

SUMMARY OF THE HABILITATION THESIS

Title: EDUCATIONAL MENTORING AND

THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN ROMANIA

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The habilitation thesis “Educational Mentoring and the Professional Development of Teachers in Romania”, in the field of Educational Sciences, reflects a professional and academic path built on the interaction between teaching and research. The present thesis highlights my scientific, professional, and academic achievements from 2010, when I received the PhD title in Educational Sciences, to the present.

The thesis is logically and coherently structured on three chapters, with Chapter 1 presenting my professional and academic path and the highlights of my professional formation. Chapters 2 and 3 present my scientific path, concretised through research results, teaching activities and continuous involvement in teachers’ professional development.

Chapter 1, titled “Development of the Academic, Scientific, and Professional Career,” presents my academic and professional path, including training and research. It also depicts my contributions as an academic at the National University of Science and Technology POLITEHNICA Bucharest, Pitești University Centre, my current employer.

My academic career started in 2005, after substantial experience in pre-academic education. Starting as a teaching assistant, I gradually progressed to lecturer and associate professor at the

University of Pitești, as a faculty member of the Department of Teacher Training (DPPD) and later in the Department of Educational Sciences at the National University of Science and Technology POLITEHNICA Bucharest, Pitești University Centre.

My doctoral thesis, “The Emergence of the Social Pedagogy Paradigm from the Perspective of Interwar Romanian Pedagogy,” supervised by Professor Sorin Cristea, PhD (University of Bucharest), formed the foundation of my subsequent scientific achievements and educational research. I defended it in 2010 at the Moldova State University, thereby obtaining my doctoral degree in Educational Sciences.

The theoretical contribution of my doctoral research consists primarily of:

- developing a pedagogical model for analysing the earliest experiences, approaches, and studies in social pedagogy introduced and supported during the interwar period;
- investigating the place of social pedagogy within the system of educational sciences and applying the interwar social pedagogy paradigm to curriculum design.

The practical contribution of my doctoral research lies in supporting curriculum design and practical experimentation aimed at subsequently implementing valuable ideas from the paradigm of interwar Romanian social pedagogy in contemporary educational practice, particularly in the continuing professional development of homeroom teachers and the training of specialists in social education. I also advocated drawing on this paradigm in the teaching of Educational Sciences subjects included in Romania’s initial and continuing teacher education curricula.

My initial research interests took shape as a university teaching assistant and focused on initial and continuing teacher education, educational mentoring, social pedagogy, and adult education.

Teaching is a defining part of my university career, and I have consistently worked to adapt content and methods to the demands of digital education. In lectures and seminars, I have consistently connected theoretical foundations with their application in specific educational contexts. Examples

from my own teaching experience have informed the analysis of real teaching and learning situations, discussions of instructional challenges, and lesson-planning exercises.

In every subject relating to subject-specific didactics, I have consistently updated and adapted learning resources. I have prepared and revised course specifications, course materials, practical exercises, and worksheets annually, aligning them with developments in education, curriculum requirements, and students' learning needs.

I have also worked to develop students' ability to make well-reasoned instructional decisions based on the subject's characteristics, the intended educational aims, and learners' characteristics. From this perspective, I have approached subject-specific didactics as a field of reflection on how disciplinary knowledge can be transformed into accessible, relevant, and educationally meaningful learning experiences for pupils.

From the outset of my university career, my teaching focused on practical, professionally formative pedagogical subjects, including Teaching Practice, Subject-Specific Didactics, and Computer-Assisted Instruction. These undergraduate courses were designed to establish the foundations of initial teacher education and develop students' ability to integrate theory with educational practice.

As my career progressed and my expertise expanded, the range of courses I taught diversified to include subjects relevant to the preparation of future teachers: Self-Knowledge and Personal Development; Didactics of the Human and Society Curriculum Area; Educational Psychology; Alternative Education; Educational Research Methodology; Educational and Social Policies; History of Educational Ideas/Paradigms; Foundations of Pedagogy; and Subject-Specific Didactics. At the master's level, I taught lectures and seminars in Total Quality Management in Education, Educational Policies, Information and Learning Management, and Specialised Practice in School Institutions. These subjects foster interdisciplinary approaches and pedagogical, managerial, and sociological perspectives while addressing students' professional and personal development needs.

In my teaching, I will continue to promote a student-centred, competency-development approach, these being two strategic pillars of my pedagogical practice. Student-centred education entails students' active and interactive engagement in learning and training, fostering autonomy, and taking responsibility for their own academic and professional development. Accordingly, I will systematically use active and interactive teaching methods and strategies adapted to student groups and learning objectives to encourage epistemic curiosity, motivation to learn, and genuine engagement with pedagogical subject matter and knowledge development in the field.

In teacher–student relationships, I will seek to build and strengthen an educational climate based on open, effective, and assertive communication, trust, mutual respect, and responsibility. I believe that a pedagogical relationship grounded in these values creates the conditions for students' active participation, expression of their own perspectives, and development of a reflective attitude towards learning.

Interdisciplinarity has also been an important feature of my university work. Teacher education requires integrating perspectives from complementary fields: educational sciences, psychology, sociology, communication studies, biological sciences, information and communication technology, and neuroscience. Drawing on these perspectives enables a comprehensive, systemic understanding of teaching and learning. It allows future teachers to address educational situations in an integrated way, from multiple perspectives, thereby improving teaching effectiveness and quality.

Thus, my initial teacher education activities form part of my broader commitment to a systemic approach to the professionalisation of teaching (Figure 1) and to improving the quality of future teachers' preparation. Within initial teacher education, teaching in physical and virtual environments, scientific research, mentoring, and practical experience are harmoniously integrated, mutually supporting and reinforcing one another. Initial teacher education provides the foundation that future teachers build on through continuing professional development as they acquire and further develop their competences.

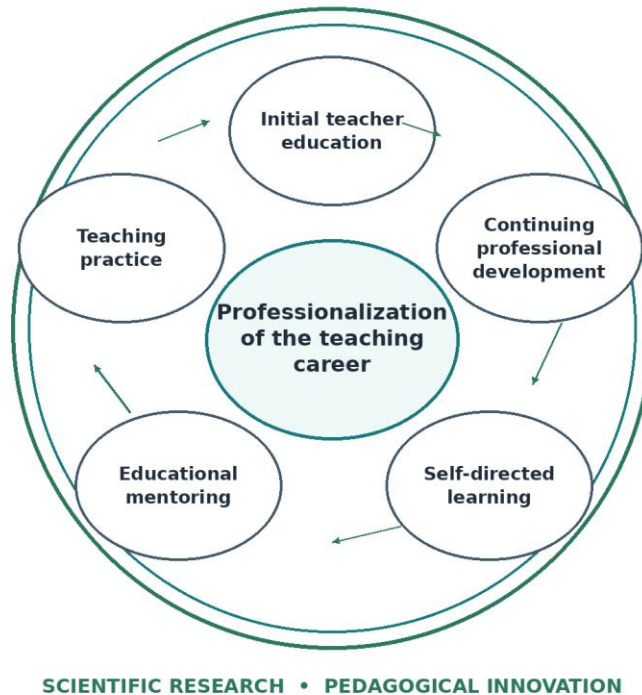


Figure 1. Professionalisation of the Teaching Career: A Systemic Approach

Initial and continuing education are supported and complemented by self-directed learning and individualised, decentralised training. These approaches require individuals to take an active and responsible role in their own learning and professional, personal, and social development.

Also, initial and continuing education, and professional development more generally, also benefit substantially from mentoring, in which the mentoring relationship is not unidirectional—the mentor influencing the mentee—but bidirectional, involving mutual influence.

