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The RESPOND PROJECT

Martin Dodman, University of Florence



RESPOND

- RESPOND (Sustaining the Professional Development within Schools as Professional Learning Environments) is an Erasmus+ Cooperation partnerships in school education project.
- The members of the RESPOND partnership are actively involved in the areas of teacher professional development and school development addressed by the project.
- The target groups and relevant stakeholders foreseen cover a wide range of professional profiles and institutional contexts within educational systems.



PROFESSIONAL DEVELOPMENT AND PROFESSIONAL LEARNING

- RESPOND considers professional development as an ongoing career-long process of promotion of increasing levels of competence related to the transversal and specific skills that constitute a teacher's professional profile.
- Professional learning is considered as the outcome of a series of significant experiences in formal, non-formal and informal contexts that contribute to the process of professional development.



PROFESSIONAL DEVELOPMENT AND SCHOOL DEVELOPMENT

- The point of departure for RESPOND was the belief that there is a need to investigate and analyse the complex relationship between teacher professional development and overall school development and identify ways in which they can be mutually sustaining.
- The aim was to build a framework for researching and identifying contexts and conditions that facilitate the interdependence between professional development and school development and the sustainability of both in terms of durability, resilience and transformability.



A FRAMEWORK AND TOOLS

- This RESPOND framework then furnished the basis for the production of project results intended as specific tools for the analysis and promotion both of professional development for teachers and development of schools as the learning environments in which they work.
- Each tool is intended to establish support guidelines and indexes containing indicators related to optimal characteristics of professional learning experiences and ways of maximizing their impact and durability in terms of teacher careers and organizational effectiveness.
- The tools are made up of Part A, containing the framework for the specific focus, and Part B, containing further materials for reflection, assessment and planning.
- Together the tools make up a package that can be used as a whole or in part according to the requirements of its users.



FOCUSES AND DIMENSIONS

- Each tool is based on one of four intersecting focuses related to building a teacher professional profile (Tool 1), providing mentorship and peer-to-peer support (Tool 2), enhancing the school as a professional learning environment (Tool 3), promoting and monitoring the sustainability of professional and school development (Tool 4).
- Each one of these focuses contains four dimensions that feed into and out of each other, starting from a guiding question, defining values and attitudes, and identifying the transversal and specific skills of a teacher's professional profile, together with the action areas and steps that sustain its development within professional learning environments.



LOOKING FORWARD

- Thank you for your attention!
- We hope you find our products interesting and potentially useful for the future.