



## Peculiarities of multigrade teaching in primary school from Romania

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**Abstract:** Multigrade classes mean the coupling of two, three, four or even five grades from the primary cycle and the organization of the educational process, under the responsibility of a single teacher. This type of teaching characterizes a geographically and demographically disadvantaged area with a small number of students which has led to the organization of multigrade classes.

The present research starts from the fact that the National Curriculum does not provide specific contents for this type of teaching in Romania. The biggest challenge of the teacher who teaches such a class is to implement the curriculum developed for non-grade class to multigrade class.

This study aims to analyze the main aspects related to the organization and management of multigrade teaching in Romania, at the primary level. From the legislative point of view, the multigrade teaching is organized based on the methodology approved by MECTS, Order no. 3062 from 19.01.2012.

The research data were collected following the application of a questionnaire for teachers from multigrade classes, primary level. 140 teachers from 36 counties of our country answered this questionnaire, 70% of them being with the 1st didactic degree. We followed the collection and processing of data about the organization of multigrade classes in Romania the established schedule, the preoccupation of the local authorities for these classes showed by the material resources in the endowment of these schools, the meticulous planning of the didactic activities by interweaving the direct activity with the students.

**Keywords:** multigrade teaching, small schools, curriculum, skills, management

## Collaboration between family and kindergarten in the education of children in Romania. Parents' perspective

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**Abstract:** The paper first reviews a series of theoretical aspects starting from the fact that school success is based on the collaborative relationships that are established between family and kindergarten. Studies show that there is a relationship between school success and the positive functioning of the collaboration between family and educator. Therefore, it can be noticed that the involvement of the family in the instructive-educational activities leads to the increase of the quality of education, the family being one of the oldest institutions in the world. In the family, the child begins the first stage of educational training, in the context in which the child's growth, from birth to adulthood, is achieved in successive and coherent stages. The collaboration between the family and the educator helps her in her work to significantly improve the school skills of preschoolers, and on the other hand supports the leadership skills of parents by connecting them with



members of kindergarten and even the community. Based on the data collected through a survey based on a questionnaire, this paper highlights the way in which parents are involved in joint activities with the kindergarten, the time they have for this purpose and the openness they have. A number of explanatory variables (the child's personality and some characteristics of the parents) are associated with the items of collaboration to highlight its determinants.

**Keywords:** family-kindergarten collaboration, the child's personality, family openness, survey

### **Implementation of the integrated STEM/STEAM/STREAM approach in the Romanian education system through IBL**

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**Abstract:** STEAM education is based on an integrated approach to teaching and learning science, technology, engineering, arts and mathematics. This approach allows students to apply their learning in life situations, to explore real facts, phenomena, processes and also allows students to discover the world through the prism of a researcher.

IBL (inquiry based learning) is the simplest and most effective method that can be used by teachers in the teaching process. The investigation allows for a natural transition from teacher-centered teaching-learning to student-centered teaching-learning.

Last year (2020-2021) we implemented at the level of first grade an optional named What do I want to become when I grow up?, an optional integrated STREAM that through IBL aims to increase school performance.

The results show that students have favorable opinions about STEM/STEAM/STREAM education, due to the knowledge, skills and behaviors developed by STEM based approaches. The implementation of STREAM education through IBL increases the school performance.

**Keywords:** STREAM education, IBL, optional, first grade

### **Conceptual framework for the intervention of the support teacher in carrying out the individualized training of children with SEN**

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**Abstract:** For the efficient integration of children with special educational needs in mainstream schools, a series of specialized services have been developed to benefit both integrated students and teachers.



At the level of mainstream schools, specialized educational services are provided by support teachers. The activity of the support teacher is closely linked to the activity of the teachers and, together, they try to draw up an intervention plan for the student with special educational needs.

The main role of the support teacher is to carry out learning, stimulation, compensation and recovery activities for students with special educational needs, integrated in mainstream education.

The concepts of integration and inclusion are central ideas and special attention is paid to barriers and issues of inclusion and equity in education, parental involvement and other support services. All citizens have an equal right to education, at all levels and in all forms, regardless of gender, race, nationality, religion or political affiliation, and regardless of social or economic status. This right is provided in normative acts. In public educational institutions, education is free and the state guarantees the right to education in the interest of the individual and society. Special education, subordinated to the Ministry of Education, is a component part of the Romanian education system and offers all children educational programs appropriate to their developmental needs. Special education is the responsibility of all school employees and is flexible and comprehensive. Qualified teachers, together with other specialists and non-teaching staff, show devotion in their work with children with special needs.