An important component of professional education is systematic teaching practice, which gives teachers the opportunity to experiment with various real-life professional situations. In such contexts, they can identify difficulties and challenges and adapt their intervention strategies to the learners' needs and particularities.

Professional development is not limited, in my view, to a specific training period; it is, instead, a continuous, dynamic, and evolving endeavour. Self-directed learning, mentoring, and teaching practice are strongly connected, and each has an important role. Therefore, self-directed learning fosters autonomy and responsibility for personal development, while mentoring provides support, guidance, and feedback. Finally, teaching practice creates opportunities to exercise and refine professional competences.

I tried to create an initial teacher education pathway that uses the interconnectedness between pedagogical knowledge, experience, and reflection and by connecting university teaching with teaching practice and research-based training. This approach has helped future teachers develop a multifaceted professional profile, enabling them to integrate subject and psychopedagogical knowledge with practical experience, exercise critical and divergent thinking and reflection, and remain open to lifelong learning and development.

In addition to scientific articles and studies published in international scholarly journals and/or proceedings of national and international specialist conferences, I highlight the following relevant scientific publications:

- **Six single-authored books:**
- Neacșu, M.-G. (2011). *Pedagogie socială românească. Tradiție și modernitate* [Romanian social pedagogy: Tradition and modernity]. Paralela 45, ISBN 978-973-47-1126-0.
- Neacșu, M.-G. (2011). *Didactica Psihologiei. Îndrumar pentru activitățile de seminar* [Teaching psychology: A guide to seminar activities]. Paralela 45, ISBN 978-973-47-1126-0.
- Neacșu, M.-G. (2013). *Managementul calității totale în educație. Suport de curs* [Total quality management in education: Course materials]. Universitatea din Pitești, ISBN 978-606-560-330-1.

- Neacșu, M.-G. (2014). Alternativele educaționale. Repere teoretice si aplicative [Alternative education: Theoretical and practical perspectives]. Mega, ISBN 978-606-543-524-7.
- Neacșu, M.-G. (2015). Educația pentru drepturile copilului [Education for children's rights]. Mega, ISBN 978-606-543-690-9.
- Neacșu, M.-G. (2015). Educația pentru valori democratice. Suport de curs [Education for democratic values: Course materials]. Ars Libri, ISBN 978-606-574-886-6.
- **Ten co-authored chapters in books published by A1- or A2-ranked publishers:**
- Neacșu, M.-G., & Bocoș, M.-D. (2026). Growth Mindset – A New Paradigm in Educational Management. In D. Mara & I. D. Hunyadi (Eds.), Proceedings of the International Conference on Management and Entrepreneurial Leadership for K-12 Education Excellence (LEADK12 2026), Advances in Social Science, Education and Humanities Research, Vol. 1026 (pp. 247–259). Atlantis Press (part of Springer Nature). ISSN 2352-5398, ISBN 978-2-38476-599-7. https://doi.org/10.2991/978-2-38476-599-7_15
- Neacșu, M.-G. (2025). Succes profesional prin mentorat educațional [Professional success through educational mentoring] (Chapter XI). In D. Mara & M.-D. Bocoș (Eds.), Mentoratul educațional în societatea învățării [Educational mentoring in the learning society] (pp. 285–302). CEEOL PRESS, Frankfurt am Main, Germany. ISBN 978-3-949607-94-3, e-ISBN 978-3-949607-95-0.
- Neacșu, M.-G. (2025). Mentoring teacher-to-be students through non-formal alternative education activities (Chapter XIII). In D. Mara & M.-D. Bocoș (Eds.), Insights in non-formal education in the actual society (pp. 167–177). Edizioni ETS, Pisa, Italy. ISBN 9788846772077.
- Bocoș, M.-D., Răduț-Taciu, R., Neacșu, M.-G., Costache Colareza, A.-C., Barbaroș, A., & Purcar, A.-M. (2025). Pedagogia – știință și artă a educației [Pedagogy: The science and art of education]. In M.-D. Bocoș, M.-G. Neacșu, & R. Răduț-Taciu (Eds.), Fundamentele pedagogiei – dimensiuni teoretice, aplicative și instrumentale [Foundations of pedagogy: Theoretical, applied, and instrumental dimensions] (pp. 11–43). Presa Universitară Clujeană.

- Bocoș, M.-D., Răduț-Taciu, R., Neacșu, M.-G., Lucaci, A.-S., Boca, L.-I., & Barbaroș, A. (2025). Dimensiunile/laturile educației [The dimensions/aspects of education]. In M.-D. Bocoș, M.-G. Neacșu, & R. Răduț-Taciu (Eds.), *Fundamentele pedagogiei – dimensiuni teoretice, aplicative și instrumentale* [Foundations of pedagogy: Theoretical, applied, and instrumental dimensions] (pp. 171–209). Presa Universitară Clujeană.
- Neacșu, M.-G. (2023). Managementul calității activităților de practică pedagogică [Quality management in teaching practice]. In A. Petrache & S. Marin (Eds.), *Mentorat de practică pedagogică* [Teaching practice mentoring] (pp. 132–148). Editura Universitară. <https://grants.ulbsibiu.ro/prof-mentorat/files/mentorat-de-practica-pedagogica-final-online5023.pdf>
- Glava, A.-E., Muntean-Trif, L.-S., & Neacșu, M.-G. (2022). Expectations of future mentor teachers within the training programme for teaching career mentors. In A. Petrache, D. Mara, & S. Velea (Eds.), *Mentoring for successful teaching career* (pp. 161–171). Editura Universitară. <https://www.editurauniversitara.ro/en/educational-sciences43/mentoring-for-successful-teaching-career.html>
- Neacșu, M.-G. (2020). Specificul evaluării în alternativa Step by Step [Specific features of assessment in the Step by Step alternative]. In H. Catalano & I. Albuлесcu (Eds.), *Alternativa educațională Step by Step. Abordări teoretice și pragmatice* [The Step by Step educational alternative: Theoretical and pragmatic approaches] (pp. 175–208). Didactica Publishing House.
- Neacșu, M.-G. (2020). Particularități ale organizării și desfășurării activităților zilnice [Specific features of organizing and conducting daily activities]. In H. Catalano & I. Albuлесcu (Eds.), *Alternativa educațională Step by Step. Abordări teoretice și pragmatice* [The Step by Step educational alternative: Theoretical and pragmatic approaches] (pp. 97–116). Didactica Publishing House.
- Neacșu, M.-G. (2017). The Contribution of Professor Ilie Șulea-Firu to the Development of the Montessori Pedagogy in Romania. In I. Albuлесcu & H. Catalano (Eds.), *Alternative educational methodologies* (pp. 117–125). Cambridge Scholars Publishing, Newcastle upon Tyne, UK. <https://search.worldcat.org/title/1020319609>

Since 2024, I have served on the supervisory and assessment committees for doctoral theses supervised by Professor Muşata-Dacia Bocoş, PhD, at the Faculty of Psychology and Educational Sciences, Babeş-Bolyai University, Cluj-Napoca.

An important scientific achievement is the 2025 volume “Foundations of Pedagogy: Theoretical, Applied, and Instrumental Dimensions,” which I co-edited and co-authored with Professor Muşata-Dacia Bocoş, PhD, and Associate Professor Ramona Răduţ-Taciu, PhD. Preparing this volume was a substantial collaborative scholarly undertaking, aimed at drawing on and updating the theoretical, applied, and instrumental foundations of pedagogy through the contributions of a team of authors.

