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## Summary

### Teacher's/educator's competences in a learning organization

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This paper studies the problem of teacher's/educator's competences and the possible approaches of accomplishing those competences in a learning organization. What we mean by the pedagogical competence of practitioners is a complex mosaic of various fields of knowledge and skills, which are essential for the practical application of theory for every professional. Hence, the authors emphasise the importance of the holistic approach in developing and perfecting the aforementioned competences, and claim that only a coherent model of diverse teacher/educator competences could lead to the changing of the traditional educational facility. Therefore, the way to change the educational practice, as well as the development of a facility into a learning organization, implies encouragement of every individual's inner values, their attitudes and worldviews, and also, following that, breakthroughs in their behaviour and way of working. It is because of all this that the kind of studying characteristic for a learning organization implies much more than just acquiring new information, i.e. knowledge. The kind of studying in a learning organization means becoming aware and tolerant of one's own and other people's standpoints, attitudes and opinions, as well as discussing those in groups. The presented results of the action research demonstrate that there are statistically significant differences in the competences of those educators who participate in an action research, when compared to the ones that do not participate, especially when it comes to that level of their competence connected to the ability to question and evaluate their own attitudes, i.e. their own reflexivity.

**Key words:** professional competence of teachers/educators, learning organization, action research, reflexive practitioner, team studying