



Trends and Student Guidance Experiences in Teaching Career at the International Level

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Abstract

The present article outlines the issue of trends and student guidance experiences in the teaching career at the international level as many European countries face the problem of having graduates opt for a teaching career. At present, there are still no framework regulations, or normative acts providing training of students in general education on the choice of a teaching profession in the Republic of Moldova. The students' choice is usually determined by the family's option, and not by the profession to which they are inclined. Since the issue of graduates' choice on a teaching profession is a debatable one, in terms of the perceptions they have about it, many European countries are working on implementing various tools to solve the problem.

Key words: Pedagogical talent; positive professional image; social prestige; teaching career guidance; teacher status

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1. Introduction

The choice of a specific profession is an essential moment in each individual's life, acting as one of the major premises of social insertion, occurring in a broader context with many factors involved, such as personal, educational, economic, and contextual ones (Butnaru, Berbunshi, Hardulea & Moraru, 2016, p. 3). The problem of guiding students in their teaching career can be viewed from various perspectives.

The training of the individual for a certain profession has always been based on the relationship between person and field of activity compatibility. This relationship has an objective nature, being determined by the relationship between humans and their environment, which is established, by the objective nature of the production process, the type of society, the social benefit, as well as a subjective nature, related to the interdependence between communication and interpersonal processes assessed in their complexity, which generate conditions of self-realization, directing humans to efficiency and personal effectiveness, and social recognition.

The starting point of any complex phenomenon is the essentially rational and pragmatic character, expressing the landmark of education and its major outcome: the human readiness for life (Dandara, 2012, p. 14). Moreover, fewer and fewer graduates that choose the teaching profession consider the call to this profession and the compatibility between their personality and the teaching field. Many of them do not consider the skills they possess, and the compatibility between the type of their personality and the future profession. In addition to the factors that influence the choice of career such as family, group of friends, school, media (Butnaru et al., 2016, p.7) there are also factors influencing the choice of the teaching career. Based on our scientific research, we identified other reasons for choosing the teaching profession.

The motivation to choose a teaching career by potential future teachers is considered a significant factor in the admission, progress, and graduation of an initial teacher training program, as well as an essential premise for the motivation and enthusiasm in the future activity as teachers.

M.S. Brookhart and D.J. Freeman (1992) argue that future teachers set altruistic goals but also have intrinsic service-oriented reasons, as a result of which they choose a teaching career. These researchers highlighted the most important categories of reasons that influence the choice of a teaching career, and namely: intrinsic, extrinsic, and other. According to the Organization for Economic Co-operation and Development (OECD, 2005), the categories of reasons include: the pleasure of working with children and adolescents, the desire to make a social contribution, differentiated activities, job safety employment, the pleasure of teaching, compatibility with other interests and activities, compatibility with family life and self-development (OECD, 2011).

In some of the European countries, the teaching profession's power to attract potential candidates has decreased. A 2013 European Commission report explains this as a result of prestige decline, a deterioration in the working conditions of teachers, and their relatively low salaries compared to those of other intellectual professions. The shortage of teachers represents a challenge for the European education systems, especially in some disciplinary fields or in certain geographical areas, the overall decreasing perceptions of the prestige of the teaching profession in society, along with other determining factors, lead to an increased number of those who do not want to choose a teaching career

Some developed countries, such as Austria, Denmark, Germany, and Luxembourg face a shortage of teachers mainly due to demographic reasons (even if the current trend of retirement age is connected to financial reasons, the impact of the age on the pedagogical population pyramid should be reduced (Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe, 2013) and the Republic of Moldova. Other countries such as Belgium (nl), the Czech Republic, England, France, Hungary, Poland, and Portugal - do not face a general shortage of qualified teachers, except the scientific or technological subjects, and in the

case of Portugal, there is even a significant surplus of unemployed teachers (Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe, 2013).

In addition to the ideas mentioned above, we are going to present the experiences and tools applied by different European countries to guide students, whether directly or indirectly, to choose a teaching career.

