RESPOND

Sustaining the professional development of teachers within schools as professional learning environments

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The RESPOND Teacher Professional Profile and Portfolio for Global Competence

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The RESPOND framework for a teacher professional profile and portfolio

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The primary objective of the RESPOND Teacher Professional Profile and Portfolio for Global Competence is to establish a comprehensive framework for cultivating both transversal and specific skills. This framework is designed to foster contexts and conditions that facilitate the mutual interdependence and sustainability of professional development for teachers and the schools in which they work. By offering a structured approach through the profile and its accompanying portfolio, this tool aims to create a consistent scaffolding that supports teacher growth while enabling schools to adopt cross-curricular strategies, thereby avoiding fragmented and unsustainable approaches to development. The four dimensions that form the core of this framework reflect essential aspects of a teacher's professional profile and align with international priorities for the enhancement of both teacher competence and school development.

The profile and portfolio work together to balance teachers' mastery of their subject areas with a deep understanding of student learning and development, coupled with a respect for the diverse backgrounds and needs of the students they serve. This dual focus enables teachers to plan and deliver effective, individualized instruction that promotes learning for every student. Central to this approach is the creation of learning environments that support student wellbeing and foster high levels of engagement and achievement. Additionally, teachers are encouraged to take ownership of their own professional learning and performance, engaging both as individuals and as active members of professional learning communities. This holistic approach aims to build resilient, adaptable educators who are committed to their ongoing growth and the success of their students and schools.

1. The RESPOND Teacher Professional Profile

The RESPOND Teacher Professional Profile (TPP) focuses on the continuous building of teachers' professional knowledge, which involves a deep understanding of learners and the diverse ways they acquire knowledge, as well as mastery of curricular content. This encompasses a nuanced awareness of how students' cognitive, social, and emotional needs impact their learning experiences. Furthermore, it emphasizes the importance of exploring effective teaching methodologies that can bring complex concepts to life and ensure that learning is both accessible and engaging. Teachers must keep informed about the latest pedagogical theories, educational technology, and instructional trends, enabling them to present content in innovative ways that capture students' interest and support their academic growth.

The sustainability of a teacher's professional profile can be viewed through two key lenses. First, it must exhibit characteristics such as durability, resilience, and transformability, allowing the teacher to adapt and grow as their career progresses. This adaptability is crucial in responding to changes in educational policies, societal shifts, and evolving student needs in a world that is increasingly complex and unpredictable. Second, it must align with and respond to both global and local realities, ensuring that teachers are prepared to meet diverse learner needs while remaining sensitive to the social, cultural, and environmental contexts in which they operate. The RESPOND TPP promotes sustainable professional growth not only for individual teachers but also for the schools and educational systems they work within. All three levels (individuals, schools, and systems) must support one another to create a cohesive and resilient educational ecosystem.

The professional development of teachers also plays a critical role in building sustainable societies. The sustainability of any given teacher's professional profile hinges on its ability to intersect with all aspects of human and ecological systems in a deeply interconnected world. This requires a holistic approach to teaching that considers the impact of education on broader societal and environmental challenges, fostering a generation of learners who are both knowledgeable and socially responsible.

The TPP framework incorporates insights from key contemporary educational documents (Bianchi et al., 2022; Council of Europe, 2018; OECD, 2018) to capture a broad spectrum of learner needs and teacher competencies. These competencies are organized around four intersecting global dimensions, each underpinned by values, attitudes, and the need to promote a deep awareness of their importance.

The four dimensions are declined in terms of transversal skills that are common to each one and specific skills which reflect the particular contents of a given dimension. Transversal skills are those that cut across all dimensions and include the ability to design and implement varied modes and tools for inquiry-based and experiential learning. These

