facilitate the HRD teacher's capacity
- selecting the persons who may become efficient RC representatives (for instance, the RC 1 didn't attend any interview)
- out of the priority codes, no. 3 is pointless - that means never???
- the individual plan needs to be signed by the involved teacher as well.....
- Because many teachers elected development areas from those we proposed, the HRD teacher should have such an offer.
- Changing the appreciation scale according to each item, because otherwise I don't believe we're going to have a fair assessment of the data.
- The questionnaire for the teachers has to be reviewed and the questionnaire for principals should be restructured and reviewed.
- The page in the questionnaire where the teacher writes down his/ her name is personally rewritten at the beginning of the interview. The copy is not signed, and the page written during the interview is taken away. He/ she can thus have the proof and an extra argument in favour of confidentiality.
- Focusing on the school-community relationships during the interviews will prepare the teachers for the second phase of the project (without making mention of it). They were asked about their opinion on this, starting with the questions in the questionnaire, and about how they could be more active, or if this was necessary. Thus, it is possible to think, meanwhile, of possible solutions.
- The HRD teacher should have a list with development offers.
- In accordance with the Romanian tradition, the questions should contain formulas such as: "We nicely ask you to", "Please, be so kind as to", "How do you feel about ...?"
- The less time costly option is to fill in the IDP using a carbon sheet or by copying it, after that adding the name, on the copy that stays in school.
- allocating more time for the practical part during the Sinaia training seminar; orientating practical activities towards situations that are similar to those that the HRD teachers/ RC representatives are going to face
- Correlation between school holidays and these activities that require a greater workload and more time.

Annex 4 - Data from Report 4

HRD teacher has much better skills in the area of:

- revising the questionnaires and identifying the significant elements;
- detailed analyses of the answers from the questionnaire and valuing them during the interview
- formulating the questions
- formulating open questions to clarify the respondent's message, to get clarifications, to be able to approach the problem in depth
- asking questions correlated from the content point of view with his experience as a class teacher
- asking questions that are correlated with his experience as a teacher and librarian (the chance of knowing well the school students)
- valuing all information about the teachers' educational experience during the interview
- asking for feedback and adapting the conversation to it
- initiating and carrying out constructive dialogues with most colleagues
- interviewer's capacity of allowing the interviewee finish his/ her idea
- ensuring that questions are appropriate for the respondent, for the data provided in the questionnaire, asking additional questions, when necessary, to obtain relevant information
- focusing the dialogue on the main topic
- ensuring an appropriate environment for an efficient interview.
- open (enthusiastic) approach towards the interview
- active listening skills

- non-verbal communication, especially at the level of maintaining the eye-contact with the interviewed person
- keeping the eye-contact with the respondent, non-verbal communication that is optimum for undertaking the interview
- offering feedback to the interviewee, by giving non-verbal signals (approval by nodding or smiling)
- rephrasing
- relating to colleagues
- performing the interview
- statistic analyses of the answers and valuing them during the interview
- document the training needs
- complying with the respondent's point of view
- summarising information received from interlocutors
- identifying key professional development areas
- establishing a clear timetable for working with/interviewing other teachers

HRD teacher needs improvement in the area of:

- preparing an interview - preparing the questions, the climate
- preparing the interview plans that were adapted for each teacher;
- adapting the interview plans;
- formulating the questions during the interview
- asking questions
- asking reflective questions, rephrasing and summarizing; and stop hurrying the interviewee...
- asking the first questions (blunt start of the interviews)
- placing the focus on reflective and open questions
- rephrasing the interviewee's answers to make sure that he got his/ her message
- focusing on the interview, without depending on his notes and without continuously thinking about what to say; this disadvantages a careful listening.
- going deeper into some discussed problems to find out relevant information
- conducting the interview when the interviewee is a more difficult person
- efficient ways of recording the answers
- better care paid to the non-verbal language
- using the appropriate facial expressions
- para-verbal and non-verbal communication
- providing feedback
- objective questionnaire analysis and identification of the relevant elements;
- ways of developing a report after applying the questionnaire to his colleagues or of interviewing them (very analytical person)
- making notes by using mental mapping techniques, to overcome the fear of forgetting the formulated answers and conclusions.
- accepting the differences of opinion, without considering them rejection situations.
- timing, emphasizing some relevant aspects
- from the point of view of helping the interviewee to find out his or her own priorities for training
- skills for focusing the interview on themes leading to relevant information, when the interviewer talks about insignificant issues, so that time is efficiently used
- ensuring the link between the approached problems, so that the interview is coherent
- establishing the conditions concerning the implementation of the training courses (? EG)
- setting some conditions for the courses required by the teachers.