2. Policies for planning and monitoring the demand and supply of teachers

One of the tools applied by European countries to monitor the number of students choosing a teaching career as well as to forecast the demand and supply of teachers is represented by the policies for planning and monitoring the demand and supply of teachers. These policies are reflected in demographic developments, and labor market trends, statistical projections, and forecasts of future staff recruitment requirements which are a necessary first step to stop teacher shortages (European Commission/EACEA/Eurydice, 2015, p.101). As a result of an analytical approach to monitoring the supply and demand of teachers, we learned that most European countries report the steps taken to forecast the supply of and demand for teachers, the only exceptions are countries like Croatia, Cyprus, and Serbia (European Commission/EACEA/Eurydice, 2015, p.101).

In the current context, 28 European education systems are monitoring the labor market to balance the supply and demand of teachers, either independently or as part of formal planning procedures, allowing them to anticipate possible deficits or surpluses of teachers, and to take appropriate action. We highlighted in the table below the measures taken by different countries to monitor the balance of demand and supply of teachers.

Table 1. Measures taken to monitor the balance of supply and demand of teachers drawn up by different European countries (European Commission/EACEA/Eurydice, 2015, pp.102-103)

Countries	Measures
Spain	Only a few autonomous communities have developed processes to monitor the labor market in terms of demand and supply of teachers.
The Flemish Community of Belgium	The Department of Education and Training has developed Arbeidsmarkttrapprognose 2011-2015, namely the Labor Market Report - Forecast 2011-2015, based on a set of indicators that include demographic data, the number of students in initial teacher training, the number and percentage of staff qualified teachers who leave the profession prematurely. The Agency for Educational Services provides additional information focusing on the forecasts of teachers' requirements
Germany	Permanent Conference: Assembly of Ministers of Education and Cultural Affairs of the Länder, who design a calculation model to estimate the demand and supply of teachers from different Länder until 2015.
Netherlands	Human resources planning policies are developed at the school level, the Ministry of Education, Culture and Science helps schools balance the demand and supply of teachers by publishing an annual bulletin on trends in the education labor market.
Scotland	The Government conducts an annual workforce planning exercise in the teaching profession, in consultation with an advisory group made up of representatives from the General Teaching Council for Scotland, local authorities, teachers' unions, and universities. This exercise considers various variables, such as the number of students and the number of teachers needed, as well as those expected to leave or return to the profession next year. The next step is to calculate the number of students needed to fill the gap between supply and demand. At the end of this process, the Scottish Government issues a letter of guidance to the Scottish Funding Council. It is a matter for the Council to determine the general number and distribution between universities (Donaldson, 2011).
Denmark	Trends in demand and supply for teachers are monitored by reporting the number of trainee teachers to the requirements of teachers in schools.

Poland	The demand for teacher workforce is monitored at the local, regional, and central levels. The governing school institution is to create a local database of requests for teachers and transmit this information to the regional and central education authorities, and to the central database, too, every year. The Information System for School Education, at the same time, collects data on variables, such as age, employment status, educational level, etc. to allow monitoring of the employment structure.
Montenegro	Higher education institutions carry out a labor market study for all teachers, including teaching, at least once every 5 years to establish a list of professional skills required by the labor market for work. The Ministry of Education recently conducted a study on the current age structure of teachers, which includes a forecast of supply and demand for teachers.
Latvia	In 2014, the State Service for the Quality of Education published a survey, according to which, the students of Initial Teacher Education do not display the motivation to start a career.
Sweden	National studies carried out by the teachers' union and Swedish public television in 2011 and 2012 pointed out the issue of students dropping out of initial teacher training.

In addition to the measures mentioned, other indicators can influence the attractiveness of the teaching profession. When it comes to the teaching profession in Europe, it is worth mentioning that more and more countries have implemented several measures that have an impact on the attractiveness of the teaching profession to some extent, as a result of global policies that aim at improving their education systems. We can thus emphasize the special interest of decision-makers on measures taken to improve teachers' salaries compared to those of other professionals, a major indicator of economic status, as a potential initiative to attract more students, especially talented students, searching for teaching positions (Hanushek & Pace, 1995).