Particularly relevant to the preparation of future teachers, the volume was designed around six fundamental themes of contemporary pedagogy, integrated within a systemic perspective: Pedagogy as the Science and Art of Education; the System of Educational Sciences; Factors in the Development of Human Personality; Education as a Distinctively Human Activity and Sociocultural Phenomenon; the Dimensions/Aspects of Education; and the Aims of Education. The material is structured concisely and accessibly without compromising scientific rigour, providing the conceptual foundations needed to build and develop psychopedagogical competences. Accordingly, the volume goes beyond a descriptive presentation of the foundations of pedagogy to facilitate their understanding, operationalisation, and transfer into concrete educational contexts. A distinctive feature is the integration of theoretical, applied, and instrumental dimensions through key terms and phrases, theoretical considerations, cognitive organisers, metacognitive strategies, exercises and practical activities, specialist references, and assessment and self-assessment tools.

Through its content and organisation, the volume addresses foundational themes in pedagogy as well as topics of current interest in educational research and practice, including digital pedagogy, neuropedagogy, education in and for the knowledge society, and the pedagogy of the future.

I have participated in 17 European Union-funded projects, holding various roles in project management and implementation teams. These experiences have broadened my perspective on teacher education and the professionalisation of the teaching career.

Since 2008, I have served on the research and implementation teams of the “Quality in Education” projects (CALED 1 and CALED 2), funded under the PHARE programme and implemented through the Department of Teacher Training at the University of Pitești. These projects were important for developing and promoting educational quality. The projects CALED 1 and CALED 2 involved designing and delivering training programmes for teachers in rural upper-secondary schools across four Romanian counties (Argeș, Teleorman, Vâlcea, and Olt). These activities improved educational practices by supporting teachers’ professional development and creating conditions for quality education.

Another important stage in my research and training career was my participation as an expert, between 2010 and 2013, in project POSDRU/87/1.3/S/63709, “Quality, Innovation, and Communication in the Continuing Education System for University Teacher Educators,” implemented by the University of Pitești’s Department of Teacher Training in partnership with the Ministry of Education, Research, Youth and Sport as beneficiary. My role as an assistant in the Didactics Unit was to provide consultancy and guidance to teacher educators, mentors, and teaching practice coordinators from the counties of Argeș, Teleorman, Olt, and Râmnicu Vâlcea. My work combined training, guidance, applied research and the development of pedagogical and assessment instruments.

Another important step in my work on the professionalisation of teaching was between 2010 and 2014, when I served as an expert in project “Restructuring the Continuing Professional Development System for Pre-University Education Staff through the Generalisation of the Transferable Professional Credit System” (POSDRU/3/1.3/S/2, ID 3777) implemented by the Ministry of Education. In this role, I helped develop and substantiate professional standards for different stages of the teaching career. In this regard, I paid particular attention to the relationship between professional standards, continuing professional development, and the assessment of professional growth.

Specifically, I contributed to developing professional standards for preschool and primary school teachers. These standards align with the stages of professional development: Teaching Grade II, Teaching Grade I, and teachers' continuing professional development.

Another contribution which I consider essential for my professional path is being part of the team responsible with the drafting and implementation of the European project “Motivation, Stability, and Competence: Quality in Human Resource Development in Disadvantaged Schools (MSC–EDU),” mySMIS code 106918, funded through the Human Capital Operational Programme (POCU), 2018–2020. Once again, I had the occasion to understand that the teaching profession is a process of continuous development, with a strong interdependence between initial education, continuing education, and self-directed learning.

An important stage in my scientific and professional development is the period 2021-2023, when I participated to the project “Professionalization of the Teaching Career – PROF” project (POCU/904/6/25/146587). The project allowed me to draw on my previous experience in mentoring and teacher education. I delivered training across all accredited programmes, advised teams of trainers, and helped develop and strengthen their competences in mentor training.

In 2022, as part of PROF III and PROF IV, I delivered workshops entitled “Introducing the Concept of Mentoring-Based Training through Peer Learning within the Learning Community.” The aim was to familiarise trainers at the Constanța County Teacher Training Centre (CCD) with the principles of mentoring-based training and ways of using peer learning in mentors' professional development.

The experience gained in the PROF project strengthened the connections between mentoring research, training activities, and professional practice on a large national scale.

Other projects have also formed an integral part of my academic career and have contributed, or continue to contribute, significantly to the development of my professional competences:

- “Preventing Early School Leaving and Increasing Disadvantaged Groups’ Access to and Participation in Quality Tertiary Education and Vocational Training under Conditions of Social Inclusion (PRIM STUD),” project code 326436, 2025–2027;
- “Inclusive and Quality Early Childhood Education (ETIC),” MySMIS code 128215, 2020–2021;
- ERASMUS+ project “Regroupement Européen d’Acteurs pour Générer une Intégration Réussie de la jeunesse,” 2017-3-FR02-KA205-013710, 2018–2019;
- Romania Secondary Education Project (ROSE), University Grants Scheme – 67/SGU/NC/I: “Start Your Career! – UPIT (START-UPIT),” 2017–2020;
- “We Have Rights Too,” contract RO2014_C4_57, co-funded through the European Economic Area (EEA) Financial Mechanism grants, 2015–2016;
- “SES – SAFE EQUAL OPPORTUNITY for Your Social Inclusion,” POSDRU/173/6.1/S/147880, funded by the European Social Fund under “Investing in People,” 2014–2015;
- “Adapting Study Programmes to the National Qualifications Framework for Higher Education to Improve Educational Provision – NOVA-CURRICULA,” POSDRU/156/1.3/G/141632, 2014–2015;
- “Sustainable Performance in Doctoral and Postdoctoral Research – PERFORM,” POSDRU/159/1.5/S/138963, 2014–2015;
- “Competences for Your Career,” POSDRU156/1.2/G/140570, 2013–2015;
- GRUNDTVIG project 509927-LLP-1-2010-1-GR-GRUNDTVIG-GMP/2010, “Development of Innovative Methods of Training the Trainers (ARTIT),” coordinated by the Hellenic Adult Education Association, Greece, 2010–2012;
- “Quality, Innovation, and Communication in the Continuing Education System for University Teacher Educators,” POSDRU/87/1.3/S/63709/2010, beneficiary: Ministry of Education, Research, Youth and Sport; partner: University of Pitești, 2010–2013;
- Leonardo da Vinci project LT/06/B/F/PP-171009/2008, “Development of Systems for Vocational Teacher Qualification Improvement” (PROPETO), coordinated by the Centre

for Vocational Education and Research at Vytautas Magnus University, Lithuania, 2008–2010;

- “Quality in Educational Mentoring (CAMED),” CNCSIS 1157/2007, beneficiary: University of Pitești, 2007–2009.

My teaching activities have also included the continuing professional development of pre-university teachers through postgraduate programmes and professional training courses. Within the University of Pitești’s Department of Teacher Training, I also served as programme coordinator (Practicum, Training of Trainers, and Professional Competence Assessor), overseeing the entire training process: updating and revising curricula and course specifications, and organising and supervising teaching practice.

Between 2007 and 2017, I initiated and implemented 21 continuing education and postgraduate programmes responding to labour-market demand, serving as programme coordinator for 14 of them: Training of Trainers; Professional Competence Assessor; Spiritual Counselling; Social Assistance and Counselling for Children in Educational Settings; Social Assistance for Abused, Neglected, and Maltreated Children; Human Resource Management; Business Law; Implementation of Schengen Legislation in Public Institutions; Management of Documentation and Information and the Role of the Teacher-Librarian; High-Performance Educational Management in Pre-University Education (MEPP); Quality in Education through Educational Management and Leadership (CMEL); Winemaker–Cellar Master; Dynamics of Contemporary Scientific Research and the Implications of Its Findings for the Educational Practice of Romanian Language and Literature Teachers (DINAMIC_PROF); Quality in the Internal Management Control System of School Institutions; and E-Learning Solutions for Training Education Specialists.

