

Summary of the activity and results obtained in the project in 2023 Foundation of the professionalization paradigm of teaching staff in the context of societal challenges. Project number: 20.80009.0807.45

The initial and ongoing professionalization of teaching staff is still affected by the remanence of the traditional model and paradigm, maintaining the categorical vision as a serious barrier to the process. Here the following paradigmatic questions are foreshadowed: on what pedestal do the teaching staff assert themselves?; what does the school represent for them: historical or modern edifice made of walls or what spirit "built" in this edifice?; how are teachers "imprinted" in the educational process?; how are they professionalized?; what policies do the pedagogical institutions and the relevant ministry promote in this regard?; are the traditional dysfunctions, limits and constraints imposed by the various academic disciplines in pedagogical education overcome?; is only pedagogical professionalization "on the surface" sufficient, or do we have to implement a "progressive intellectual hybridization" professionalization of teaching staff "in immersion"?; are teachers motivated to "step" outside the spirit of the time?.

The answers are identified in the results of exemplary scientific research focused on the valorization of the paradigm of professionalization of teaching staff in continuous training, which guides the theory and practice of non-categorical professional development through the innovative concept of transforming teaching staff, which is directed at the discourse that everything that happening in education is related in the logic of paradigmatic changes. So, in the professionalization of teaching staff, what happens paradigmatically?. There are currently three significant strategies in paradigm shifts, namely: 1) the general context, the landscape, the horizon of education, societal changes; 2) the regulatory and institutional framework; 3) the behavior of the participating actors. The research of the project established that, if all these do not change at the same time, then the paradigm of teacher professionalization does not change. According to the pedagogy and pedagogic education profession, the pedagogue profession is built from a multitude of discrete individual professions, being at the same time a socio-cultural mini-monopoly. In the context, the research of the project focused on the functionality of the term self-directed learning, self-directed, reflected and perceived learning in the innovative concept of professionalization ego-graphy, signifying the connections between the reference system of teaching staff to build their own paradigm professional, on the 3D model/platform. The relevance of the investigations was demonstrated epistemically, theoretically, methodologically, praxiologically in monographs, compendiums/guides, articles and speeches in national and international scientific forums. The research results are validated by the pedagogical experiment in which 1329, respectively, 413 students and 916 general education teachers were trained. The results validated the promotion of the development path in the professional career of teaching staff, the access and evaluation criteria, the pedagogical skills related to the educational standards, the socio-psycho-pedagogical conditions for recruitment, selection, employment and retention in the system, career advancement didactic, these enhancing the motivation/motivation premises for the teaching profession. The researches substantiated the phasing of the teacher professionalization path, signifying the triadic dynamic algorithm - beginning (analysis: cognitive-axiological dimension), valorization (praxiology: motivational-attitudinal dimension), reflection (synthesis: actional-strategic dimension) - and energizing the process of transversal professionalization (throughout life). The research of the project led to the establishment of a series of new developments of the paradigm of professionalization of teaching staff, such as profesiology and profesiography in pedagogical education, the meta-formation of teaching staff, the ego-graphy of professionalization, radiography of the teaching process, corrective education, the path of the educational environment through the success of the school and teaching staff, similarity and mentoring, the reflective activity/practice of teaching staff, the model of the reflective teacher, the research teacher, the mental education teacher, pedagogical awareness, the professional identity and human dignity of the teaching staff, pedagogical and social tact, quality in education, etc., signifying the anchoring of noticeable paradigmatic changes.