skills support educators in presenting relevant content and facilitating learning experiences that promote critical thinking and problem-solving. Specific skills, on the other hand, are tailored to the unique content and goals of each dimension, ensuring that learners acquire the precise competencies needed to thrive within each thematic focus area. Together, these skill sets equip teachers and learners to address the complex, interconnected challenges facing society today, paving the way for a more sustainable and equitable future. This alignment with global perspectives ensures that teachers are well-equipped to navigate diverse educational demands.
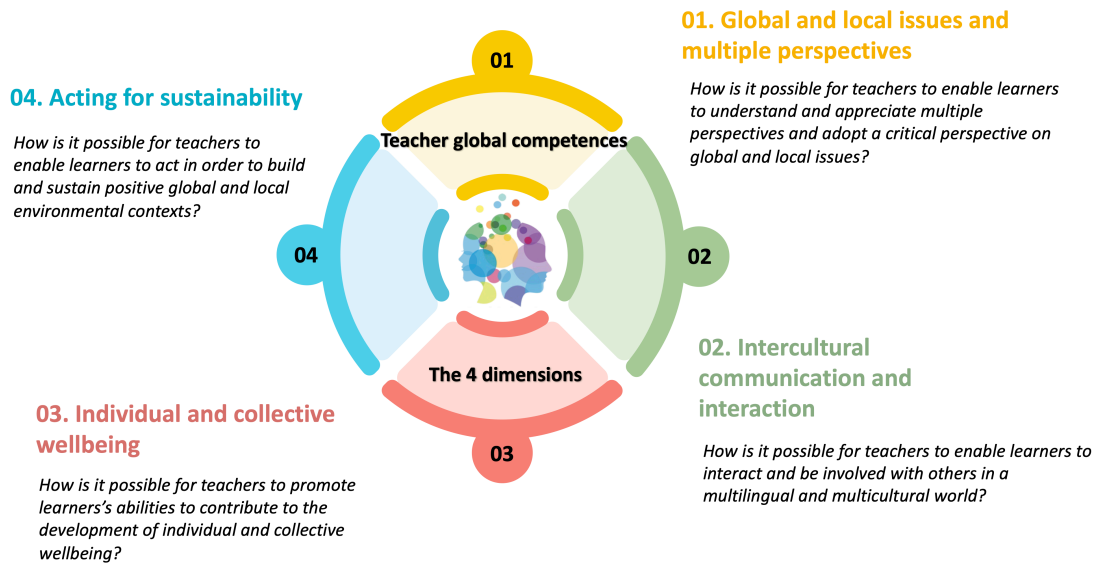
04. Acting for sustainability

How is it possible for teachers to enable learners to act in order to build and sustain positive global and local environmental contexts?

01. Global and local issues and multiple perspectives

How is it possible for teachers to enable learners to understand and appreciate multiple perspectives and adopt a critical perspective on global and local issues?

Teacher global competences

The 4 dimensions

02. Intercultural communication and interaction

How is it possible for teachers to enable learners to interact and be involved with others in a multilingual and multicultural world?

03. Individual and collective wellbeing

How is it possible for teachers to promote learners's abilities to contribute to the development of individual and collective wellbeing?

Figure 1 – Teacher global competences

1.1. Global and local issues and multiple perspectives

The first dimension of the RESPOND model centres on developing global competence, a concept that underscores how individuals should learn to engage with and understand the complexities of the world around them. Over the past three decades, global competence has become a pivotal reference point for curriculum design, reflecting the necessity for learners to function effectively in a world characterized by increasing interdependence and cultural diversity. This concept was prominently explored in 1996 during the "Educating for the Global Community: A Framework for Community Colleges" conference, convened by the American Council on International Intercultural Education. The conference emphasized that globally competent learners are those who can comprehend the interconnected nature of global systems and people, possess a foundational understanding

of historical and contemporary global issues, and demonstrate the ability to appreciate and navigate cultural differences with adaptability and respect. Such competence extends beyond mere tolerance of diversity and calls for active celebration of the richness and advantages inherent in cultural pluralism.

Building upon this foundation, educational researchers and institutions have sought to elaborate on what it means to be "globally competent." For example, scholars such as Hunter et al. (2006) have examined the implications and challenges of fostering global competence in educational contexts, while Van Roekel (2010) framed it as an essential skill for navigating the complexities of the 21st century. Other key contributors, including Boix Mansilla and Jackson (2013), Soland et al. (2013), and Wiseman (2017), have further refined the definition and proposed methods for assessing global competence in learners. During this same period, global education systems began to prioritize competencies and capabilities as central to learning outcomes, prompting numerous international bodies to develop systematic models of curriculum design that emphasize global awareness. For example, UNESCO's publication *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century* (2014) underscores the importance of cultivating a sense of global responsibility and interconnectedness. Similarly, the Council of Europe's *Competencies for Democratic Culture* (2018) and the OECD's *Global Competency for an Inclusive World* (2016) reflect parallel efforts to integrate global competence into educational frameworks. In 2018, this growing focus culminated in the inclusion of a global competence test within the OECD Programme for International Student Assessment (PISA), with the results published in 2020, further emphasizing the significance of this dimension in shaping modern educational systems.