From 2012 to 2016, as Director of the Muntenia Institute for Training and Performance at the University of Pitești, I coordinated this academic unit devoted to adult continuing education and professional development. My expertise included designing, accrediting, organising, and evaluating education programmes. This expert role complemented my teaching and research,

giving me the opportunity to understand teacher education from the perspective of a reinforced, dynamic, continuous process built on the profession's real needs and those of the educational community.

The second chapter, titled “Scientific Perspectives, Theoretical and Applied Educational Research Interests, and Personal Research Findings and Achievements,” highlights my contributions to theoretical and applied educational research. My contributions are structured following six areas: educational mentoring; the professionalisation of teaching in Romania; subject-specific didactics; social pedagogy; alternative education; and e-learning in education.

My scientific work has produced a portfolio of publications, including authored books, chapters in edited volumes, and articles in journals indexed in Web of Science, Scopus, and other international databases, as well as numerous contributions to national and international conferences as a keynote speaker.

I have also presented 11 scientific papers as a keynote speaker at national and international scientific conferences. At national and international Educational Sciences conferences, I have additionally initiated and delivered several scientific workshops for pre-university teachers on topical issues, including:

- 2026 (16 May): “Neuroplasticity in Children and Educational Experiences in the Digital Age: Interdisciplinary Dialogues,” at EduFest, with Magdalena Budiştanu, PhD, Anca Şuţan, and Alexandra Pîrvan;
- 2026 (18 September): “Neuroscience, Mentoring, and Education: An Introduction to Applied Neuropedagogy,” delivered with Professor Dana Rad, PhD, and Associate Professor Corina Colareza, PhD, as part of the “Mentoring in Education and Training” thematic network workshop of the Romanian Educational Research Association (ARCE), at the 13th National Conference on Educational Research (CERED), 17–19 September 2026, Lucian Blaga University of Sibiu;
- 2025: “The Art of Mentoring in Education: Professional Dialogues,” at EduFest;

- 2025 (7 April): “Growth Mindset in Early Childhood Education,” delivered with Professor Mușata-Dacia Bocoș, PhD;
- 2025 (3 October): “University Mentoring: A Tool for Integration, Training, and Development,” delivered with Professor Mușata-Dacia Bocoș, PhD, and Associate Professor Mihaela Voinea, PhD, as part of ARCE’s “Mentoring in Education and Training” thematic network workshop at the 12th National Conference on Educational Research (CERED), 2–4 October 2026, Transilvania University of Brașov;
- 2012 (May): “Mentoring and Coaching in Teaching Practice,” Pitești, for teaching practice mentors collaborating with the Department of Teacher Training and graduates of the MENTPROF master’s programme.

I have consistently sought to link teaching experience, university-level training, and scientific research, as illustrated by the following publications:

- Neacșu, M.-G. (2009). Orientări actuale în Didactica Religiei [Current approaches to the didactics of religion] (pp. 346–357). In L. Ezechil (Ed.), *Calitate în educație – o abordare pragmatică. Caled 1 și Caled 2* [Quality in education: A pragmatic approach. CALED 1 and CALED 2]. University of Pitești Press, ISBN 978-973-0-06332-5, 427 pp.;
- Neacșu, M.-G. (2009). Didactica ariei curriculare Om și Societate [Didactics of the Human and Society curriculum area] (pp. 401–410). In L. Ezechil (Ed.), *Calitate în educație – o abordare pragmatică. Caled 1 și Caled 2* [Quality in education: A pragmatic approach. CALED 1 and CALED 2]. University of Pitești Press, ISBN 978-973-0-06332-5, 427 pp.

The book “Teaching Psychology: A Guide to Seminar Activities,” published by Paralela 45 in 2011, supports the pedagogical preparation of psychology students. It is also intended for psychology teachers preparing for the examination for a permanent teaching position or for teaching-grade examinations, as well as for practitioners.

Through its approach, the book contributes to modernising teacher education and drawing on principles and approaches associated with postmodern didactics.

One of my current research interests is the neurodidactics paradigm, a rapidly developing transdisciplinary field at the intersection of cognitive neuroscience, educational psychology, and applied didactics (Neacșu, 2019).

In initial teacher education, neurodidactic strategies offer two kinds of educational benefit. First, they can help improve students' learning experiences by drawing on cognitive, emotional, and motivational mechanisms involved in learning. Second, their use in university teaching gives future teachers examples of good practice that they can analyse, experiment with, and adapt to their own teaching contexts.

From this perspective, neurodidactic strategies can support students' engagement and motivation by aligning teaching approaches with the cognitive and emotional processes involved in acquiring and consolidating knowledge. Understanding the relationship between cognitive, emotional, and motivational processes provides teachers with a foundation for designing learning experiences that support active participation and self-regulated learning.

This perspective on neurodidactics aligns with my interest in the professionalisation of teaching. Preparing future teachers involves both sharing knowledge and methods and developing the students' understanding of the core of learning. The aim is to empower them to design educational experiences adapted to learners' characteristics. Integrating neuroscientific perspectives into didactics supports the development of scientific, reflective teaching practices centred on learners' actual needs.

Between 2010 and 2013 I contributed to the diversification and adaptation of training methodologies in the project "Quality, Innovation, and Communication in the Continuing Education System for University Teacher Educators" (POSDRU/87/1.3/S/63709). As an assistant in the Didactics Unit, I advised the teacher educators in the project. This activity allowed me to analyse the teachers' training needs and gain knowledge on new teaching strategies and methods appropriate for academic teaching. Direct interaction with educators with a multitude of

experiences, specialisations and backgrounds provided a valuable context for professional learning and ideas for adult education activities.

During the same period, I prepared new course materials for Didactics of Religion, updating and systematising the content and incorporating strategies to facilitate the transition from theoretical to practical knowledge.

Another significant contribution to the project was my involvement in preparing Module III, “Coaching Methods and Techniques Used during Teaching Practice.” This experience deepened my understanding of the connections between training, guidance, coaching, and teaching practice and of their potential contribution to future teachers’ professional development. My contributions to this module covered the following sections:

- Management of Teaching Practice Activities (with Professor Liliana Ezechil, PhD);
- Presentation and Analysis of Curriculum Documents;
- An Exercise in Communicating with Parents;
- The Student Teacher’s Portfolio;
- Observation and Analysis Sheet for Demonstration Lessons.