Children with disabilities have access to various forms of education and can be enrolled, depending on the degree of disability, in the special education system or in mainstream education. Children with medium disabilities, learning difficulties and language disorders, socio-affective or behavioral disorders are integrated into mainstream schools where they can benefit from educational support services.

**Keywords:** CES, individualized training, teacher support, intervention

### **The role of parents in carrying out extracurricular educational activities with young people. Questionnaire-based research**

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**Abstract:** The Romanian educational model, accepted in the European Union, aims to acquire cognitive level, the formation of skills, but also of attitudes, which must also be found in behaviors. Thus, by involving young people in extracurricular educational activities, they tend to become more responsible towards their own training, to be involved in decision-making by combining the cognitive component with the behavioral one.

However, educational factors do not pay special attention to extracurricular educational activities, a very special role in this case is played by parents, by being involved in supporting and carrying out extracurricular activities.

The research data were collected following the application of a questionnaire to parents, on the topic of extracurricular activities. The main conclusions, based on the received responses, are related to the role that parents consider extracurricular activities have in achieving their goals, the emphasis being on respecting human dignity, promoting and appropriating national values, appropriating a religious vision of life. The results of our research show that parents do not have a high interest in involvement in the organization of these activities, placing responsibility either for the school or other educational factors, among which the church and the community are remembered.

**Keywords:** extracurricular activities, parents, education, responsibility, competences



## Designing and experimenting a board-game for learning Romanian by Hungarian speaking primary school pupils

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**Abstract:** In our digital world, it is becoming increasingly difficult for teachers to capture children's attention. There are problems especially during classes when children do not learn in their mother tongue. Hungarian-speaking children living in Romania often lost interest in the Romanian lesson because they do not understand the language. We need methods and techniques that make the Romanian lesson attractive and give children success. In this study the development process and experimentation of a board game is presented that make it easier for Hungarian children to learn Romanian. This game can be used to develop Romanian language competencies across all the topics in the elementary classes. The game has been tested in a class where 21 Hungarian-speaking children study. Children were able to learn more words during the experiment with the use of the board game than with the use of traditional methods, their sentence-making skills improved, and their learning motivation increased significantly.

**Keywords:** board-game, vocabulary development, Romanian language teaching

## Migrația, o provocare pentru sistemele educaționale actuale

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**Abstract:** Oamenii au cautat dintotdeauna un loc mai bun de trai, cu mai multe resurse naturale sau rezultate a dezvoltării economice și care să ofere mai multe posibilități de împlinire personală și profesională. Migrația nu e un fenomen izolat, iar ultimii ani au adus din ce în ce mai des aceasta problemă pe agenda politicului și nu numai. România nu se deosebește cu mult de celelalte țări membre ale Uniunii Europene și prin politicile asumate s-a aliniat instituțional și legal la cerințele determinate de noile fluxuri de migranți. Pe perioada în care migranții de orice vârstă se află pe teritoriul României aceștia au nevoie să își valorizeze potențialul și cei minori să nu piardă etape educaționale care după o anumită vârstă devin irecuperabile.

**Keywords:** migrație, educație, interculturalitate, adaptare



## **Rolul modelului moral în învățământul preșcolar. Perspectiva profesorilor.**

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**Abstract:** This paper aims to analyze the opinion of teachers for preschool education in terms of adopting the best strategies for activities in which the technique of the moral model is used. In this research we are using the moral model technique as a didactic method. From this research carried out so far in the field of Education Sciences, it emerges the special importance of the formation of a moral conduct in children, starting especially from the early education, where the basis of future education is realized. One of the issues discussed in this research is the use of the most appropriate teaching strategy to combine modern teaching methods with traditional ones in kindergarten activities that use the technique of the moral model. The use of moral models in activities guides both teachers and, especially, children in the formation of a moral conduct, in the acquisition of moral norms and values and in the formation of desirable behaviors based on morality. The effect of using the moral model also depends on the quality of the model and how it is perceived by preschoolers. In the primary phases of the ongoing research, we applied a questionnaire to a sample of 132 educators from several counties in the country. Teachers' responses showed that most (98%) of them use the technique of the moral model in activities, to form attitudes and moral behaviors in preschoolers. 99% of the respondents adopt a teaching strategy that combines modern teaching methods with traditional ones in carrying out kindergarten activities. From their answers, we notice that the most important criteria for choosing the right moral models to be used in activities are: the age peculiarities of the children; the number of positive qualities of the moral model; the moral behavior that is to be developed in the respective activity; the notoriety of the chosen model; the degree of morality of the model and the children's affinity for certain moral models known to them, usually characters from stories. Although 90% of the responding teachers consider that the parents of preschoolers have a very important role in shaping the moral behavior and moral attitudes of children, the same percentage say that kindergarten helps a lot in correcting undesirable behaviors of children and training their moral conduct. From the answers given, it appears that the priority teaching methods for the formation of behaviors and moral attitudes in preschoolers are Explanation, The method of thinking hats, Storytelling, Dramatization and Brainstorming.