1.2. Intercultural communication and interaction

The second dimension of the RESPOND model shifts attention to intercultural communication, recognizing its vital role in fostering cross-cultural engagement through education. This dimension emphasizes the development of knowledge, skills, and attitudes that facilitate not only effective but also culturally sensitive communication in diverse social and cultural settings. Effective intercultural communication goes beyond basic interaction; it requires a deep understanding of cultural norms, values, and contexts, enabling individuals to engage meaningfully and appropriately across cultural boundaries. Deardorff (2006) highlights the need for a structured approach to developing this competence, emphasizing the interplay of cultural awareness, empathy, and adaptability in diverse communication scenarios.

The Council of Europe has taken significant strides in promoting intercultural competence, closely aligning it with the foundational European principles of human rights, democracy, and the rule of law. This alignment underscores the importance of intercultural

engagement as a means of fostering inclusive societies grounded in respect for individual rights and democratic values. According to Huber and Reynolds (2014), intercultural competence involves a holistic combination of attitudes, knowledge, understanding, and practical skills that manifest through action. This competence empowers individuals to effectively navigate and contribute to intercultural interactions, whether independently or within collaborative settings. By developing intercultural competence, individuals gain the capacity to bridge cultural divides, foster mutual respect, and engage constructively in an increasingly interconnected world. In essence, this dimension prepares learners to thrive in diverse environments, ensuring they are not only equipped to communicate across cultures but also to embody values that promote social cohesion and understanding.

1.3. Individual and collective wellbeing

The third dimension emphasizes the crucial role of teacher wellbeing in fostering a positive and effective educational environment. When teachers experience high levels of wellbeing, they are better positioned to build meaningful and supportive relationships with their students, implement innovative and engaging teaching methods, and effectively manage classroom dynamics, including reducing disciplinary challenges. This, in turn, positively influences student outcomes, enhancing both their academic performance and their overall school experience (Kern et al., 2014). Wellbeing is more than a desirable state for teachers; it is essential for them to realize their full professional potential while maintaining their physical and emotional health. In educational research, the importance of teacher wellbeing aligns closely with two of the United Nations' 2030 Sustainable Development Goals: Goal 3, which focuses on Good Health and Wellbeing, and Goal 4, which seeks to ensure Quality Education (Guijarro et al., 2021). Together, these goals highlight the integral connection between a teacher's personal health and professional effectiveness, as a thriving educator is often central to a thriving learning community.
Wellbeing is a multifaceted construct, shaped by cultural, individual, and temporal factors, making it a dynamic and evolving concept (Cardoso, 2018; Cardoso et al., 2022). Among the key frameworks for studying wellbeing, two primary models stand out. The first is the distinction between objective wellbeing – related to tangible resources and external conditions – and subjective wellbeing, which focuses on psychological states and personal perceptions. The second model differentiates between hedonic wellbeing, which is concerned with positive emotions, pleasure, and satisfaction, and eudemonic wellbeing, which relates to deeper psychological functioning, purpose, and self-realization (Butler & Kern, 2016; McCallum et al., 2017). Prominent within the study of positive psychological functioning is the model proposed by Ryff and Synger (2008), which emerged from extensive empirical research. Additionally, Seligman's (2011) PERMA model, widely recognized and respected internationally, highlights five key elements of wellbeing: positive emotions, engagement, relationships, meaning, and accomplishment.

In the context of education, adaptations of ecological models, such as those by Mercer and Gregersen (2020) and Guijarro et al. (2021), based on Bronfenbrenner's (1979) eco-systemic paradigm, provide valuable insights into how wellbeing operates across different levels of influence. These include the microsystem, which encompasses the immediate classroom context; the mesosystem, which reflects relationships and a sense of community within and outside the institution; the exosystem, representing the broader educational institution and its policies; the macrosystem, which considers broader sociocultural, legal, and political factors; the chronosystem, capturing life events, career development, and critical moments; and the ontosystem, focusing on individual psychological and social characteristics, such as identity and perceived capabilities. This layered perspective demonstrates how teacher wellbeing is shaped by and, in turn, shapes multiple interconnected systems within and beyond the school environment.

