UNIVERSITY OF LIFE SCIENCES ”KING MIHAI I” FROM TIMISOARA
”YOUNG PEOPLE AND MULTIDISCIPLINARY RESEARCH IN APPLIED LIFE SCIENCES”

05-06 November 2026



INSTITUTIONAL REQUIREMENTS AND EDUCATIONAL PRACTICES IN SCHOOL ORGANIZATIONS: INSIGHTS FROM TEACHERS TRAINED IN LIFE SCIENCES

Codruța GAVRILĂ[1], Viorica BOACĂ[1], Andreea DRAGOESCU-PETRICA[1]
[1]*ULST 'King Mihai I' from Timisoara, Romania*

Abstract: *This paper examines the school as an organization and a potential learning organization through a small-scale, practice-based study involving 56 in-service teachers who were graduates of life-science-related faculties at the University of Life Sciences “King Mihai I” from Timișoara. The participants were enrolled in the advanced level of the Psychopedagogical Training Programme during the second semester of the 2025–2026 academic year. An observation sheet was used to record task-related behaviours during course and seminar activities, including following instructions, understanding task purposes, using concepts and specialist vocabulary, seeking help, solving tasks, and completing activities.*

• Introduction

Schools are simultaneously public institutions, professional communities, and organizations in which teaching and learning are coordinated through formal structures and everyday relationships.
The school-as-learning-organization king about educational change. Rather than locating learning only in individual pupils or teachers, it asks whether the organization its can learn from experience, share knowledge, review assumptions, and adapt its practices.
A learning organization has the following dimensions: systemic thinking - each member of the organization knows their own tasks and understands how they interact with the tasks of others; the existence of a common vision; team learning. School organizations are knowledge-based organizations and intelligent organizations, capable of permanently adapting to changes in society. The concept of school has inspired a series of practices with the role of contributing to increasing the quality of the educational act.

• Material and method

This research aims to describe in its own terms the paradigm "School-learning organization", individually identifying at least two relevant characteristics of the school organization based on the presented classification, as well as the advantages and disadvantages of carrying out teaching activities in such a school, analyzing how the school should be perceived. These aspects were addressed in *the discipline School Organization Management*, provided for in the curriculum *for students enrolled in the Psycho-pedagogical Training Program for the certification of skills for the teaching profession Level II (advanced),* in the academic year 2025-2026, semester II. We mention that these students are teachers who teach in pre-university and secondary education, in rural and urban areas of Romania, more specifically the West Development Region, Timiș, Arad, Caraș-Severin, Hunedoara counties.

• Results and discussions

The results indicate that analyzing different organizational cultures through metaphors favoured the active participation of the trainees and the efficient achievement of the learning tasks. Since all participants met all the reported indicators, no difference between girls and boys can be identified in this group.

The uniformly positive observations suggest that the participants were able to engage with the structured tasks and apply the course vocabulary in the observed setting. This is a useful outcome for a professional-development context: understanding instructions and using specialist language are prerequisites for discussing organizational structures and comparing alternative models of school management. The findings are consistent with the immediate educational objective of enabling participants to work with the concepts introduced during the course.

The distinction between institutional coherence and rigid compliance is important. A school needs shared procedures for safety, assessment, communication, and accountability, but a procedure cannot anticipate every classroom situation. A learning organization maintains common purposes while allowing staff to discuss alternatives and adapt practice on the basis of contextual evidence.

A sustainable learning experience should not simply add ecological vocabulary to educational discourse. It should help learners examine the consequences of the metaphors they use. For example, an ecosystem metaphor may encourage attention to relationships and unintended effects, whereas a machine metaphor may support the design of reliable procedures. Each may be appropriate for a different question. A critical ecolinguistic approach therefore involves both the creative use of metaphor and the willingness to interrogate its assumptions, including whether a metaphor obscures power, agency, diversity, or structural constraints.

• Conclusions

This paper has examined the school as an institution and organization, considered the school-as-learning-organization perspective, and introduced conceptual metaphor as a means of critically interpreting organizational life. In the reported course setting, all 56 participants were observed to follow instructions, understand the purpose of activities, use the relevant terminology, solve tasks, and complete the proposed activities.

These results document successful engagement with the specified learning tasks. They should not be interpreted as direct evidence of school-wide organizational effectiveness or long-term professional change. For teachers trained in life sciences, ecological and ecolinguistic perspectives can offer productive connections between disciplinary knowledge and educational organization. As the work of co-authors and colleagues suggests, learning materials and language experiences can be designed to support contextualized, sustainable learning.