My work on reviewing the literature and conducting research in subject-specific didactics continued after the project ended, leading to further publications in this research area:

- Neacșu, M.-G. (2013). Efficient Didactical Strategies to Develop Pupils’ Life Abilities. *Analele Științifice ale Universității „Alexandru Ioan Cuza” din Iași (New Series), Educational Sciences*, indexed in EBSCO, CEEOL, and Copernicus, Vol. XVII/2013, ISSN 1453-0775;
- Ezechil, L., & Neacșu, M.-G. (2017). Education for Desirable Behaviours and Shaping Young People’s Character in the Spirit of Christian Values. *Journal of Innovation in Psychology, Education and Didactics (JIPED)*, 21(2), 177–188. ISSN 2247-4579, e-ISSN 2392-7127. <http://www.jiped.ub.ro/>

- Neacșu, M.-G., & Bucuroiu, F. (2020). Multimedia and Digital Tools. Basics of Civic and Ethical Education in Pre-Primary and Primary School. The 16th International Scientific Conference eLearning and Software for Education, Bucharest, 23–24 April 2020, pp. 362–368. DOI 10.12753/2066-026X-20-000. <https://proceedings.elseconference.eu/index.php?r=site/index&year=2020&index=papers&vol=35&paper=3af181f09b5fac8398e64f9693e8b553>
- Neacșu, M.-G., Bucuroiu, F., Țibrian, M., & Sămărescu, N. (2023). Optimising Evaluation Practices Through Reconsideration of Student Assessment Strategies in the Hybrid University Environment. Journal Plus Education, Vol. XXXII. <https://www.uav.ro/jour/index.php/jpe/article/view/1930/1825>

The studies and research I have undertaken throughout my professional career have helped establish both the axiological framework and the theoretical and methodological foundations needed to design and test mentoring and coaching models in the practical preparation of student teachers. These research efforts have focused primarily on identifying ways to improve the preparation of future teachers, supporting relevant changes in attitudes and behaviour, and identifying, analysing, and applying good practices in educational mentoring (see Figure 2).

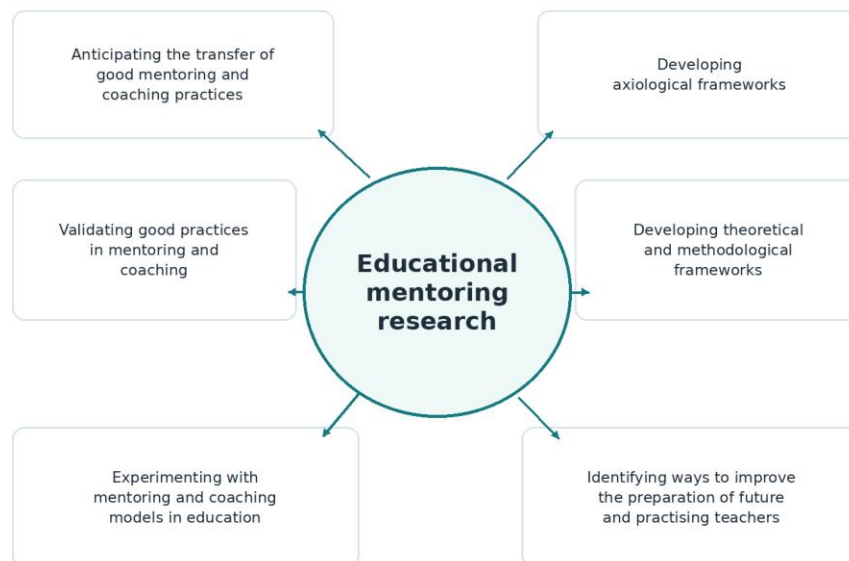


Figure 2. Research Priorities in Educational Mentoring

These research findings have been disseminated through scientific articles published in specialist journals, including Neacșu, M.-G. (2016). Coaching Models Applied in Students' Teaching Practice Placements. *Journal Plus Education (B+)*, Special Issue, pp. 34–42. ISSN 1842-007X, online ISSN 2068-1151. <https://www.uav.ro/jour/index.php/jpe/article/view/671/736>

My research and training in educational mentoring continued and diversified from 2021 to 2023 through my involvement in the “Professionalization of the Teaching Career – PROF” project (POCU/904/6/25/146587). As a trainer-training expert, I conducted in-person and online training and e-learning activities, provided face-to-face and online guidance, and supported mentors professionally. I was involved in all training programmes delivered through the project:

- PROF I – Teaching Career Mentoring;
- PROF II – Teaching Practice Mentoring;
- PROF III – Educational Management in a Mentoring Context;
- PROF IV – Coaching in Teaching, Learning, and Assessment in a Blended-Learning Context.

Given their scale and diversity, my activities within the PROF project naturally continued my educational mentoring research, linking research, training, and hands-on mentoring practice.

I analysed PROF I participants' perspectives and expectations on the evolution of mentors' roles and the status of teaching-career mentoring in Romania in “Expectations of Future Mentor Teachers within the Training Programme for Teaching Career Mentors,” co-authored with Adina-Elena Glava and Letiția Muntean-Trif. The study was published in *Mentoring for Successful Teaching Career* (pp. 161–171), edited by Anca Petrache, Daniel Mara, and Simona Velea and published by Editura Universitară in 2022.

Another relevant study, conducted in 2022, “Training of Teaching Practice Mentor Trainers – Perceptions, Values, Tools for Mentorship of Teaching Practice” (<https://humaneducationtoday.eu/2022/11/>), examined the preparation of teaching practice mentors in greater depth and identified several vulnerabilities in initial teacher education. Published in Human Education Today, it drew on the perceptions, values, and experiences shared by 54 participants in the PROF II training programme. Analysing these accounts opened up new perspectives on mentors’ role in initial teacher education, the need to strengthen educational mentoring, and the importance of shared procedures and tools for assuring the quality of teaching practice.

Building on these interests and the research findings, I developed a set of operational principles for quality management in teaching practice:

- a student teacher-/trainee-centred approach;
- active involvement of trainees in their own professional education;
- leadership, a proactive attitude, and professional role modelling;
- a focus on practical learning outcomes;
- a process-based approach to teaching practice;
- a systemic approach to teaching practice;
- promotion of ethical conduct and professional ethics;
- learning, innovation, and continuous quality improvement;
- data- and evidence-informed decision-making;
- development of collaborative and partnership relationships among the initial teacher education provider, mentors, teaching practice coordinators, and partner schools.

I continued and applied my work on quality assurance and quality management in teaching practice, developed through research and mentor-training activities, in the PROF project. The stages involved in implementing a teaching practice quality management system were presented in

my chapter “Quality Management in Teaching Practice” (Neacșu, M.-G., pp. 132–148), published in 2023 in *Teaching Practice Mentoring*, edited by A. Petrache and S. Marin and published by Editura Universitară as a research output of the PROF project (<https://grants.ulbsibiu.ro/prof-mentorat/files/mentorat-de-practica-pedagogica-final-online5023.pdf>).

The teaching practice mentor plays an important role not only in guiding students’ activities but also in monitoring and improving the quality of practical learning experiences. Teaching practice is viewed not as a merely formal stage of initial education but as a process in which students can practise, analyse, and improve professional behaviours with systematic support from their mentor and teaching practice coordinator.

In the qualitative study “Mentorship and Teaching Career Training,” published in *Journal Plus Education* in 2023, I drew on the experiences, perceptions, beliefs, attitudes, and views of 69 mentor trainers from the PROF project’s target group. The study also analysed the experiences and learning trainers gained through the project’s training programmes.

Sources of professional satisfaction among novice teachers in their first years of teaching were examined in “The Induction into the Profession of Teaching. From an Appraisal of the Training Requirements of Teachers to the Guiding Concepts and Strategies,” published in *Educația 21 Journal* in 2023. Co-authored with Adina-Elena Glava, Letiția Muntean-Trif, and Alina-Georgeta Mag, the study highlighted the role and importance of induction mentoring in supporting novice teachers’ professional integration through demonstration-based and collaborative professional activities.

From a holistic perspective on mentors’ personal and professional development, a research team (Bocoș, M., Mara, D., Roman, A., Rad, D., Crișan, C., Balaș, E., Mara, E.-L., Neacșu, M.-G., et al.) proposed integrating metacognitive practices and strategies into mentoring programmes in the article “Mentoring and Metacognition – Interferences and Interdependencies,” published in the *Journal of Infrastructure, Policy and Development* in 2024.