HRD teachers evaluate the support received so far:

- “professional competence in the teacher training and development area; capacity of negotiating and solving conflict situations that came up during the activities; competence in communicating horizontally and vertically; good administrator, able to order and to be punctual; flexibility related to the participants' expectances and

needs; very good monitoring of the undertaken actions; availability for supporting the teachers by using the available resources."

- "I think communication was positive, the dialogue between us being pleasant and interesting; punctuality was the strength of our relationship; all misunderstandings were rapidly and explicitly clarified, which made the further interviews take place in an optimum environment; I believe that the objectives of this phase were reached and I am looking forward to the next phases, hoping that my and my colleagues' training needs are to be met."
- "Considering the HRD teacher's reactions everything was very good; the LIA correlated the monitoring activity with information activities about some educational programmes, post-graduate courses and even about some new books from the educational field (while, in the same time, the LIA showed open interest towards the school activities and successes - for instance, they studied together the file of the educational activities for the current school year; there was also organized a visit to the library and a session for working with the didactics of the theological subjects, following the answers of the two interviewed teachers) - this was a good omen for developing a united team that was focused on developing the human resources of the school"
- "Considering the HRD teacher's reaction everything was OK; the LIA agreed to delay the interviews with one week in order to properly analyze all 30 questionnaires (due to the 'inspectors brigade' from the 31OCT.-6 Nov.); the relationship was considered efficient from other points of view as well: a good job, care for one's colleagues, but for the purpose of the project as well"
- The HRD teacher appreciated the support received as being efficient and instructive.
- Very useful, very good
- He/she believes it was an extremely useful learning experience
- He/She was provided guidance every time he/she asked for it, being able to apply the theoretical knowledge learned at university
- He/She believes that he/she improved his/her personal skills, by receiving guidance during the interviews
- She learned many things about the identification
- He acknowledges and appreciates the constant LIA's support to analyze the questionnaires and the interview
- There was positive appreciation concerning the "Sinaia training courses" and the guidance provided while undertaking the activity.
- We have discussed about this issue and she considered that we had a good co-operation especially that she was new and she have received a total training done by LIA. I have helped her for each step.
- He believes the support given in the following areas have been useful: a) clarifying the way to review questionnaires and to ask questions in accordance with each questionnaire b) the atmosphere during the interview c) clarifying some concepts the constructive feedback he received d) What does it mean formulating good questions and how to ensure the coherence of an interview
- The HRD teacher positively appreciated the provided support, taking responsibility for the fact that he needs somebody to coordinate his interviewing activity
- a) analysing the questionnaire and preparing the interview in accordance with the data provided by the questionnaire b) the technique of formulating the questions c) The atmosphere created by the LIA during the interviews that were organized and carried out by the LIA d) the constructive feedback he received

RC staff members evaluate the support received so far:

- "The collaboration with X. proved to be very good, she can work in a team, she has the capacity of respecting the deadlines and to solve the problems promptly, being a good administrator. Her responsibilities were efficiently and seriously fulfilled, she was interested and serious related to all undertaken actions. She assisted the interviews that I took ... with the managers and the HRD teachers to establish the training needs, while providing the necessary feedback on each interview. We believe the collaboration was very good."