When the teacher career is socially recognized, students still choose this career over the other competing careers, despite the relatively low income. Consequently, we examine whether the social status or prestige of the teaching profession can also make a difference in students' expectations of becoming a teacher (Hyunjoon & Soon-Young, 2015). Analyzing a study on policy measures to improve the attractiveness of the profession in Europe, which is presented from the perspective of several dimensions of the attractiveness of the teaching profession, we may argue that teachers' salaries in Portugal are very high (especially for other comparable professions), while in the Czech Republic they are very low. Scientific research allows us to identify another tool to attract students to teaching, like financial incentives used by some countries to attract education specialists and provide the school with qualified teachers, fees exemption; academic scholarships and conditionally repayable loans; substantial salary supplements for teaching in rural areas; travel payment for teachers working in isolated localities or bonuses for teachers with “deficient” specialties (Pogolša, 2015, p. 11).

3. Characteristic elements of the teaching profession

3.1. The social prestige of the teaching profession

From the perspective of the teaching profession social prestige, we should point out that Spain considers the teaching profession equally prestigious to the other highly qualified intellectual professions, like economists, lawyers, or psychologists, while in Italy the social prestige of teachers is considered close to that of entrepreneurs and managers of medium-sized enterprises (European Commission/EACEA/Eurydice, p. 105). In Latvia, teachers have similar self-esteem as compared to public sector professionals, such as health, police, and fire prevention. However, only 1% of parents surveyed in 2015 wanted their children to become teachers,

claiming the high level of stress involved and low wages specific to the teaching profession (European Commission/EACEA/Eurydice, 2015, p.106).

3.2. The professional status of the teacher in society

In terms of the professional status of a teacher, which can also be an aspect of the attractiveness of choosing this profession, we also attest that it is very different: teachers are civil servants in France and Portugal (where job security is a strong attractiveness factor) and have a different status in England and Hungary (Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe, 2013). Teachers in many East Asian countries, such as Japan (OECD, 2002), South Korea (Kim & Han, 2002), and Taiwan (Fwu & Wang, 2002), generally enjoy the relatively high social status, compared to other job holders with similar years of education and experience (Hyunjoon&Soo-Yong, 2015).In contrast to the countries mentioned above, the teaching profession in the United States is considered less prestigious than other traditional professions, such as law, medicine, and engineering, even though “it is more prestigious than most blue-collar jobs, such as truck driving and pink-collar work, such as secretaries” (Ingersoll& Merrill 2011, p. 194). These transnational differences in the social status of the teaching profession may represent transnational differences in students' expectations of becoming teachers (Hyunjoon & Soo-Yong, 2015).Estonia, Ireland, Lithuania, Norway, and Scotland represent another instance of European countries in terms of policy measures to improve the attractiveness of the teaching profession in Europe, since there we can identify a coherent long-term strategy promoting a positive image of the teaching profession in society. Other countries such as England, France, Romania, Germany, and Sweden have undertaken some aspects of a long-term strategy involving advertising campaigns regarding the choice of the teaching profession. Unfortunately, such countries as Croatia, Cyprus, Finland, Iceland, Portugal, and Spain, have not developed any communication strategy yet to improve the prestige of the teaching profession, considering the already positive image of the teaching profession, or, especially for budgetary reasons, like Czech Republic, Greece, Romania, Slovakia and Turkey (Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe, 2013, p. 30).

3.3. The level of professionalism of teaching

Another aspect that is worth mentioning in the present paper is the status of teachers, that can be improved when the act of teaching itself, as a profession, is achieved at a high level of professionalism. Therefore, we include the level of professionalism of teaching as another factor that may represent transnational differences in students' expectations of becoming a teacher. Occupations tend to be prestigious if they involve extremely complex work and thus require a high level of education or a degree. Scientists suggest that accreditation is an important indicator of professionalism level (Ingersoll & Merrill, 2011, pp. 185-189). Many countries, such as the United States have made efforts to raise certification standards (Darling-Hammond, 2010, pp.16-32) to strengthen the level of professionalization of teaching, and by improving the quality of teachers too. Thus, we can mention that the professionalization of teaching can be indicated by accreditation (the extent to which a bachelor's degree is required to become a teacher) and degrees (the number of teachers with a completed degree). It is assumed that students in countries with a higher degree of professionalism in teaching should be more likely to expect to become a teacher than their counterparts from the countries with a lower level of professionalism.

