RESPOND Multiplier Event 4 University of Florence 12 November 2024

PR 1 "The RESPOND Teacher Professional Profile for Global Competence and Portfolio"

University of Granada and University of Florence

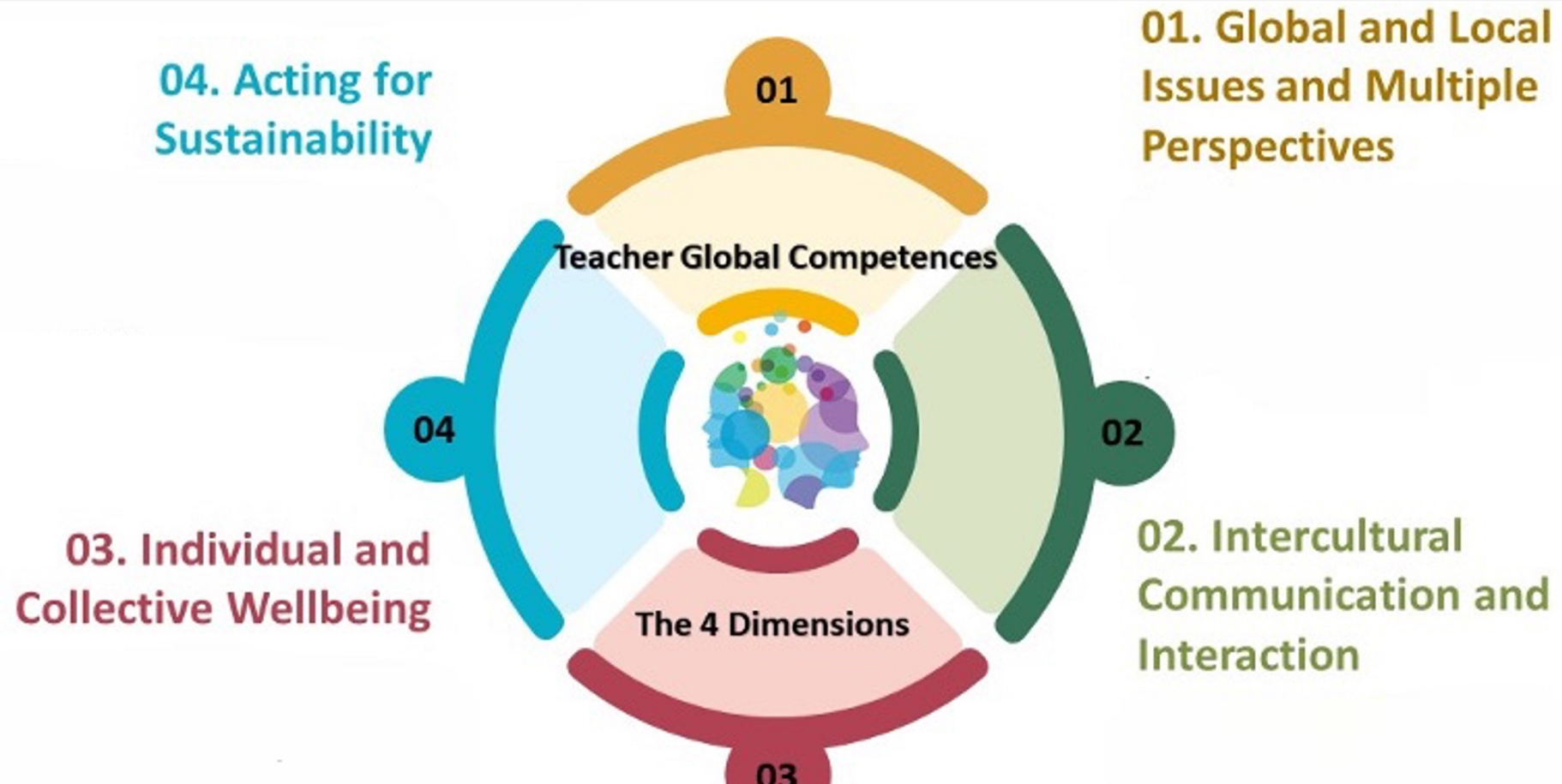# TEACHER PROFESSIONAL PROFILE (TPP)

Objective: understand how the TPP guides sustainable professional growth for teachers.

Purpose: equip teachers with the skills to navigate diverse, globalized, and evolving educational landscapes.

Framework: four intersecting dimensions that promote effective, inclusive, and globally relevant teaching practices.