- the collaboration was considered useful for his own evolution and from the perspective of developing some skills (relationships, interviewing)
- each meeting was considered useful and very pleasant, mutual feeling that strengthened the joint activity
- the e-mail connection was also useful - quite a correspondence being established with the school- LIA
- this phase of the project brought about only one meeting between the LIA and the CR 2, so...probably the collaboration was efficient (? EG)
- She learned at Sinaia and during the interviews about the identification of the teachers' training needs.
- Following the interviews, she learned about a lot of things from teachers which help her improve her activity at the Teacher Training House.
- He appreciates the LIA's support for preparing and conducting the two interviews
- He/she believes cooperation has been very good.
- Very useful, very good
- I suspect that OK; he participated at the initial phase of the questionnaires application and when the manager and the HRD teacher filled in their questionnaires as well
- the collaboration was useful for his activity as an inspector and for developing new skills
- each meeting was considered useful and pleasant in the same time
- The cooperation with the 1CR was extremely short, because of the objective conditions of the CR 1' schedule during the previous weeks. She has done the interviews well with the director and the deputy director.
- The young CR2 was present only on 9 of November. He ran the interview with the DRU that was not exactly a well done interview, but he received openly all the presented ideas.
- He got very little involved in this project, he didn't participate at any interview, so the LIA's support could have not existed.
- a) adequacy of the interview to the questionnaire, so that to clarify the misunderstandings in the questionnaires and the identified extremes b) How to connect ideas, so that the interview doesn't resemble an interrogation
- RC 1 declared himself happy with the provided support.
- The young CR2 was present only on the beginning to the activity. She was my partner for applying the questionnaire and for doing the first reading of them. She could not be shadowed when she interviewed the DRU person because she had other tasks to be done. She has potential.
- a) analysing the questionnaire and preparing the interview in accordance with the data provided by the questionnaire b) the technique of formulating the questions and ensuring the coherence of the interview, by ensuring the linkage between the questions asked during the interview
- a) adapting the interview to the respondent, on the bases of a thorough questionnaire analysis b) analysing the questionnaires, the extremes, correlating the answers in the questionnaire with the training needs identified by the interviewee c) formulating the questions in the interview

General observations:

- the HRD teacher is very serious about what he has to do and he is open for collaboration; he asks for support if he faces difficulties; he relates very well with the school manager and with his colleagues; most teachers commute from neighbouring localities, which led to some constraints in the activities; teachers hardly know the professional standards, and self-evaluation takes place without this point of reference;
- it necessary to involve more the school manager in organizing these activities, due to the fact that the HRD teacher is very young most teachers are commuters, that's why it would be better to choose a holiday period. and doesn't have enough authority in relation to some colleagues; organizing the activities that require a longer period of time; knowing the school tasks of the HRD teacher and motivating him/ her will increase the efficiency of the activity; the RC representative is better prepared to perform these activities, but the available time and programme flexibility are reduced