3.4. Actions leading to an improvement of the social prestige of the profession

The analytical approach of other countries' experiences in guiding students in their teaching careers allows us to point out that some countries focus more on creating campaigns aimed

specifically at improving the social prestige of the profession than on campaigns that promote significant changes in the profession, such as salary, work schedule, teacher training or other contractual conditions.

Besides, they also encourage teachers to stay in the service or former teachers to join them. Twelve countries have implemented or are in the process of implementing campaigns to improve the image of the teaching profession (European Commission/EACEA/Eurydice, 2015, pp.106-107). In France, the United Kingdom, and Norway, the campaigns are aimed at potential teachers, and in Denmark, Estonia, Latvia, Lithuania, and Sweden they are aimed at the general public. For example, the educational programs "Mission Possible" or "I Choose to Learn" in Lithuania seek to attract both college graduates and those who are considering a career change in the teaching profession. Denmark and Sweden are countries that implement campaigns to improve gender balance in the teaching process by attracting more people to the profession, as well as to promote cultural diversity within it by targeting suitable recruits from immigrant families in Denmark, and Latvia - campaigns for attracting citizens who have returned home after living abroad (European Commission/EACEA/ Eurydice, 2015, p.107).

4. Actions to improve the teaching profession

4.1. Actions related to the organization of media campaigns

Another tool to attract candidates to teaching is to organize and conduct media campaigns specific to countries with systemic approaches to increasing the attractiveness of the teaching profession. In 2014, the Opiopetajaks Study to Become a Teacher Information Campaign was launched in Estonia, part of the Development Program for Educational Sciences and Teaching Training 2008-2015. This action, supported by the European Structural Funds, aimed to stimulate the prestige of the teaching profession through videos with celebrities who share memories during school, children talking about their teachers, and teachers explaining why they like the profession.

In Norway, the GNIST Professional Platform (SPARK) was established in 2009 as a partnership between government, school providers, teachers' unions, school principals, and student organizations. The program aims to strengthen the quality of the education system as a whole and to improve the image of the teaching profession. It also includes a recruitment campaign carried out between 2009 and 2014, with promotional videos being broadcasted on the internet to attract recruiters for teacher training, from 15 March to 15 April, a time during which candidates had to submit applications for registration (European Commission/EACEA/Eurydice, 2015, p.107). Other countries have also organized unique initiatives, such as ad-hoc advertising campaigns for a limited time, to prevent the lack of teachers or to increase the image and recognition of the teaching profession. In Spain, the campaigns were carried out in the Autonomous Communities.

For example, in 2010, the Community of Madrid conducted a 5-week media campaign with the slogan "Respect and support our teachers", and the region of Andalusia also ran a campaign in 2011 with the slogan "There was once a great teacher behind each person", and in 2014 in the land of the Basques they created a similar campaign called "I am a teacher". In January 2015, the French government launched the Advertising Campaign to encourage the recruitment of teachers. A video clip with the message "Rejoignez-nous" (Join) was broadcast on 24 national television channels and distributed on social media channels. In Latvia, in February 2015, the social campaign "Kursmacis" (Who will teach tomorrow?) aimed to promote the teaching profession and motivate young people to choose a career in this field. The campaign broadcasted TV and internet advertising films and included several outdoor initiatives, such as posters and advertisements on public transport (European Commission/EACEA/ Eurydice, 2015, p. 108).

4.2. Campaigns to promote the internet-based teaching profession

If we take the example of Sweden and the United Kingdom, we should mention that the promotional campaigns were mainly Internet-based. In Sweden, "Pass it on" campaign is designed as a web page hosted on the website of the Swedish National Agency for Education. It contains general information about the teaching profession and introduces new opportunities for ITE students. Several videos feature young famous artists, actors, writers telling stories about teachers that have a special meaning to them, teachers and trainees explaining why they chose to go to school, and comedians who play their role in science lessons. The website also allows those who want to become teachers to take an online test whose result can help them understand which teacher training program is best suited, depending on the disciplines they would teach, depending on the subjects they are going to teach.