Research conducted in educational mentoring in 2024 provided the foundation for designing and experimentally piloting an innovative induction programme for novice teachers, in collaboration with Alina-Georgeta Mag, Adina-Elena Glava, and Letiția Muntean-Trif. I presented the findings in “The Impact of an Induction Mentoring Programme for Novice Teachers. Reflections, Feedback, and Directions for Future Research,” published in *Educația 21 Journal*.

In 2025, I had the privilege of publishing the chapter “Professional Success through Educational Mentoring” (pp. 285–302) in *Educational Mentoring in the Learning Society*, published by the internationally recognized CEEOL PRESS, Frankfurt am Main, Germany (ISBN 978-3-949607-94-3; e-ISBN 978-3-949607-95-0), under the academic editorship of Professor Daniel Mara, PhD, and Professor Mușata-Dacia Bocoș, PhD.

The chapter examines the relationship between educational mentoring and professional success. My approach adopts a reflective perspective and organises the discussion around the following fundamental questions for mentorship:

- What does it mean to be a good teacher mentor who supports a mentee on their path to professional success?
- What does professional success mean in education, and how do mentors and mentees understand it?
- What difficulties and mistakes may arise in mentoring, and what are their implications for professional development?
- What mentoring strategies can support mentees in building a successful professional pathway?

Understanding how the human brain responds to change enables mentors to account for the neural processes behind emotions, thoughts, and behaviours when mentoring, and to design and implement effective, lasting interventions. From this perspective, neuroscience-informed strategies can help facilitate positive, meaningful, and sustainable change for both mentees and groups under a mentor’s responsibility.

For mentors, success in the teaching profession is built through each mentee who becomes motivated to practise teaching, assumes responsibility, and seeks to have a transformative, innovative impact on educational stakeholders and the educational environment.

Professional success is thus also an expression of the quality of the mentoring relationship and of the collaborative process of professional becoming undertaken by mentor and mentee together. This relationship entails continuous learning, reflection, self-reflection, and the (re)construction of professional meaning for both partners in educational mentoring. Professional success is not a one-off outcome but an ongoing process of professional becoming, built through learning, reflection, self-reflection, experimentation, and the (re)construction of meaning, and grounded in the mentor–mentee partnership, as illustrated in Figure 3.

Experiences of this kind also foster a sense of belonging to the professional community, since students can see teachers not only as providers of knowledge or assessors but also as collaborators, learning partners, and professional role models. Within this framework, the mentoring relationship can develop progressively through open expression, dialogue, mutual trust, and shared experiences. The mentor thus facilitates learning experiences that help future teachers discover and make use of their own resources for professional development.

All these issues were analysed and developed in “Mentoring Teacher-to-Be Students through Non-Formal Alternative Education Activities” (Neacșu, M.-G., 2025, pp. 167–177), published in *Insights in Non-Formal Education in the Actual Society* by Edizioni ETS, Pisa, Italy (ISBN 9788846772077), under the academic editorship of Professor Daniel Mara, PhD, and Professor Mușata-Dacia Bocoș, PhD.

CONTINUOUS PROFESSIONAL, PERSONAL AND SOCIAL DEVELOPMENT

Learning • Reflection • Self-reflection • Analysis • Experimentation • (Re)meaning-making

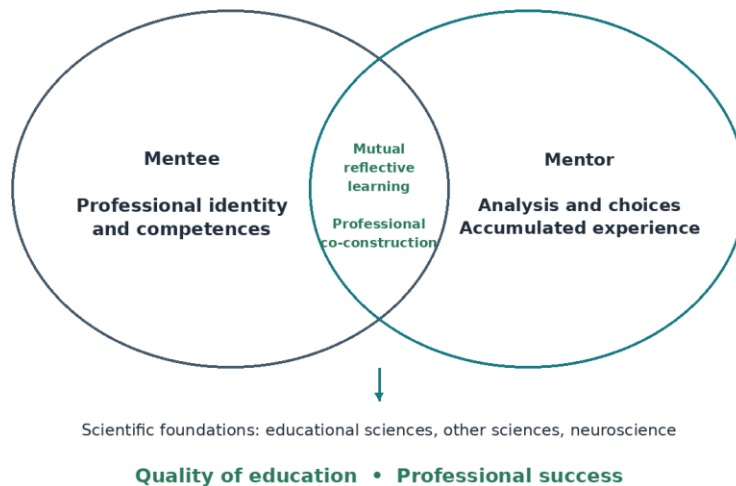


Figure 3. Mentoring as a Space for Reflective Learning, Professional Co-construction, and Professional Success

Figure 4 presents the two complementary dimensions around which my scientific contributions to the professionalisation of teaching are organised:

- Dimension 1 – the academic and professional education of undergraduate, master's, and doctoral students through teaching, teaching practice, mentoring, and research-based training.
- Dimension 2 – supporting the professional development of teachers at different stages of their careers through mentoring, continuing education, counselling, and professional development activities.

As Figure 4 shows, the two dimensions form a continuum and mutually reinforce one another. My experience in educating future teachers has informed and enriched the training and mentoring I have provided to practising teachers. Conversely, direct engagement with teachers' needs,

difficulties, and professional challenges has helped me refine my perspectives and approaches to students' initial teacher education. I have sought to maintain an ongoing connection among initial education, continuing professional development, self-directed learning, mentoring, and educational research.

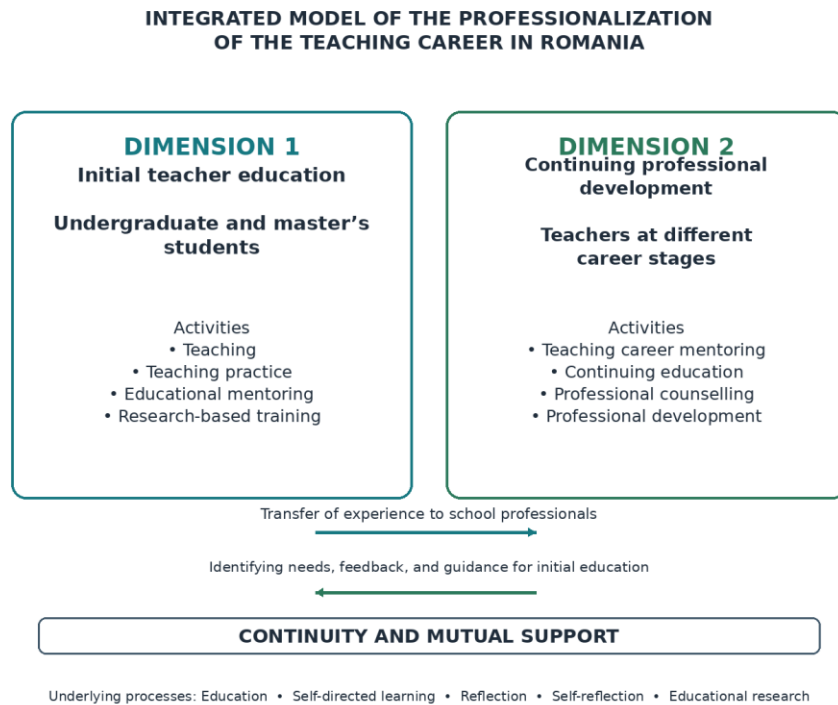


Figure 4. Integrated Model of the Professionalisation of Teaching through Education, Mentoring, and Professional Development

Another research direction that began during my doctoral studies concerns the social pedagogy paradigm. An important objective of my research was to analyse how social pedagogy emerged as an interdisciplinary field in interwar Romanian pedagogical thought by identifying the key ideas, concepts, and approaches that contributed to the emergence and development of this paradigm. The findings were published in 2011 in “Romanian Social Pedagogy: Tradition and Modernity,” by Paralela 45 (ISBN 978-973-47-1126-0).