PROJECT RESULT 1
THE RESPOND
TEACHER PROFESSIONAL PROFILE FOR GLOBAL COMPETENCE

04. Acting for Sustainability

01. Global and Local Issues and Multiple Perspectives

Teacher Global Competences

03. Individual and Collective Wellbeing

02. Intercultural Communication and Interaction

The 4 Dimensions

GLOBAL AND LOCAL ISSUES AND PERSPECTIVES (DIMENSION 1)

Teachers develop the skills to present global and local issues through a critical lens, fostering awareness and responsibility in students.

Specific skills:

Inquiry and Research Skills: using multiple sources, formats, and languages to gather diverse perspectives.

Analytical Skills: ability to analyse and interpret local and global issues, guiding students to question and engage critically.

Perspective-Taking: recognizing and defining both personal and others' perspectives, understanding influences.

Collaboration: working with others to generate ideas, questions, and solutions for global and local challenges.

Values and Attitudes:

Commitment to diversity, inclusion, equality, and social justice.

INTERCULTURAL COMMUNICATION AND INTERACTION (DIMENSION 2)

Teachers foster intercultural competence, enabling effective communication and empathy in multilingual and multicultural environments.

Specific skills:

- **Intercultural Communication Skills**: proficiency in verbal and non-verbal communication across cultures, fostering empathy.

- **Cultural Awareness**: understanding diversity in beliefs, behaviours, and decision-making processes within cultural contexts.

- **Conflict Resolution and Mediation**: skills to mediate intercultural exchanges, translate, interpret, and explain diverse perspectives.

- **Self-Reflection and Emotional Resilience**: managing psychological stress and reflecting on personal cultural affiliations.

Values and attitudes:

Respect, openness, curiosity, and appreciation of diversity.

INDIVIDUAL & COLLECTIVE WELLBEING (DIMENSION 3)

Teachers prioritize wellbeing for themselves and their students, promoting positive mental, emotional, and social health.

Specific skills:

- **Self-Care and Stress Management**: skills to manage personal wellbeing and model healthy practices.

- **Emotional Intelligence**: recognizing and promoting various dimensions of wellbeing (physical, emotional, intellectual, etc.).

- **Community Building**: creating supportive classroom environments that enhance collective wellbeing.

- **Promoting Diversity and Inclusion**: recognizing diversity as an enrichment and fostering a respectful, inclusive classroom culture.

Values and attitudes:

Balance, empathy, respect, and a commitment to mental and emotional health.

ACTING FOR SUSTAINABILITY (DIMENSION 4)

Teachers incorporate sustainable practices in their teaching, inspiring students to contribute positively to environmental and social sustainability.

Specific skills:

Ecological Literacy: understanding fundamental concepts of sustainability, ecosystems, and environmental justice.

Project-Based Learning: skills to design and implement sustainability projects involving student participation in decision-making.

Systems Thinking: ability to analyze interactions within and between environmental systems to understand complexity.

Values Alignment and Responsibility: assessing personal and institutional values, encouraging actions that support sustainability.
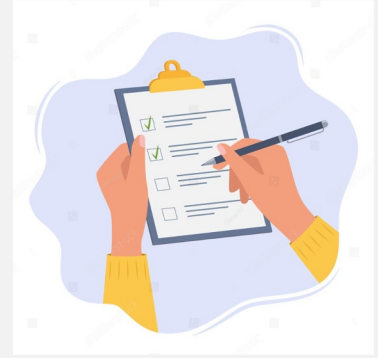
Values and attitudes:

Respect for ecosystems, responsibility, and environmental justice.

E-PORTFOLIO

E-PORTFOLIO

- Enhances the promotion of **self-assessment** processes related to evaluating the development of teachers' professional competences. These processes and competences are linked to the global dimensions of the RESPOND Teacher Professional Profile (TPP).

- The E-PT can be used by individuals and groups of teachers working together. It can also be used by schools as part of their development plans as professional learning environments.

- Part 2 of the E-PT focuses on **self-assessment** of the skills envisaged in each of the dimensions of the TPP.

- Part 3 of the E-PT opens a broader perspective on evaluating formal, non-formal and informal **professional learning experiences** in terms of how they have contributed to the development of these skills.

- Part 4 of the E-PT focuses on what **documentary evidence** is available to accompany the self-assessment and evaluation process.

- Part 5 of the E-PT invites **reflection** on overall teacher professional development as part of building an ongoing autographical narrative.