In the UK, the Get into Teaching website provides information on how to apply for teacher training, literacy, and arithmetic skills tests to be completed before training and funding for trainee teachers. Most of the campaigns are designed to attract teachers from all domains of life or geographical areas. However, there is still an emphasis on specific topics, such as the recruitment campaigns "Teaching in Brussels" launched by the Flemish Community of Belgium in Brussels, in response to the lack of Dutch language teachers or the Swedish Recruitment Campaign" mentioned above have been considered, mainly to attract teachers specialized in natural sciences and technology. Although the campaigns described above are likely to increase the attractiveness of the teaching profession, only Denmark, Latvia, and Sweden have assessed their impact (European Commission/EACEA/Eurydice, 2015, p.108).

4.3. Actions taken to identify and promote pedagogical talent

Another tool for guidance in teaching is to identify and promote the teaching talent specific to Singapore. The most talented students of this country, like high school graduates, representing a third of the total number of graduates, are rigorously selected for recruitment in the teaching profession, in which the government of this country is highly interested. Such students, while still in school, are offered a monthly payment, which is almost similar to the monthly salary of a college graduate from other professions. Those who agree on conditions must work in the school for at least three years.

The high level of academic skills, dedication to the profession, and consent to work with a diverse contingent of students are prerequisites for selection. The interest for the didactic activity is developed early enough, through training internships, which are organized for high school students; they are also offered opportunities to start their careers from a fairly large position, a possibility considered as a way to offer students experience in real working conditions (OECD, p.11; Pogolşa, 2015, p. 14).

The authorities of China's Shanghai province point out that future teachers acquire the skills of experimenters, laying the groundwork for improving the education system. During the evaluation, the provincial administration department selects the best teachers, exempting them from some or all of the training/teaching activities, to be able to give lectures in front of colleagues, to present demonstration lessons and consultations with other teachers in the district or even nationally. New curricula and policies are often tested in well-selected schools before they are applied nationally, and the best teachers in these schools are evaluators of the effectiveness of new practices (OECD, p. 17; Pogolşa, 2015, p. 16).

5. Organizing classes with pedagogical profile

Another experience that we would like to highlight is the organization of classes with a pedagogical profile. Based on a historical review we mentioned that as early as 1920 in Orenburg (Russian Federation) and its regions, there is evidence of the opening of classes with a

pedagogical profile as an effective form of guidance in the teaching career of students (peduncle). In 2017, this practice was re-established, with pedagogical classes being opened in general education institutions, the purpose of which is the vocational approach of students to the teaching profession in the context of implementing the State Federal Education Standard (Bugakova & Moskvina, 2018, p. 29).

The study period in these classes is characterized as a period of formation of professional interest, preferences, inclinations, and aspirations regarding the choice of the teaching profession. The program of the class with the pedagogical profile "Introduction to the pedagogical profession" designed for two years (grades X-XI) is based on several normative documents such as the Federal Law "On Education in the Russian Federation" of December 29, 2012, as well as the Order of the Ministry of Education and Science of the Russian Federation of July 1, 2013, on "Organization and implementation of educational activities for additional professional programs".

The classroom program with a pedagogical profile is designed for 72 hours and is implemented full-time/part-time/distance forms. The general content of the program is focused on developing interest in the teaching profession, drawing attention to research and educational activities, studying the experience of pedagogical activity in educational organizations in the Orenburg region. The objectives of the program include (Bugakova&Moskvina, 2018, p. 29):

- students' motivation for self-knowledge and the development of their skills;
- the development of professional motivation regarding the choice of profession and the need for self-determination by forming a holistic vision on the pedagogical activity;
- creating the conditions for the analysis by the students of the requirements regarding the professional-pedagogical activity, as well as of the significant qualities of the teacher's personality;
- students' understanding of the specifics of the teaching profession;
- development of constructive pedagogical communication skills, self-regulation of behavior and activities, ability to work in a team;
- creating the conditions for the strategic design of professional learning and personal self-development.