1.4. Acting for sustainability

The fourth dimension addresses sustainability from the lens of education as a transformative paradigm that promotes and realizes human potential in pursuit of social, economic, and ecological wellbeing. This transformative approach to sustainability emphasizes that these aspects are inseparable and must be pursued as a cohesive, dynamic whole (Sterling, 2001). Schools, therefore, should be understood as complex ecosystems, wherein interactions between people – students, teachers, administrators, and the wider community – and their physical environment are interdependent. As part of a global biosphere, schools are connected to countless other ecosystems, and their interactions affect not only the school community but also broader ecological and social systems.

Within this view, being part of a school community involves recognizing one's role in this intricate web of relationships and taking responsibility for the impact of individual and collective actions on the global environment. Each member of the school ecosystem must appreciate how their behaviours and decisions influence others and the broader biosphere. This awareness extends to a sense of stewardship over the health and sustainability of all ecosystems on the planet, recognizing that educational institutions play a vital role in shaping responsible, environmentally conscious citizens. In this way, the fourth dimension situates schools as key actors in a broader push towards sustainability, intertwining education, social justice, economic stability, and environmental responsibility into a unified approach for transformative change.

2. Part A: The RESPOND Teacher Professional Profile Framework

Dimension 1: Teaching for engagement in global and local issues and perspectives

Table 1 – Global and local issues and perspectives

Dimension 1 Teaching for engagement in:	Guiding Question	Values and Attitudes
Global and local issues and perspectives	*How is it possible for teachers to enable learners to understand and appreciate multiple perspectives and adopt a critical perspective on global and local issues?*	Developing global and local awareness as recognition, understanding, respect, openness, and responsibility towards diversity, inclusion, dignity, equality, fairness, and freedom.
Transversal Skills	**Specific Skills**	
Develop and implement multiple modes and tools for inquiry and experiential-based learning to: ***Identify and propose to learners***	• issues that address relevant questions involving global and local dimensions. • different sources, formats, media, and languages for gathering input. • how differential access to knowledge, technology, and resources affects quality of life and perspectives. • key elements of global and local issues and the interconnections between them. • the need to understand complexity to frame, anticipate, prevent, and act in the face of global and local problems.	
Promote learners' abilities to	• identify local and global issues, understand their significance, and develop inquiry to generate questions. • analyse local and global situations and interpret data and evidence directly or indirectly collected. • recognize and define one's own and other perspectives, and identify what influences them. • integrate and summarize evidence to construct coherent personal responses to globally and locally significant research questions, develop and express personal points of view. • formulate hypotheses on how to deal with critical issues individually and collectively, collaborate and cooperate while working together.	

Dimension 2: Teaching for engagement in intercultural communication and interaction

Table 2 – Intercultural communication and interaction

Dimension 2 Teaching for engagement in:	Guiding Question	Values and Attitudes
Intercultural communication and interaction	*How is it possible for teachers to enable learners to interact and be involved with others in a multilingual and multicultural world?*	*Developing intercultural communication and interaction awareness geared towards consolidating respect, openness, curiosity, discovery, and democratic values.*
Transversal Skills	**Specific Skills**	
Develop and implement multiple modes and tools for inquiry and experiential-based learning to: *Identify and propose to learners*	• communicative strategies for intercultural interaction. • environments that encourage positive social and cross-cultural. interaction, active engagement in learning, social responsibility in local and global contexts, and self-motivation. • personal and external factors that impact upon intercultural beliefs, behaviours, and decisions. • examples of diversity in intercultural factors and experiences. • local and global socio-pragmatics that portrays a (non-)monolithic perception of the native speaker's language and culture.	
Promote learners' abilities to	• listen to and communicate effectively with people who embody cultural diversity and interact with empathy and respect. • develop intercultural verbal/non-verbal communication competence. • deal with psychological stress caused by intercultural interactions. • evaluate and make judgments about cultural beliefs, values, practices, discourses, and products, including those associated with one's own cultural affiliations, and being able to explain one's views. • act as a mediator in intercultural exchanges, including skills in translating, interpreting, and explaining.	

