

# CONSIDERING TRANSVERSAL COMPETENCES, PERSONALITY AND REPUTATION IN THE CONTEXT OF TEACHERS' PROFESSIONAL DEVELOPMENT

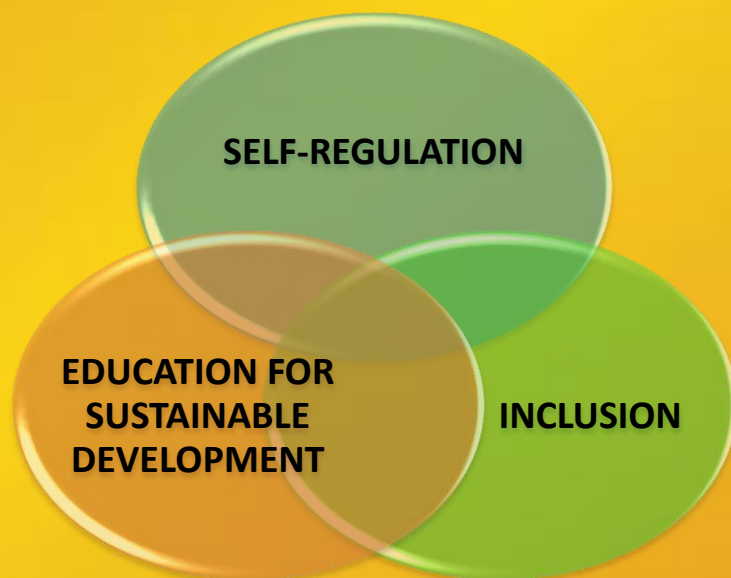
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## Introduction

Professional development of teachers<sup>1</sup> is a process during which the teachers establish and maintain the highest level of professional expertise that is possible to achieve. The teachers' social status, personal development and character are the key determinants of their professional development. Besides, the teachers' competences present a complex combination of knowledge, skills, understanding, values and attitudes focused on quality work throughout the curriculum. Traditional competences "describe cognitive skills as the ability to comprehend, retain and use formal education competences such as numeracy, literacy, logic, scientific knowledge, etc., and the transversal/non-cognitive skills refer to social, behavioral and emotional competencies that facilitate one's understanding of and participation in the society". The purpose of transversal or cross-curricular themes is to facilitate integrated learning across disciplinary boundaries as well as to foster links across learning areas and potentially even contribute to the development of key competences or skills. Transversal competences "learning to learn" and educating for sustainable development play a critical role in inclusive education. Inclusive education is "a process of addressing and responding to the diverse needs of all learners by increasing the participation in learning and by reducing the exclusion within and from education". In the light of contemporary educational needs of all children and the constantly changing world, it is necessary to analyze the relationship between these concepts within the context of the existing study and to propose some guidelines for future empirical research.

## TEACHERS' TRANSVERSAL COMPETENCES IN THE FIELD OF:



## Teachers' professional development

Research on teacher training and development should increasingly take into account the results of research on teacher effectiveness, addressing the skills and competencies that are found to contribute to student learning

## Teachers' reputation

The teaching profession does not have a high social standing, no characteristics that would result in fame, wealth or power, and which represent the basic elements of professional status in general.

## Teachers' personality

"...personality traits are important components of transversal skills, and may also be considered as factors that contribute to the development of these skills".

The most used personality theoretical framework for this kind of analysis has been the Big-Five model

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