The thematic curricular plan of the class program with the pedagogical profile "Introduction to the pedagogical profession" is presented in the table in the table below (Bugakova & Moskvina, 2018, p. 31).

Table 2. Thematic curricular plan of the program "Introduction to the teaching profession"

Name of the module	Total number of hours	Including			Evaluation form
		Theoretical Lessons	Practical lessons	Individual work	
Pedagogical profession: yesterday, today and tomorrow	18	6	8	4	Evaluation of theoretical approaches and test results
Pedagogical skills in specific pedagogical situations	18	6	8	4	Evaluation of essays, analysis of communicative training
The teacher-personality who develops himself creatively	18	6	8	4	Conversation on the analysis of problematic situations
Organizing design and research activities for students	18	6	8	4	Evaluation of project design and development

The results of class program adjustment to the pedagogical profile implemented in 2017-2018 showed that the active inclusion of high school students in the activity of classes with pedagogical profile allowed them to enrich knowledge about the history of pedagogy, developing the ability to analyze, model pedagogical situations/activities; arguing the choice of the pedagogical profession; performing the primary self-diagnosis of personal and professional qualities; correlating their psychological characteristics and abilities to the requirements of the teaching profession. Moreover, the pedagogical classes guarantee a pre-professional insertion in the world of pedagogical practice.

6. The experience of the teaching career in Finland and Romania

Since Finland is considered one of the top countries in the world, in terms of the education system, it is worth analyzing it in our research. Very few professions in Finland have a higher social status than the teaching profession, and education is a required profession, which is highlighted by certain specific features. Therefore, in the admission process, the “passing average” has been increased, and teachers are assigned various powers, including conducting “experimental research” in search of solutions to streamline the education system. University professors are some of the most respected professionals in the country, and the same quality is attributed to school teachers and university professors.

In 2010, more than 6,600 applications were submitted to 660 locations in eight pedagogical universities that train teachers for the primary stage. As a result of the competition, a university teacher - now one of those professions in Finland, requiring a more rigorous selection, and thus there are highly qualified teachers with a prestigious level of education in all parts of the country.

Teachers in Finland have always been respected in society, but in recent years, given the stricter selection criteria for admission to universities, which gives teachers more freedom in the classroom, better working conditions compared to the ones their colleagues from any other country in the world, enhanced the status of the teaching profession. Finnish teachers have earned the trust of parents and the gratitude of society, demonstrating professionalism in the classroom and the ability to help practice all students to successful results. Since the 1980s, the Finnish reporting system has been completely reformed so that teachers feel fully responsible for learning outcomes. Potential teachers are recruited, in particular, based on how convincingly they can express their confidence in the main mission of state education in Finland - deeply humanistic, as well as its civil and economic mission.

The training that future teachers obtain aims at developing a sense of personal responsibility for the education and well-being of all the disciples. Throughout the professional activity, teachers must combine the functions of practitioners and researchers. Finnish teachers are required not only to have in-depth knowledge in the field of teaching methods and human development models, as a condition for obtaining master's studies they must develop scientific work based on their research (OECD, p.13; Pogolşa, 2015, p.15). If we were to highlight Romania's experience in guiding students in their teaching career, then we can say that compared to the countries of the European Union, Romania is the country that invests less in education. Poor funding leads to low salaries, which contributes to the low attractiveness of the teaching profession. The issue of salaries in the education system has a long history in public debates in Romania and continues to be the main point for a large number of teachers. A recent study indicates that most teachers in Romania consider that first of all “a higher salary” could increase the attractiveness of the teaching profession (European Commission, 2013a, 45), other aspects mentioned as being important are “a better social status” and, respectively, “fewer students/class” (European Commission, 2013b, 66).

However, Romania has a special experience in the field of guidance in teaching, namely the existence of colleges and high schools with a pedagogical profile that represents educational

units with legal personality that educate children and students at the following levels of pre-university education: preschool, primary, middle school, high school, and post-high school.

