

**Summary of the activity and results obtained in the project during 2020-2023 *The foundation of the paradigm of professionalization of teaching staff in the context societal challenges. Project number: 20.80009.0807.45***

The authentic purpose of school/education is authorized in preparing the person to perceive the deep meanings of reality in a period of change and challenge: change as a discontinuity that affects the individual more frequently and creates conflicts in social systems; the state of affairs calls for new educational processes and personal and professional training and requires a review of all educational systems and processes. The research carried out within the project revealed a series of problems concerning the status of the teacher in today's society, namely: changing the attitude towards the educational services provided; the low level of professionalism of some pedagogues; the profession of pedagogue has become less prestigious; the lack of diagnosis of candidates for education with a pedagogical profile, etc. Therefore, everything that happens in education is also related to the professionalization of teaching staff in the logic of paradigmatic changes, which mean the projection of a new mental construction of the professional path. The research of the project focused on certain paradigmatic aspects regarding the epistemic and methodological concepts and conformities for the foundation of the professionalization of teaching staff, revealing three significant strategies in paradigm changes: 1. the general context, the landscape, the horizon of education, the societal changes that also occur in the professionalization teachers; 2. the regulatory and institutional framework that "set in motion" the professionalization of teaching staff; 3. the behavior of the participating actors (ministers, civil servants, heads of educational institutions and others outside education). In the context of the initial and continuous professionalization of teaching staff, the remanence of the traditional model and paradigm, with the maintenance of the categorical vision, is still noticeable, being a serious barrier to the non-categorical development of the training of teaching staff, so meta-training. Thus, a "vacuum" of adequate sociocultural and linguistic minimum is foreshadowed in the didactic discourse of the teachers, identifying the cultural, sociological, philosophical, logical, anthropological and political deprivation; however, teachers make considerable efforts to compensate for these metaformative levels.

The scientific, epistemic, methodological and praxeological results of the project confirm that the professionalization of teaching staff also requires certain innovations, which also mean certain paradigmatic ingredients, among which: professional training between unification and the dynamics of differentiation; the unification of the metaformation system/process as a sociocultural differentiation of professionalization; the congruence of the professionalization paradigm; the epistemic and the axiological dimension of knowledge in professionalization; recruitment, selection, engagement and retention in the system of teaching staff; similarity and mentoring in professionalisation; dissimilation of the triad transferability-transdisciplinarity-transversality of professional skills; modeling of initial training; the structure of the teaching staff employment system; internship in general education; the profession and professional profile in pedagogical education; assessment and evaluation of school performance; assessment modeling in general and university education; psychological assessment in professional selection; pedagogical/social tact; the construction of mental identity; pedagogical consciousness; language training and communication; optimism and the pedagogical optimum; pedagogical ethos and axiological ethos; culture and quality of professional culture; motivation, motivation, personal resources, affective regulation and emotional intelligence; satisfaction of professional needs; the research professor; the reflective activity of the teaching staff; the reflective teacher; the ego-graphy of the professionalization of teaching staff. In the context of these paradigmatic concepts, dimensions and values, the professionalization of teaching staff involves a training activity and effective application of professional skills by becoming a full teacher based on contextual integrity, which is structured in a new direction, motivated and determined by a scientific framework, reflective, professional and new educational, realized by 1410 participants (students and teachers) in the pedagogical training experiment.