This research showed how social pedagogy helped establish perspectives on educational intervention directed towards individuals and communities. From this perspective, the social pedagogy paradigm assumes that education is a permanent dimension of social life and that educational processes take place not only in specialised institutions but also in social relationships, communities, and a variety of everyday contexts.

The evolution of the social pedagogy paradigm has diversified the settings and forms of socio-educational intervention. Its principles are applied in socio-educational support activities, programmes for people in vulnerable circumstances, activities in care and rehabilitation centres, and institutional settings, including prisons.

Alternative education is another area of my scientific interest, owing to its educational value and the diversity of pedagogical perspectives it offers to educational research and practice. My work in this field has sought to draw on the theoretical and practical dimensions of alternative pedagogies and create contexts in which educational pluralism can be understood.

Through the Educational Alternatives Student Research Circle, founded in 2020 as a centre for scholarly research into alternative pedagogies within the Department of Educational Sciences, Faculty of Educational Sciences, Social Sciences and Psychology in Pitești, I sought to provide opportunities for students to deepen their pedagogical knowledge and develop their skills in pedagogical analysis and research.

Student research has been an important part of the Circle's activities. Under my supervision, several students prepared and presented scientific papers at conferences, symposia, and workshops devoted to alternative education, held both in Pitești and elsewhere in Romania, including Bistrița and Sibiu.

These interests first led to "Alternative Pedagogies: Pedagogical Foundations" (2013) and later to the course materials "Alternative Education: Theoretical and Applied Perspectives" (2014).

My interest in using digital technologies in education and exploring e-learning's potential to support education began with my first research activities in 2006. Under the supervision of Professor

Adrian Adăscăliței, PhD, at Gheorghe Asachi Technical University of Iași, these activities marked the beginning of a research direction focused on the relationship among education, technology, and digitally mediated learning processes.

My e-learning research continued in subsequent years, gradually becoming a sustained interest at the intersection of teacher education, digital technologies, and pedagogical innovation. The belief that using technology for education must be considered in relation to intended educational aims, learners' characteristics and needs, and the nature of the learning process has guided this line of my work.

From this perspective, I have approached e-learning not merely as a technical means of transmitting and distributing information, but as a set of practices, resources, strategies, methods, and learning contexts that can transform the relationship among teachers, pupils/students, learning content, and the learning environment. This relationship must necessarily be designed, analysed, and optimised in light of the intended educational aims.

I have presented the results of this research in scientific publications and articles, strengthening a research direction focused on the relationship among technology, education, mentoring, e-mentoring, and professional development.

As a continuation of my e-learning research, my work on e-mentoring represents a natural broadening of the field: from using technology to facilitate learning to using it to support professional relationships, individual and collective reflection, collaboration, cooperation, and teachers' professional becoming.

In education, e-mentoring is understood as mentoring mediated by digital technologies and as a way of supporting professional relationships between mentors and mentees. My research has sought to highlight e-mentoring's potential to facilitate communication, collaboration, and partnership between mentors and mentees, experience sharing, feedback, reflection on professional practice, and the continuous development of teachers' competences. The findings have been published and disseminated in a series of scientific articles, including:

- Neacșu, M.-G., & Adăscăliței, A. (2008). Improving mentoring, a new dimension of mentoring courses: e-mentoring. *Scientific Bulletin, Education Sciences Series*, 1/2008, 190–200. University of Pitești Publishing House, ISSN 1584-5915.
- Adăscăliței, A., & Neacșu, M.-G. (2008). Characteristics of student-centred interactive e-learning environments: E-mentoring and computer-mediated communication in e-learning. *International Conference Edu-World 2008, “Education Facing Contemporary World Issues,”* 5–8 June 2008, Pitești, Vol. II, pp. 299–307. University of Pitești Press, ISSN 1844-6264.

Subsequent research focused on pedagogical experiments designed to investigate and validate an e-coaching model for optimising teaching practice activities.

- Neacșu, M.-G., Dumitru, G., & Adăscăliței, A. (2012). An experimental e-coaching model used for training student teachers. In *Leveraging Technology for Learning: Proceedings of the 8th International Scientific Conference “e-Learning and Software for Education,”* Bucharest, 26–27 April 2012, Vol. 1, pp. 263–269. Indexed in ISI Web of Science, Central and Eastern European Online Library, ProQuest, and EBSCOhost. Editura Universitară, ISSN 2066-026X (print), 2066-8821 (online). <http://proceedings.elseconference.com/index.php?r=site/index&year=2012>
- Neacșu, M.-G., Dumitru, G., & Adăscăliței, A. (2012). Online peer coaching for optimising the management of teaching practice activities. In *Leveraging Technology for Learning: Proceedings of the 8th International Scientific Conference “e-Learning and Software for Education,”* Bucharest, 26–27 April, Vol. 1, pp. 258–262. Indexed in ISI Web of Science, Central and Eastern European Online Library, ProQuest, and EBSCOhost. Editura Universitară, ISSN 2066-026X (print), 2066-8821 (online). <http://proceedings.elseconference.com/index.php?r=site/index&year=2012>

Ways of using virtual environments in learning, mentoring, and educational coaching are presented in Figure 5.

Through my work in these areas, I have sought to help educate competent, reflective, empathetic, and responsible education professionals who are open to learning, change, and transformation. I believe that individual teachers' development is directly connected to the growth and strengthening of the professional communities to which they belong. A strong educational community is built through collaboration, sharing experience, mentoring, reflection on practice, and sustained attention to educational quality.

In recent years, an especially rewarding aspect of my research in Educational Sciences has been my work with the “Education, Reflection, Development” Doctoral School at Babeş-Bolyai University, Cluj-Napoca, where I serve on the final defence committees for two doctoral theses and on supervisory and academic integrity committees for four doctoral candidates under the academic supervision of Professor Muşata-Dacia Bocoş, PhD.

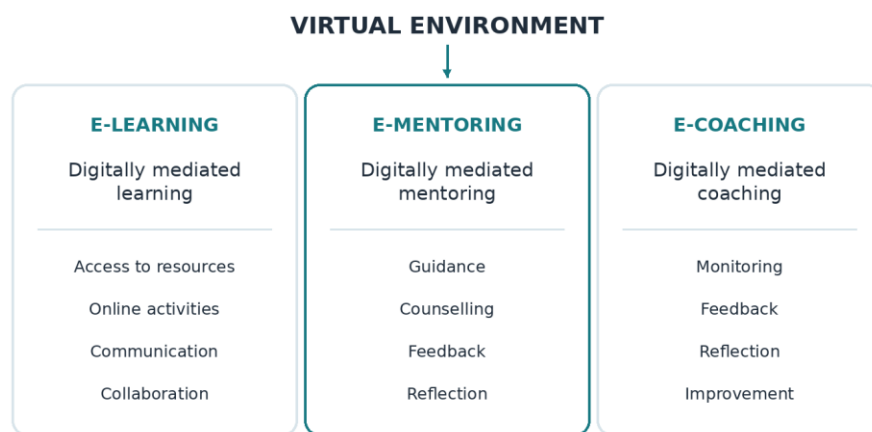


Figure 5. Ways of Using Virtual Environments in Learning, Mentoring, and Educational Coaching

The third chapter, “Main Directions for Academic Career Development in the Global Context of Significant Scientific Achievements in Educational Sciences,” presents future-oriented educational research topics intended both to consolidate existing research directions and to open up new challenges and academic collaborations.