E-PORTFOLIO. PART 2 –DIMENSIONS–

	How well do you feel able to…	Not at all [1]	Not very well [2]	To some extent [3]	Quite well [4]	Very well [5]	Completely [6]
1.1	Identify and propose to learners issues that address relevant questions involving global and local dimensions.						
1.2	Identify and propose to learners different sources, formats media and languages for gathering input.						
2.3	Identify and propose to learners personal and external factors that impact upon intercultural beliefs, behaviours, and decisions.						
2.4	Identify and propose to learners examples of diversity in intercultural factors and experiences.						
3.5	Identify and propose to learners the relevance of wellbeing for positive functioning at different interrelated levels: physical, emotional, mental-intellectual, spiritual, social, and ecological.						
3.6	Promote learners' abilities to understand the importance of wellbeing and its various dimensions.						
4.7	Promote learners' abilities to evaluate how personal values and actions align with sustainability values.						
4.8	Promote learners' abilities to identify one's own and others' potential for addressing sustainability issues and to act to contribute to positive environmental change.						

E-PORTFOLIO. PART 3 –EVALUATING PROFESSIONAL LEARNING EXPERIENCES–

- **3.1 TRAINING EXPERIENCES / FORMAL PROFESSIONAL LEARNING EXPERIENCES**: Training/formal professional experiences that can be related to specific skills.

- **3.2 TRAINING EXPERIENCES / NON-FORMAL PROFESSIONAL LEARNING EXPERIENCES:** Non-formal experiences (association membership, courses related to personal interests, etc.) that do not involve training and school-based professional activities.

- **3.3 INFORMAL PROFESSIONAL LEARNING EXPERIENCES:** Informal experiences (recreational activities with colleagues, reading, friendship, internet, etc.) that do not involve training and professional school activities.

Type of experience	Year	Length of the experience	The specific skill(s) it helped me to develop	The activities that contributed to the development of the skill(s)	The indicators of specific skill(s) or professional learning outcomes	Strong and weak points of the experience	Thoughts or feelings that ensued from the experience

E-PORTFOLIO. PART 4 –DOCUMENTARY EVIDENCE–

Specific Skill	Documentation (short description)

E-PORTFOLIO. PART 5 –REFLECTION–

5. PROFESSIONAL LEARNING AUTOBIOGRAPHY

Reflect on your professional development in relation to **TEACHER GLOBAL COMPETENCE** by answering the following guiding questions:

1. How are (my) ideas on learning and teaching changing concerning choices of contents, objectives, methodologies, resources, and assessment of learning?

2. What do my learners and my colleagues need from me and what do I need from them in terms of creating a positive school and classroom culture, playing our various roles in different spheres of activity, building constructive relationships, and promoting inclusive practices?

3. What are my strengths and how can I build on them? What are my weaknesses and how can I improve them?
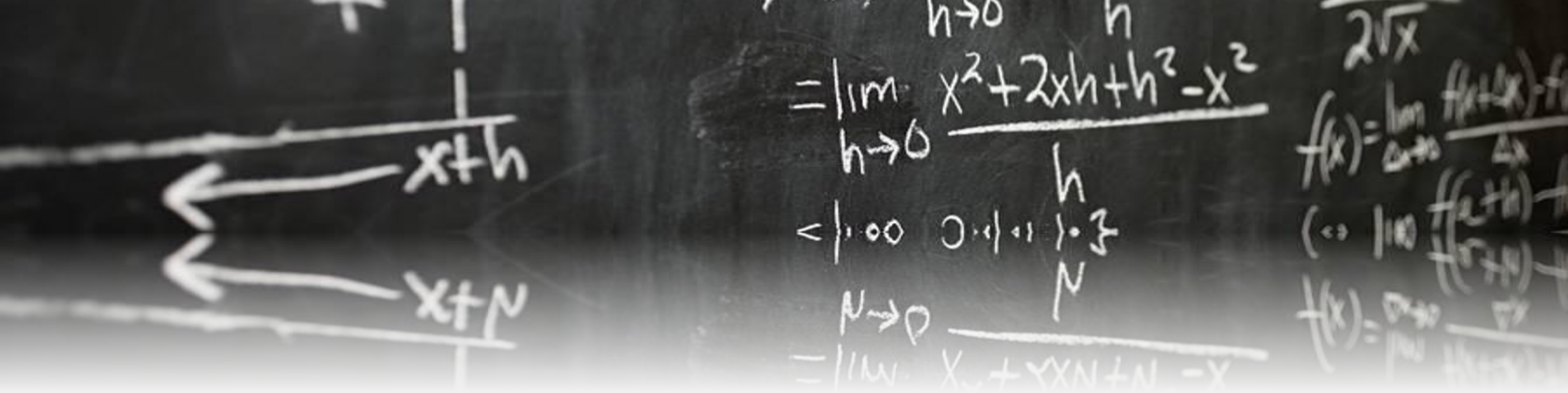
Thank you very much for your attention!

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