**Keywords:** moral model, moral attitudes, moral behavior, teaching methods, early education

## **Moral education in primary school: development and challenges**

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**Abstract:** When we talk about education, independent of historical periods or ideologies on which the leadership of a country is based, we cannot ignore the moral development of children, which has a special role in their affirmation and integration into society. Teachers have the task of preparing a moral-civic world, introducing values into the universe of students, given that the social balance depends to a large extent on the



conscience and conduct of the members of that society. Primary classes correspond to a period in which the development of children's moral traits is intense, when each teacher puts his mark on their formation.

We wanted to find out how moral education is carried out, as well as the frequency of these activities in the Romanian education, in the primary classes. We conducted a questionnaire survey of the opinions of a number of 160 primary school teachers, and the research data generated the following conclusions: 76,4% of the respondents consider that, in addition to compulsory subjects, which are in the core curriculum, the most effective way of achieving the moral education, is to organize extra-curricular activities with this theme, as well as watching movies and shows on topics in the field of moral judgments (59.6%), and to invite people to talk about the moral values (55,3%), while the organisation of competitions with themes of morality is considered to be the least effective (34.2%).

Regarding the frequency of extracurricular activities that have as their theme aspects of moral education, most teachers organize them once a month (37.9%), 25.5% of them, once a semester, 16.8% - weekly, 14.9% - usually do them every two weeks, and the rest only once a year or not at all.

The data of our research shows that there are no major differences generated by the environment in which the respondents work (rural or urban).

**Keywords:** education, moral, activities, frequency

### **Demersuri experimentale privind influența tehnologiilor cloud asupra dezvoltării competenței de comunicare digitală la studenți/Experimental approaches on the influence of cloud technologies on the development of learner's digital communication competence**

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**Abstract:** În acest articol vor fi descrise demersurile experimentale privind influența tehnologiilor cloud asupra dezvoltării competenței de comunicare digitală la studenți și rezultatele obținute.

**Keywords:** competență, comunicare, competență de comunicare, competență de comunicare digital

### **Self-assessment methods used in preschool education. Teachers' perspective**

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**Abstract:** The early education of the child lays the foundations for his further development, childhood being the age of fundamental acquisitions, the period in which the child gains autonomy in knowledge, he discovers his own abilities and limits and outlines the first elements of self-awareness. Through this study we aim to analyze the perspective of teachers for preschool education on self-assessment methods used in kindergarten.



Self-assessment is the key element in formative assessment, is the process during which children reflect on the quality of their work, become responsible for their own learning, increase their self-esteem and become much more positive. Preschoolers must learn to self-assess, and this presupposes the fulfillment of preconditions: to know very well the objectives that the teacher pursues through the act of teaching and that they will have to achieve through the act of learning. This only becomes possible if, in addition to the objectives, the teacher for pre-school education clearly communicates to the children the evaluation and grading criteria.

To collect the data, we applied an online questionnaire to 245 teachers for preschool education, both in urban and rural areas. One of the questions was the choice of self-assessment methods they use in the classroom. The study shows that in state-funded kindergartens using mostly the simplest methods of self-assessment, such as self-scoring your own work (using „smiley faces” or „stars”) (87.3%) and self-correction (according to certain criteria) (76.7%), and less complex ones like the „traffic light” (20%), „reflective diary” (15%), „structured rubrics” (7.3%) or „checklist” (6.5%). In this article we will describe and exemplify methods and techniques of self-assessment specific to preschool age, successfully applied in our kindergartens.

**Keywords:** early education, self-assessment, self-assessment methods, preschoolers, kindergarten