- We positively appreciate teachers' involvement in answering the self-evaluation questionnaire.
- The HRD teacher and the RC representatives were both interested in the project and developed at their professional level in a visible manner
- the team made from the LIA, the HRD teacher and the RC 1 worked very well, developing in a trusting environment that was useful for fulfilling a joint task; the team was often completed by the manager of the seminar (we can talk about a team)
- Teachers were open and thus the activities were performed in an optimum climate, favourable for interviews.
- the team may have clicked faster due to a previous collaboration between the LIA and the school staff (continuity may be useful in a collaboration)
- The HRD teacher was very involved, put a lot of effort and achieved a good outcome.
- Most teachers cooperated and got seriously involved in the inquiry and interview activity. The general opinion was that the questionnaires and the interviews (the discussed problems that were formulated in close connection with everybody's answers) convinced them that the aim is to identify the group and the individual real needs. As a result, the general attitude was characterized through cooperation, being a proactive one.
- Teachers in the school think that the development of their professional competencies is a priority at the personal and school institution level as well. Actually, the inquiry allowed them to see that the teachers from the school have attended 0-3 training courses and have a lot of professional needs.
- The inquiry gave the teachers the opportunity to self-evaluate themselves, and they became aware after their representatives told them about the activity from Sinaia that other school institutions with similar profiles open differently towards the community. As a result, the members of the school community re-think their activity and aspirations.
- The desire to be involved as soon as possible in systematic training programmes is also highlighted by the IDP analyses. Thus, it can be noticed that teachers mention consistent lists of needs (an average of 7-8 needs), which have a hierarchy, but their favourite priority codes are 1,2,3.
- RC 1 and 2 didn't participate at the interviews because, at the county level, there was a Ministry control at that time, but they were informed about it. During the next week they will participate at the interviews. 35 teachers were interviewed. Next week there will be interviews with the rest of 15 teachers.
- The issues covered by the questionnaire had also a formative role: teachers became aware of the areas in which they need further development, and thus the questionnaire went beyond its instructive function.
- The self-assessment exercise that started with the questionnaires and continued with the interview helped teachers become self-reflective about their activity and improvement.
- Many teachers would say, during or at the end of the interview: "indeed, this is serious business! I did not know what to expect, but I can see it is a serious activity which really makes us work hard!"
- I considered that for the moment the things go in a proper way. The most important aspect is that the teachers received very well the activity
- a) Teachers believe it is interesting having somebody else listen to their problems. They think this interview is to be important for them, because they reflected upon some issues they never or seldom thought about. b) They believe that the questionnaire and the interview suggested the idea of becoming reflexive practitioners, of self-evaluating their activity more often. c) The school management supports the HRD teacher's activity and is interested in the TNA outcomes
- Teachers believe that the interview idea was interesting; especially because there were some questions they hadn't given proper attention. Teachers were very interested in the beginning of the training courses and they hope that these will be well organized and carried out. Teachers who are about retirement are very interested in starting the training as soon as possible
- The activities were undertaken under optimum conditions, without syncoping or deteriorating the working programme. All those involved answered openly to the

project activities, which makes believe that the project was assimilated as answering the school needs.

Difficulties

- lack of a separate room for conducting the interviews; difficulties in establishing the shared programme with the RC representatives; the distance and the tricky road; the fact that the activity can be scheduled only after 14 o'clock, when teachers finish their classes;
- HRD teacher's low motivation; arguments such as "lack of time and the activities overload that don't bring about any personal benefit"; commuting teachers lack of a proper/ separate space for performing the interviews;' rush to live the school immediately/ as soon as possible after ending classes;
- the interviews also took place without the LIA being present (although I would have wanted to participate at some more), because many teachers work full/time in other schools
- The only difficulty that was faced was that the school manager was missing, due to medical reasons. I hoped that she could return until the 6/11 November 2006, but she couldn't make it. That's why between the 13th and the 17th of November 2006 the interview was set to be taken by the RC representatives.
- Very high differences between the qualifications circled in the questionnaire and the students' performance.
- Two teachers in the high school refused to be involved in the project: one because of health problems (one teacher might be suffering of leukaemia, and she had just received the diagnosis), the other was retiring the following year and thought she would not be able to continue this activity.
- The interviewing of the 34 teachers could not be planned within 10 days. Planning was done according to their wishes and timetable, and according to the timetable of the HRD teacher.
- Interviews were carried out in the school library. A lot of serious talking was necessary in order to persuade the librarian that the data and discussions must be confidential and that she could not be present during the interview.
- the inspection week broke the TNA schedule that was initially jointly established by the HRD teacher, the LIA and the RC 2
- There were no real difficulties for me from the point of view of co-operation but the main difficulty was the differences between the program of the teachers, of CR1 and CR2 and my own program. A very good cooperation I had with the director of the high school and the DRU
- There were not real difficulties for me from the point of view of co-operation but the main difficulty was the distance to Corund. We succeeded together to find the right way to solve this problem.
- a) Following the lack of a responsible involvement on the behalf of the school management, and the wrong information that the school manager gave to the HRD teacher, there were some individuals invited to the interview who weren't part of the target group. b) Because the two school managers, in the period when the questionnaires were being applied, left Sinaia for an international cooperation project, I had to organize the interviews, as well, not to disturb the planned activity. c) I also interviewed the HRD teacher, because the RC representatives didn't offer themselves to do that, arguing that they couldn't prepare, because they hadn't had the HRD teacher's questionnaire some days in advance. d) I don't believe the school management is very interested in the HRD teacher's activity. e) During the last visit, the school managers didn't have any questions related to the activity and they hardly know what has happened so far, they give little support to the HRD teacher

