

UNIVERSITATEA DIN BUCUREȘTI
FACULTATEA DE PSIHOLOGIE ȘI ȘTIINȚELE EDUCAȚIEI
DEPARTAMENTUL DE FORMARE A PROFESORILOR

TEZĂ DE ABILITARE

Domeniul: Științele educației

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Educație timpurie, coaching și mentorat.

Perspective ale formării profesorilor

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Abstract

The educational and professional trajectory analyzed in the first section of the paper highlights a progressive and dynamic development, grounded in the field of educational sciences. The doctoral stage (2000–2006) of professional training represented the decisive moment in directing the research identity, with the thesis oriented toward the issue of educational transformations in accordance with the changes of the contemporary world, dimensions of educational management, and the issue of early childhood education. This academic training was constantly expanded through interdisciplinary certifications with direct relevance to psycho-educational assistance, coaching, and mentoring. The evolution within the university career was complemented by constant involvement in the management of research and institutional development projects, having a direct impact on educational practices and policies. The accumulated expertise was reflected across several levels: academic, organizational, and institutional through projects of national and international scope.

The paper synthesizes a direction of academic research and reflection situated at the intersection of early childhood education, teacher training, educational coaching, academic mentoring, and institutional development in higher education. An integrative vision of education is outlined, wherein child development, the professionalization of teaching staff, the quality of educational practices, and the construction of supportive university ecosystems are analyzed as interdependent dimensions of the same process of formation and transformation.

Early childhood education constitutes the first major thematic direction of the paper. This is analyzed as a space for the integrated development of the child, from birth to entry into compulsory education, wherein cognitive, emotional, social, and behavioral dimensions are correlated with the influences exerted by family, institutions, the community, and public policies. Such a perspective reaffirms the child as an active participant in their own development and reconfigures the role of early childhood education as a field of research and intervention articulated around well-being, participation, and inclusion.

The second thematic direction is represented by teacher training and its relationship with the development of quality educational practices, in accordance with the transformations of contemporary society. The paper supports the idea that the professionalization of teachers cannot be limited to the transmission of theoretical knowledge or the accumulation of teaching techniques; rather, it entails the development of a reflective practice based on systematic observation, feedback, continuous professional learning, coaching, and mentoring.

The third thematic direction of the paper is dedicated to coaching and mentoring in education and higher education. These are configured as relational and reflective processes that contribute to the clarification of objectives, awareness of resources, development of autonomy, stress management, and the consolidation of professional identity. Their integration into the university environment is justified by their capacity to support self-regulation, academic resilience, student engagement, and the management of complex educational and professional transitions.

The final section of the thesis articulates a strategic vision for career development, perfectly aligned with the institutional objectives of the University of Bucharest for the 2024–2028 period. Future professional evolution rejects the idea of isolated research, assuming instead the role of transforming academic projects and results into sustainable pedagogical infrastructure.

The synthesis highlights the coherence of an academic contribution built around the idea that quality education requires the articulation of research, practice, and educational policies. Support relationships, critical reflection, continuous professionalization, an orientation towards well-being, and the development of supportive institutional ecosystems emerge as essential conditions for fostering youth development, teacher training, and academic success in higher education. Through this integrative perspective, a relevant contribution to the field of educational sciences takes shape, carrying implications for early childhood education as well as university pedagogy and institutional development.