My strategy for the development of my academic career considers short-, medium-, and long-term visions, aiming at strengthening my academic profile, developing my professional competences, and increasing my academic contribution to the field of Educational Sciences. The strategy comprises several interdependent areas of action, including a systematic planning of scientific research; the planning and development of teaching and mentoring, together with identifying funding for research projects and an active integration in the academic and community activities.

Discussing a timeline of my strategy, the following three levels of implementation are important:

- Short term – my priorities are strengthening my teaching and research portfolio, academic research publishing, mentoring activities, and identifying opportunities for scientific cooperation and funding.
- Medium-term – my objectives are increasing academic visibility, developing and coordinating research projects, interdisciplinary and academic cooperation, continuing to develop education programmes.
- Long-term – the main objective is to consolidate my academic profile by meaningfully contributing to the field of Educational Sciences, forming new generations of professionals, and ensuring the transfer of research results into practice.

Therefore, my strategy for developing my academic career is based on a strong connection between research, teaching, mentoring, e-mentoring, professional development, and community engagement.

Aligned with the central theme of my habilitation thesis, my research career will focus on educational mentoring and teachers' professional development.

My future research topics are organised around three major, complementary, and interdependent research directions.

Research Direction 1: Educational Mentoring and E-Mentoring in the Age of Artificial Intelligence

The first research direction aims to examine educational mentoring and e-mentoring in greater depth against the backdrop of digitalisation and the development of artificial intelligence. It builds on my earlier scientific work on e-mentoring and extends it to investigate new forms of interaction, relationships, communication, guidance, and professional development that can emerge when artificial intelligence is integrated into the education of future teachers.

In this context, future research will address the following topics:

- E-mentoring and the transformation of the mentor–student relationship;
- E-mentoring and artificial intelligence: from technology-mediated mentoring to digitally augmented mentoring;
- Artificial intelligence, digital identity, the virtualisation of education, and the mentors of the future: Where are we heading?
- The (e-)mentoring relationship in preparing future teachers for the school of the future;
- Mentoring, co-teaching, and team teaching in higher education for professional success.

Research Direction 2: Professionalisation of Teaching in the Digital Age

The second research direction concerns the professionalisation of teaching amid transformations arising from educational digitalisation and the emergence of new forms of learning, communication, and professional collaboration. Its premise is that digital transformation in education involves not only acquiring the competences needed to use technologies, but also changes in professional roles, teacher identity, teaching practices, and continuing professional development.

Within this framework, future research will focus on the following topics:

- Professional preparation of teachers in the context of digital education;
- Teachers' professional identity in the digital age;
- Digital competences and teaching career development;
- Preparing university-based teacher educators for new generations of teachers.

Research Direction 3: Neuroeducation and Personalised Learning

The third research direction will explore neuroeducation and the implications of neuroscientific findings for teaching, learning, and assessment in greater depth. Neuroeducation sits at the intersection of neuroscience, cognitive psychology, and educational sciences. As an interdisciplinary field, it aims to understand learning mechanisms. It also tries to identify how to ground educational practices in scientific evidence.

Future research topics will focus on:

- Neuroeducation for the school of the future;
- Neurodidactics of teaching and learning in the school of the future;
- Neurodidactics and the design of learning experiences.

This research direction intends to bring together neuroeducation, neurodidactics, personalised learning, transformations generated by emerging technologies, and scientific methods for designing educational experiences in accordance with learners' characteristics.

I intend to develop my scientific and academic career based on values such as dedication, professional respect, professional responsibility, professional recognition, positive thinking, self-education and lifelong learning. I structure the action plan on four dimensions:

- Capacity for self-assessment and the establishment of realistic professional goals;

- Advanced research and scientific performance;
- Teaching capacity, academic recognition, and engagement in community;
- Evaluation and continuous improvement.

To assess my professional path, I used a personal SWOT analysis (Table 1), which helped me reflect on my competences, experiences, and professional results. The analysis identified both strengths and areas requiring further professional development, as well as opportunities and challenges for my academic career.

I have set realistic and structured professional objectives for each future area of action. Therefore, I mention: to develop advanced research and consolidate scientific performance; to increase teaching capacity, academic recognition, and community involvement; to continuously evaluate and improve. The following objectives relate to the development of advanced research and the consolidation of scientific performance:

- O1. Intensify scientific research by publishing articles, studies, research findings, and books in Educational Sciences with internationally and nationally recognised publishers, and by participating in grants, scientific research contracts, and specialist conferences in Romania and abroad;
- O2. Increase my visibility as an educator and researcher through advanced research initiatives and by undertaking training and/or research activities at other universities in Romania and/or abroad;
- O3. Initiate and implement funded research and research–development–innovation projects and continuing education and professional training programmes for teachers and other groups of adults, in response to identified needs;
- O4. Supervise bachelor's, master's, and doctoral dissertations and theses in Educational Sciences, methodological and scientific papers for Teaching Grade I, and scientific papers, articles, studies, and research projects prepared by undergraduate and master's students, doctoral candidates, and teachers;

- O5. Serve on committees awarding teaching grades, supervising doctoral candidates and/or assessing doctoral theses, and selecting candidates for positions through competitive recruitment;
- O6. Review scientific papers submitted to national and international scientific conferences, coordinate book series and academic journals in Educational Sciences, and review books and scientific articles.

I have set the following objectives for future activities relating to teaching capacity, academic recognition, and community engagement:

- O1. Promote a culture of quality in teaching, research, and professional education activities undertaken with undergraduate and master's students, doctoral candidates, teachers, and other community practitioners;
- O2. Provide educational and career guidance to undergraduate and master's students, doctoral candidates, and teachers in preparing articles and scientific papers; participating in student research sessions, research circles, and Educational Sciences conferences; and becoming involved in European, scientific research, and volunteer projects within academic and local communities;
- O3. Improve teaching practice mentoring, teaching career mentoring, and educational management and leadership mentoring through new formats (e-mentoring, e-coaching, peer mentoring, coaching, and peer coaching), and implement findings from scientific research on educational mentoring;
- O4. Strengthen community partnerships, increase academic visibility and recognition within the community, and expand continuing education and professional development services for teachers and other adults in the community.

For the area of action concerning the qualitative aspects of evaluation and continuous improvement, I have established two objectives:

- O1. Improve my capacity for self-analysis and ongoing reflection on my achievements, the obstacles encountered, and my professional conduct in relation to professional standards, peer evaluations, student evaluations, and my stated professional objectives;
- O2. Continue the improvement of my professional activities through independent study, research and active participation in projects designed to support professional development.

Moreover, continuous professional development is a permanent objective in my academic career strategy. It targets both my competence and my professional standing in the field of Educational Sciences and is supported by pillars such as updated and expanded knowledge, developed teaching and research competences, familiarity with new curricular, pedagogical and educational approaches and perspectives, and continuous participation to conferences and workshops to stay in touch with the professional and academic community.

I will continue to approach my professional development as a reflective, self-regulated endeavour including the identification of my learning needs and the setting of development objectives. I intend to use all available opportunities for my development and to evaluate and monitor my progress. For this purpose, I will use self-directed learning, mentoring and professional cooperation as mechanisms in the process to continuously build my competences and adapt to the changes and challenges of the educational and academic landscapes.

My 20-year academic career is a cornerstone of my professional work; I want to continue building on it with passion and dedication through theoretical and applied research in Educational Sciences.

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