Recommendations

1) *to the questionnaire*

- establish from the very beginning the application conditions (confidentiality, name, other identification data); changing the items that cover 2 or more requests in the same sentence; volume reduction (the first reaction was: "so much/ long");
- The questionnaire was well conceived.

- some statements need reformulation and some chapters need annotations.
- The items of the questionnaire cover very well teachers' competences. But it is compulsory to rephrase the ambiguous items (where there are more action verbs). The distribution into competences areas can be reconsidered.
- Item 67 should be rephrased. Teachers avoid mentioning the responsibilities already attributed to one of their colleagues.
- There are some persons in the schools according to whom the questionnaire should not be applied or should be changed, because the specific of their activities is hardly covered by the questions. These are the psychologist and the priest.
- Adding a section that should ask for the training "desires" of some complementary skills.
- teachers should fill in the questionnaires at different hours than the manager and the HRD teacher - for the latter to be able to guide the first or/ and solve confusions, misunderstandings
- a better adaptation to the Romanian school reality - some of the items need re-thinking;
- To fill in a section related to the "individual development needs", that is not directly connected with the class activity.
- In the questionnaires there were some requests as for instance learning foreign languages or operating the computer
- the managers can fill in the questionnaires online or via e-mail (in time, this option can be extended to all those willing to take it!)
- The Questionnaire for directors should be restructured in my opinion and the teachers' one should have some changes for several questions.

2) to the schools

- relieving the HRD teacher of other additional tasks;
- Guiding teacher more precisely towards needs that are directly connected with the improvement of their class activity
- the HRD teacher should be relieved by additional tasks to be able to focus on the project responsibilities; the responsible should be a person willing to connect with his/ her colleagues, a communicative person open to listen to and help the others; presenting and discussing the teaching standards as a reference for the self-evaluation activity;
- re-think the school role in the local community, and a set of concrete action school can propose to the community in its quality as an educational partner valuing the school specific through actions with the students, parents and even with the teachers invited from other schools (there was a discussion about a festival of orthodox seminars from all over Europe, for instance...)
- School management should support more the HRD teacher and acknowledge more his/ her work.
- Analyzing the results of the questionnaires, globally, at the level of the school unit, for obtaining information, but also as a working tool for individual development; there is for sure a set of specific competences that can be developed at the school unit level. For this purpose, the HRD teacher can present a list of competences that are not completely covered at the teaching staff level and one of the competent teachers can provide support and advice. For instance, if the learning/ evaluation portfolio method is an incompletely covered competence a teacher who knows the subject could offer model materials and counselling to his/ her colleagues etc. On the basis of the needs analyses there can be established some action directions.
- Trying to limit teachers' migration; almost every year, half of the teachers are new. There is one more problem: What happens with the teachers who are at school "A" this year, participate at training and next year go somewhere else? Do they still participate at training? If yes, under what conditions.
- reconsider the role of the school within the local community as a set of concrete actions that the school can propose to the community as an educational partner
- More involvement in the relationship with the community.
- To maintain the teachers' interest for the project activities.
- To involve the staff in the same way during the next step of the project

- a) Distributing the questionnaires and the conclusions of the interview per curricular areas/ didactics commissions and corroborating the activity plan from each didactics commission with the development needs of that commission members b) Valuing information provided by the TNA through the development of the activity plan at the level of the school development commission c) Reviewing the TNA information and revising the school development plan in accordance with the school teachers' development needs.