Dimension 3: Teaching for engagement in individual and collective wellbeing

Table 3 – Individual and collective wellbeing

Dimension 3 Teaching for engagement in:	Guiding Question	Values and Attitudes
Individual and collective wellbeing	*How is it possible for teachers to promote learners' abilities to contribute to the development of individual and collective wellbeing?*	Developing wellbeing awareness as understanding, promoting, and maintaining self-acceptance, meaning in life, accomplishment, autonomy, positive relations, positive emotions, and health.
Transversal Skills	**Specific Skills**	
Develop and implement multiple modes and tools for inquiry and experiential-based learning to: ***Identify and propose to learners***	• the relevance of wellbeing in the international political agenda. • the relevance of wellbeing for physical-mental health and the welfare state. • dimensions of wellbeing and their constitutive elements. • awareness of the intrapersonal, interpersonal, intercultural, and chronosystemic dimensions of wellbeing. • the relevance of wellbeing for positive functioning at different interrelated levels: physical, emotional, mental-intellectual, spiritual, social, and ecological.	
Promote learners' abilities to	• comprehend the importance of wellbeing and its various dimensions. • recognize that wellbeing promotion is the responsibility of people, structures, and institutions. • understand that wellbeing not only resides in people's minds, but it is also part of the sociocultural context. • act to facilitate one's own wellbeing and that of others. • respect diversity as a right and as enrichment in communities and societies.	

Dimension 4: Teaching for engagement in acting for sustainability

Table 4 – Acting for sustainability

Dimension 4 Teaching for engagement in:	Guiding Question	Values and Attitudes
Acting for Sustainability	*How is it possible for teachers to enable learners to act in order to build and sustain positive global and local environmental contexts?*	Developing sustainability awareness as promoting, restoring, and maintaining socio-ecosystem health and enhancing justice for all living organisms.
Transversal Skills	**Specific Skills**	
Develop and implement multiple modes and tools for inquiry and experiential-based learning to: ***Identify and propose to learners***	• key aspects of the concept of sustainability in global and local environments. • the recognition that humans are part of nature and that respect for the needs and rights of other species and of nature itself is vital for promoting healthy and resilient ecosystems. • activities involving learners in the decision-making process for the implementation of projects related to natural environmental sustainability issues. • ways of envisioning alternative scenarios for sustainable futures. • steps for the co-construction of inclusive physical and emotional learning environments that support individual, collaborative, and cooperative learning based on respectful interactions and meaningful relationships.	
Promote learners' abilities to	• analyse sustainability issues from multiple perspectives to understand the complexity of contexts and interactions within and between environmental systems. • evaluate how personal values and actions align with sustainability values. • identify one's own and others' potential for addressing sustainability issues and to act to contribute to positive environmental change. • take responsibility for one's own learning, helping others' learning and develop self-assessment strategies. • design and conduct action projects to improve health and justice in their environments.	

3. Part B: The RESPOND Teacher Professional Profile Portfolio

The RESPOND Teacher Professional Profile Portfolio is a tool designed to enhance the promotion of self-assessment processes related to evaluating the development of teachers' professional competences linked to the global dimensions of the framework. The Portfolio 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 1 focuses on self-assessment of the skills envisaged in each of the dimensions of the TPP. Part 2 opens a broader perspective on assessing formal, non-formal and informal professional learning experiences in terms of how they have contributed to the development of these skills. Part 3 focuses on what documentary evidence is available to accompany the self-assessment process. Part 4 invites reflection on overall teacher professional development as part of building an ongoing autographical narrative.

Part 1: Specific skills self-assessment

The existing literature provides a substantial body of work on using portfolios as tools aimed at enhancing self-assessment processes, which play a critical role in evaluating and fostering teachers' ongoing professional growth and competences (Feder & Cramer, 2023; Pérez-Valverde & Ruiz Cecilia, 2014). The RESPOND Portfolio integrates these processes by aligning them with the global dimensions outlined in the RESPOND TPP, creating a coherent framework for professional development and reflection.

The RESPOND Portfolio is highly versatile, designed to accommodate both individual use and collaborative efforts among groups of teachers. When used in collaboration, teachers can reflect on their practices, share insights, and support each other's growth, enhancing collective expertise within a professional learning community. Moreover, schools can integrate the portfolio as a core component of their professional development initiatives, using it to align teachers' professional growth with broader school development goals and fostering environments that prioritize continuous learning and improvement.

