

# THE PARADIGM OF „REFLEXIVE PRACTITIONER” AND THE STANDARDS OF PROFESSIONAL TRAINING OF TEACHING STAFF

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## **Abstract**

Assuring the quality of the initial and continuous training programs for teaching staff implies a constant effort for thoroughgoing studying of the theories, researches and models that have been developed at a global level, and also conceiving certain programs of suitable politics within this domain. Starting with the 80s, among the most popular paradigms of the reflexive practitioner was the one elaborated by Schön. The most important consequences of developing and spreading the paradigm are: transposing it to the educational politics and substantiating the initial training programs on professional standards which correspond to the general competences; rethinking the initial training programs and directing them towards practice and competences of educators; integrating standards during the teachers certification exams; providing an adequate methodology in order to solve many problems that present education confronts with.

**Key words:** reflexive practitioner; educational politics; initial training programs; competences of educators; the initial and continuous training programs

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