3) to the TA

- the schools involved expressed their wish from the very beginning to know more details about the project and their responsibilities;
- Trying to solve the problem of the part time teachers, what kind of training should they participate in otherwise we'll end up with teachers trained in one context who go to a different context. I know that you will tell me that, irrespective where the teacher is, the training needs are the same, but I believe that context can generate certain training needs. (EG: a message for the training providers)
- following the discussions with the director and other school teachers, I noticed an additional need: maybe it is not useless to think of some new dimensions of the teaching career; a course on the values of a professional instructor or a course on professional ethics that try to develop commitment, devotion for one's profession may be useful!!!! (EG: a message for the training providers)
- developing some mentoring courses to prepare the experienced teacher to receive and guide their younger colleagues by valuing not only the school ethos. (EG: a message for the training providers)
- the idea of developing the commitment towards a professional group, but also towards a real/ concrete community; courses for developing the commitment towards profession! (EG: a message for the training providers)
- an interview for selecting the RC and the local monitors involved, to identify the adherence to the idea of developing the human resource in schools and the capacity for a non-conflict, open and even creative relationship with the others!
- Following this action, there comes up the conclusion that the HRD teacher need to have some qualities. The teacher in this school certainly has them. The HRD teacher needs to be specially prepared by attending adequate programmes.
- Using a focus group to fill in the needs analyses.
- The HRD teacher needs to be appointed in accordance with certain qualities.
- To comply with the confidentiality rules agreed before starting the school needs analysis.
- To inform schools about the next steps in the project, so as to reduce potential reluctance to change that might appear during the second stage, with respect to identifying the ways to improve school-community links.
- To send schools a thank-you letter for their contribution so far in the project.
- To keep her motivation and to be the same consistent support for LIA
- a) Organizing a meeting with the HRD teachers and with the LIAs for a group analysis and reflection b) LIAs' involvement in applying the questionnaires in the other rural high schools as well c) Defining the RC 1's and RC 2's roles: the TA can make suggestions to the NCTPE
- The reports need to be redone, because some answer scales don't always measure what the question is about.
- There isn't a standard way to process the questionnaires, which might lead to distortions in the final assessment of the information obtained from schools.

Annex 5 – Photos taken during the school visits

APPLICATION OF THE QUESTIONNAIRES

The first two pictures taken in the Seminarul teologic Agapia, the second two in the Grup Scolar Dumbraveni and the third two pictures in the Grup Scolar Agricol Miroslava.



LIAs AND HRD TEACHER GIVING SUPPORT



The first three pictures show LIAs and HRD teacher accompanying the application of the questionnaire. Overcrowded rooms do not provide the right atmosphere for individual work. In the middle picture on the right the LIA is observing an interview. In the two pictures at the bottom the LIA is preparing the plan for the interview together with a HRD teacher.

INTERVIEWS



On the left hand side the photos show more distance, “closed” body posture, lack of eye contact, sitting arrangement at the two sides of the table. On the right hand side, the photos show more interaction, supported by eye contact, working with full concentration (mind the facial expression especially the lips of the teacher!), open body postures of the two female teachers.

INTERVIEWS



In these four pictures we can see interviews. On the left hand side the more formal ones, the school principal is turning halfway away from the interviewer and the interviewer is keeping distance from the interviewee. The hand positions in the right upper picture are synchronised which is signalling harmony between the two persons. The friendly atmosphere in the right lower picture is a good starting point for a relaxed discussion.

FILLING IN THE INDIVIDUAL DEVELOPMENT PLAN



In the upper picture the final part of the interview can be seen as the HRD teacher and the teacher are still negotiating upon what training needs should be written in the form and with which level of priority. While in the lower picture the teacher is writing her training needs in the IDP and the LIA is silently observing the activity from the background.