The first part of the Portfolio centres on the self-assessment of specific skills within each of the TPP's four dimensions. This segment encourages teachers to reflect deeply on their competencies, assessing their proficiency in each identified skill area. By engaging in this reflective process, teachers gain a clearer understanding of their strengths, areas for improvement, and opportunities for professional growth. The self-assessment process employs a 6-point Likert scale, providing nuanced insights into teachers' perceptions of

their abilities. Each point on the scale is accompanied by a brief definition to ensure clarity and consistency in self-evaluation. For example, the scale ranges from 1 (not at all) to 6 (completely), allowing teachers to gauge their performance on a continuum and set realistic goals for their professional development. This structured approach promotes thoughtful self-reflection, fosters accountability, and empowers teachers to take ownership of their growth within the dimensions of the TPP.

Assess on a scale from 1 to 6 the level you feel you have reached in the development of the specific skills related to each of the teacher global competence dimensions.

Dimension 1: Teaching for engagement in global and local issues and perspectives

Table 5 – Specific skills related to global and local issues and perspectives

How well do you feel able to…	1	2	3	4	5	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.						
1.3 Identify and propose to learners how differential access to knowledge, technology, and resources affects quality of life and perspectives.						
1.4 Identify and propose to learners key elements of global and local issues and the interconnections between them.						
1.5 Identify and propose to learners the need to understand complexity to frame, anticipate, prevent, and act in the face of global and local problems.						
1.6 Promote learners' abilities to identify local and global issues, understand their significance, and develop inquiry to generate questions.						
1.7 Promote learners' abilities to analyse local and global situations and interpret data and evidence directly or indirectly collected.						
1.8 Promote learners' abilities to recognize and define one's own and other perspectives and identify what influences them.						
1.9 Promote learners' abilities to integrate and summarize evidence to construct coherent personal responses to globally and locally significant research questions, develop and express personal points of view.						
1.10 Promote learners' abilities to formulate hypotheses on how to deal with critical issues individually and collectively, collaborate and cooperate while working together.						

Note. (1) Not at all; (2) Not very well; (3) To some extent; (4) Quite well; (5) Very well; (6) Completely

Dimension 2: Teaching for engagement in Intercultural communication and interaction

Table 6 – Specific skills related to intercultural communication and interaction

How well do you feel able to…	1	2	3	4	5	6
2.1 Identify and propose to learners communicative strategies for intercultural interaction.						
2.2 Identify and propose to learners environments that encourage positive social and cross-cultural. interaction, active engagement in learning, social responsibility in local and global contexts, and self-motivation.						
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.						
2.5 Identify and propose to learners local and global socio-pragmatics that portrays a (non-) monolithic perception of the native speaker's language and culture.						
2.6 Promote learners' abilities to listen to and communicate effectively with people who embody cultural diversity and interact with empathy and respect.						
2.7 Promote learners' abilities to develop intercultural verbal/non-verbal communication competence.						
2.8 Promote learners' abilities to deal with psychological stress caused by intercultural interactions.						
2.9 Promote learners' abilities to evaluate and make judgments about cultural beliefs, values, practices, discourses, and products, including those associated with one's own cultural affiliations, and being able to explain one's views.						
2.10 Promote learners' abilities to act as a mediator in intercultural exchanges, including skills in translating, interpreting, and explaining.						

Note. (1) Not at all; (2) Not very well; (3) To some extent; (4) Quite well; (5) Very well; (6) Completely

Dimension 3: Teaching for engagement in Individual and collective wellbeing

Table 7 – Specific skills related to individual and collective wellbeing

How well do you feel able to…	1	2	3	4	5	6
3.1 Identify and propose to learners the relevance of well-being in the international political agenda.						
3.2 Identify and propose to learners the relevance of well-being for physical-mental health and the welfare state.						
3.3 Identify and propose to learners dimensions of wellbeing and their constitutive elements.						
3.4 Identify and propose to learners awareness of the intrapersonal, interpersonal, intercultural, and chronosystemic dimensions of wellbeing.						
3.5 Identify and propose to learners the relevance of well-being 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.						
3.7 Promote learners' abilities to understand that wellbeing promotion is the responsibility of people, structures, and institutions.						
3.8 Promote learners' abilities to understand that wellbeing not only resides in people's minds, but it is also part of the sociocultural context.						
3.9 Promote learners' abilities to act to facilitate one's own wellbeing and that of others.						
3.10 Promote learners' abilities to respect diversity as a right and as enrichment in communities and societies.						