Pre-university pedagogical education aims to provide students with the skills necessary for initial training for the specializations of educator-childminder, teacher, educator, teacher-educator, extracurricular education instructor, and school mediator. For the specializations from the pedagogical profile, high school courses, the schooling is realized starting with the ninth grade, the admission being conditioned by the promotion of some tests of specific aptitudes. Pre-university pedagogical education is organized and functions exclusively as full-time education, the activity being carried out obligatorily in the first half of the day, both for the classes/application groups and for the high school classes within the profile specializations that organize and carry out practice teaching. Pedagogical colleges and high schools educate students in the vocational field, the pedagogical profile, for the following specializations: teacher; teacher/educator; educator-child careers; teacher-educators; extracurricular education instructor; school mediator. Vocational students, pedagogical profile, who do not obtain at the end of the school year an average of at least 8 (eight) in behavior and annual averages of at least 6 (six) in the subjects Romanian language and literature/mother tongue and literature, mathematics/arithmetic and in pedagogical disciplines cant no longer continue studies in this profile.

The students who do not prove a pedagogical vocation during the school year and do not meet the requirements are transferred in the next school year to other profiles/specializations, in compliance with the legislation in force and the regulations for the organization and operation of the transfer of the educational unit. The transfer of students within the pedagogical profile can be made within the same specialization until the beginning of the 12th grade, with the exceptions provided by the Framework Regulation for the organization and functioning of pre-university education units, approved by Order of the Minister of National Education and Scientific Research no. 5,079/2016, with subsequent amendments and completions (ROFUIP). The transfer of students within the pedagogical profile from one specialization to another can be done until the end of the lower cycle of high school, in compliance with the general provisions in the field stipulated in ROFUIP and with the obligation that the student has taken and passed the difference exams and performed at the specialization he/she attended before the transfer to the pedagogical practice. Pedagogical or low-grade students cannot be transferred to pedagogical colleges/high schools and classes with a pedagogical profile from the other pre-university education units. In the specializations teacher-educator and educator-childcare, in the upper cycle of high school, students will design and support at least 6 (six) lessons in primary education and at least 3 (three) activities in early education (in early education and preschool) (*Regulation on the organization and functioning of pedagogical colleges and high schools in Romania, 2019*).

One of the advantages for the high school graduates choosing this profession is that during the years of study, they will form a set of functional acquisitions specific to the pedagogical model, but also that would facilitate interrelationships with other people in other social contexts:

- competence to communicate effectively;
- competence to prevent and deal with conflict situations;
- competence to monitor the activity of people;
- competence to learn continuously;
- knowing the individual peculiarities of the personality;
- knowledge of age peculiarities.

The choice of the teaching profession can be driven by certain characteristics and advantages of this profession: job security; annual leave of 62 days; flexible work schedule; reduced number of hours, with the possibility of involvement in other activities (24 hours compared to 40 for other categories of employees). For example, the wide range of employment opportunities for graduates of pedagogical faculties can be an attractive way to choose this profession: Teacher school; Teacher in technical vocational education institutions (vocational

schools, colleges); Teacher in higher education institutions; Manager in educational institutions; School inspector; Career counselor; Counselor for educational issues in NGOs; Project coordinator in the field of education; Employee in educational centers for children; Trainer in adult education centers; Inspector for minors; Employee of the Psycho-pedagogical Assistance Service (SAP) (Distributive material developed within the project Human resources development in education: from strategic ideas to sustainable actions, with the financial support of the Foundations for an Open Society, provided through the Soros Foundation-Moldova).

7. Conclusions

Following the analysis of trends and experiences of guiding students in teaching careers at the international level, we can attest that more and more countries are implementing various tools, forms/methods to attract candidates for the choice of the teaching profession, directly or indirectly, despite the existing issues in the education system of each country. However, equally important in the process of guiding students in their teaching career is still the educational and methodological support of teachers in this regard.

In conclusion, many suggestions and recommendations are identified:

- creating an interactive platform to monitor the demand and supply of teachers on the labor market as well as other important aspects related to guiding students in teaching;
- measures to improve beginner teacher salaries;
- actions to promote the image of the country, the positive professional image of teachers;
- organizing media campaigns both on television and online to promote the role/prestige of the teacher in society;
- organizing school clubs for future teachers;
- creating partnerships between the schools' clubs of future teachers and associations of students of pedagogical specialization.

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