Note. (1) Not at all; (2) Not very well; (3) To some extent; (4) Quite well; (5) Very well; (6) Completely

Dimension 4: Teaching for engagement in acting for sustainability

Table 8 – Specific skills related to acting for sustainability

How well do you feel able to…	1	2	3	4	5	6
4.1 Identify and propose to learners key aspects of the concept of sustainability in local and global environments.						
4.2 Identify and propose to learners the recognition that humans are part of nature and that respect for the needs and rights of other species and of nature itself is vital for promoting healthy and resilient ecosystems.						
4.3 Identify and propose to learners activities involving learners in the decision-making process for the implementation of projects related to natural environmental sustainability issues.						
4.4 Identify and propose to learners ways of envisioning alternative scenarios for sustainable futures.						
4.5 Identify and propose to learners steps for the co-construction of inclusive physical and emotional learning environments that support individual, collaborative, and co-operative learning based on respectful interactions and meaningful relationships.						
4.6 Promote learners' abilities to analyse sustainability issues from multiple perspectives to understand the complexity of contexts and interactions within and between environmental systems.						
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.						
4.9 Promote learners' abilities to take responsibility for one's own learning, helping others' learning and develop self-assessment strategies.						
4.10 Promote learners' abilities to design and conduct action projects to improve health and justice in their environments.						

Note. (1) Not at all; (2) Not very well; (3) To some extent; (4) Quite well; (5) Very well; (6) Completely

Part 2: Evaluating contexts

Part 2 of the RESPOND Portfolio offers a more comprehensive approach to evaluating the diverse contexts – formal, non-formal, and informal – that contribute to teachers' professional learning and skill development. This broader perspective recognizes that professional growth does not happen exclusively within structured settings like workshops or classroom training sessions but also through a variety of experiences that occur outside traditional educational environments. By capturing this wide range of learning contexts, the Portfolio acknowledges the complexity and richness of teachers' professional journeys.

Within this section, teachers are invited to provide detailed descriptions of their professional experiences. For each context–whether it is a formal training program, a non-formal community event, or an informal learning moment–teachers document essential details such as the type of experience, the time frame when it took place, and its duration. This contextual information sets the stage for a deeper exploration of how each experience has contributed to their development.

Teachers are then prompted to identify the specific skills that each experience helped them cultivate. This reflection encourages educators to draw connections between their learning activities and the growth of their professional competences, making the impact of each experience tangible and meaningful. Additionally, they are asked to elaborate on the activities or practices within these contexts that were particularly instrumental in fostering these skills. By doing so, teachers can pinpoint effective strategies that supported their development and consider how they might replicate or adapt these strategies in future learning situations.

The Portfolio further requires teachers to outline indicators of the specific skills or professional learning outcomes achieved through these experiences. This emphasis on outcomes allows teachers to assess their progress in a concrete way, considering both their growth and areas where further development is needed. As part of this reflective process, teachers are also encouraged to assess the strengths and weaknesses of each experience, providing critical insights that can guide their future professional development endeavours.

Finally, teachers are asked to share their thoughts and feelings that emerged from each experience. This component acknowledges the emotional and psychological dimensions of learning, recognizing that professional growth often involves navigating challenges, celebrating achievements, and reflecting on one's evolving identity as an educator. By capturing these reflections, the Portfolio offers a holistic view of professional development, integrating practical skill-building with personal insights and self-awareness. This

comprehensive approach helps teachers better understand their learning journey and more effectively plan for their continued growth and improvement.

Formal professional learning experiences that can be related to specific skills

Table 9 – Formal professional learning experiences that can be related to specific skills

Year and type	Length	Specific skills developed	Activities involved	Indicators of skills	Strong or weak points	Thoughts or feelings involved

Non-formal experiences (association membership, courses related to personal interests, etc.) that do not involve school-based professional activities

Table 10 – Non-formal professional learning experiences that can be related to specific skills

Year and type	Length	Specific skills developed	Activities involved	Indicators of skills	Strong or weak points	Thoughts or feelings involved

Informal experiences (recreational activities with colleagues, reading, friendship, internet, etc.) that do not involve professional activities

Table 11 – Informal professional learning experiences that can be related to specific skills

Year and type	Length	Specific skills developed	Activities involved	Indicators of skills	Strong or weak points	Thoughts or feelings involved

Part 3: Documentary evidence

Part 3 of the RESPOND Portfolio emphasizes the importance of documenting evidence to support the self-assessment and evaluation process. This section is designed to help teachers reflect on and substantiate their professional learning experiences and the skills they have developed as a result. By gathering and presenting tangible evidence, educators are encouraged to link their reflective self-assessments to concrete examples that demonstrate their progress and achievements.

For each professional learning experience described in previous parts of the Portfolio, teachers are asked to identify relevant documentary evidence that can serve as indicators of their growth. Documentary evidence can refer to documents produced *during* professional learning experiences or *later as a result of* professional learning experiences, such as materials used, data collected, etc. Documentary evidence is a way of providing indicators of teacher professional development.

This evidence may take various forms, including documents produced during or after the experience. For example, teachers might provide instructional materials they developed during a training session, lesson plans or resources created in response to their learning, data they collected for a specific project, or even reflections and evaluations that illustrate their developmental journey.

This emphasis on documentation allows teachers to move beyond abstract reflections and provide a more robust, tangible record of their professional growth. The evidence serves as a means to validate their self-assessments and offers a concrete basis for evaluating their competencies against the dimensions outlined in the RESPOND Teacher Professional Profile (TPP). By compiling this documentary evidence, teachers not only build a comprehensive portfolio of their accomplishments but also create a resource that can be shared with peers, mentors, or administrators, demonstrating their commitment to continuous improvement and excellence in teaching.

Furthermore, this process highlights the value of documentation in professional learning. It encourages teachers to view their experiences through a critical lens, considering how their work and learning have impacted their practice and contributed to their skill development. This reflective approach helps educators gain deeper insights into their growth trajectory and better understand the connections between theory, practice, and tangible outcomes. Ultimately, the collection and review of documentary evidence enhance the overall effectiveness of the Portfolio, making it a powerful tool for fostering meaningful professional development and growth.

What documentary evidence can I add about the experiences above and the skills they have promoted? (These can be documents produced *during* the experience or *later* as a result of the experience, such as materials used, data collected, etc.).

Table 12 – Documentary evidence for the self-assessment and evaluation process

Specific Skill	Documentation (short description)

Part 4: Professional learning biography

Part 4 of the RESPOND Portfolio gives users the chance to reflect on their professional development in relation to teacher global competence within a professional learning autobiography. A professional learning autobiography is a self-assessment tool for evaluation of one's own professional development. Writing the autobiography promotes a process through which it is possible to consciously reconstruct one's professional learning experiences, thereby attributing a personal meaning to the learning experience.

This serves as a reflective journey to explore and articulate personal. Through critical reflection, educators assess how their ideas on learning and teaching evolve, encompassing choices of content, objectives, methodologies, resources, and assessment practices to adapt to diverse learning needs. This dimension invites educators to identify and respond to the needs of both their learners and colleagues, fostering a positive school and classroom culture through inclusive practices, effective collaboration, and relationship-building. Additionally, it offers a space to recognize and leverage personal strengths while acknowledging areas for improvement, setting a pathway for continuous professional growth and meaningful contributions within educational communities.

This part includes three 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?

4. Conclusions

The four dimensions of the teacher professional profile – addressing global and local issues, fostering intercultural communication and interaction, promoting individual and collective well-being, and acting for sustainability – serve as a comprehensive framework that reflects the multi-faceted role of educators in today's interconnected and dynamic world. Each dimension, when approached individually, invites teachers to critically evaluate and refine their practices, deepening their impact in the classroom and beyond. A reflective portfolio that assesses these dimensions on a personal level encourages educators to explore their strengths and areas for growth, creating a continuous process of professional and personal development.

However, the real power of this framework emerges when these dimensions are not seen in isolation but as elements of a larger, integrated whole. This interconnectedness creates a polyphony – a rich, dynamic composition where each teacher's unique voice contributes to a collective harmony. In this approach, every educator is given the freedom and support to create their own symphony, shaped by their individual experiences, perspectives, and aspirations. Whether driven by a passion for environmental sustainability, a commitment to social justice, a desire to foster intercultural understanding, or a dedication to nurturing wellbeing, each educator can bring their own focus and creativity to bear on their practice.

This polyphonic model recognizes that teaching is not a static profession; it evolves as educators respond to new challenges, diverse cultural contexts, and the changing needs of their students and communities. By allowing for personalized expression within a shared framework, this approach ensures that teachers are not only equipped with the skills and knowledge to make a meaningful difference but are also empowered to innovate, adapt, and lead with authenticity. Ultimately, it is this blend of individual agency and collective purpose that can transform educational spaces into places of profound growth, where both educators and learners thrive and contribute to a more inclusive, resilient, and compassionate world.

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