

# *The RESPOND Teacher Professional Profile and Portfolio for Global Competence*

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## **1. Introduction**

Investment in provision for teacher professional development is a significant part of educational policy and budget expenditure in most countries. There is a growing body of research concerned with evaluating the efficacy of that provision and identifying obstacles to its successful implementation in terms of continuous professional development and the achievement of high-level competence (OECD, 2016b; 2023). This involves investigating and identifying what kinds of teacher professional profiles and ongoing professional learning experiences provide input that can trigger change to contribute to the development of that profile. Moreover, it is necessary to understand how sustainable change can be triggered in terms of the relationship between how professional profiles are structured and how professional learning can strengthen that structure, as well as how this relates to the organization of learning environments and corresponding change within the teaching community (Dodman, 2016; Boylan, 2018; Copur-Gencturk & Thacker, 2021; Li et al., 2022).

Within this framework, we believe that the sustainability of a teacher professional profile should be considered from the dual perspective of its ability to both demonstrate characteristics of durability, resilience, and transform-

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ability in the way these components develop throughout the teacher's career and also correspond to global and local realities and learner needs in an increasingly complex, volatile, and uncertain world. RESPOND (Sustaining the Professional Development within Schools as Professional Learning Environments, KA220-SCH-AC336C03) is an Erasmus+ Cooperation partnerships in school education project. It aims to promote sustainable professional development at the level of individual teachers, the schools they teach in, and the educational systems in which they build their careers. This means that each of these three must be mutually sustaining. Moreover, the professional development of teachers must be sustainable for the societies in which they play a vital role. The sustainability of a given teacher's professional profile in the context of overall professional and school development depends on its ability to intersect with all aspects of human and planetary eco-socio systems in an interdependent and interconnected world.

## 2. Overview of the RESPOND project

The RESPOND partner organizations are the University of Florence (Italy, coordinating partner), the University Lucian Blaga of Sibiu (Romania), the University of Granada (Spain), the Inland Norway University of Applied Sciences (Norway), the Regional Educational Authority of Piemonte (USR – Rete Sostenibilità) (Italy), and the Comprehensive School 21, Sibiu (Romania).

The point of departure for the RESPOND project is 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 support each other reciprocally. The project envisages four intersecting products intended as tools to be used according to the specificity of diverse educational systems, organizations, and contexts. The first two tools focus on individual teachers as professionals and also other professional figures whose role is to work with them to facilitate their ongoing professional development. *The RESPOND Teacher Professional Profile for Global Competence and Portfolio* defines a common teacher professional profile related to global competence – articulated in specific areas and types, levels, and indicators of competence – that is elaborated and experimented internationally and can serve to promote self-assessment processes concerning the development of teachers' competences and thereby enhance the sustainability of teacher professional and school development. *The RESPOND Teacher Professional Development Support Guidelines* is designed to promote the roles of and interactions between different actors in school, with particular

reference to mentors, newly qualified teachers, experienced teachers, and school leaders, and defines Mentor Support Guidelines (M-SG) for formal institutional support and Peer-to-Peer Support Guidelines (PP-SG) for informal support between colleagues.

The third and fourth tools concentrate on the whole school context and its relationship to professional development. *The RESPOND School Development as a Professional Learning Environment* focuses on the ability of schools to understand and promote the complex processes involved in ongoing teacher professional development and its relationship with the school as a professional learning environment. Particular emphasis is placed on identifying indicators of professional and institutional impact and learning lessons for future development. *The RESPOND Promoting and Monitoring Sustainability Indexes* proposes an overall sustainability development framework with particular emphasis on identifying factors that facilitate and impede the sustainability of professional and school development and how facilitating factors can be increased and impeding factors reduced. The sustainability development framework proposes both a common core related to the concept of sustainability in terms of ongoing professional development and school development as a professional learning environment and how the framework and the indexes are relevant to diverse and specific situations.

Two member organizations of the partnership have overall leading and supporting roles during the various phases of elaboration and definition of each one of the products, while other members are actively involved in generating ideas, discussing contents and field-based experimentation. Each product is declined in terms of four dimensions, each of which is based on a guiding question which directs its development, values and attitudes concerning consciousness and awareness of the nature and importance of that dimension, and for which key transversal and specific skills, action areas and specific actions are identified that should be the focus both of teacher professional and overall school development.

Each one of the members of the partnership plays an active role in the areas addressed by the project. The target groups and relevant stakeholders participating at all levels of the activities implemented cover a wide range of professional profiles. These include teachers at ISCED levels 1 and 2, staff in faculties of education engaged in initial and continuous teacher education programs, as well as those involved in the provision of continuing professional development, advisory groups, or individuals with this role in regional or national contexts, teacher professional associations, the inspectorate, senior management in schools and staff from all curricular areas.

On the basis of a common methodology established at the outset of the

RESPOND project, each one of the tools produced has been developed on the basis of a number of intersecting steps. Transnational Project Meetings permit the development of an initial framework for data collection on facilitating and impeding factors in defining and promoting the role of the tool in teacher professional development and school development and the building of work packages with relevant activities and outcomes proposed for each of the members of the partnership. This is then followed by a phase of individual country initial data collection based on literature research and previous professional learning experiences of the participants in order to identify factors that facilitate and impede development in particular situations that involve given transversal and specific skills within professional profiles and developing competences within the dimensions focussed on.

Subsequently there is a process of transnational development the tool based on identifying and implementing ways of increasing facilitating factors and decreasing impeding factors in each dimension. This is then followed by individual country main study data collection based on current ongoing professional learning experiences together with implementation and testing of the profile and the accompanying portfolio.

In this way, as with each of the tools produced, the networks of schools in each partner country actively participate in terms of being consulted in order to identify their needs and obtain their point of view while planning, informed of all decisions taken and the ongoing data collection and monitoring processes that take place, and involved as protagonists in all the activities conducted. Every effort is made to ensure a multilateral flow of exchanges from and to each partner country and its network of schools so that all the participating schools, teachers, classes, and learners can be a part of and gain benefit from the products of the project. Each of the activities ensures opportunities for all participants to provide feedback and feedforward at each one of these participation levels.

This article focuses on the first product involving the definition of a teacher professional profile based on global competence within a framework of teacher professional development in professional learning environments and communities. The organizations with overall responsibility for this product were the University of Granada and the University of Florence.

### **3. Developing the RESPOND Teacher Professional Profile and Portfolio for Global Competence framework**

The term global competence has acquired increasing prominence in educational literature since the 1990s (Hauerwas, Capperucci & Salvadori,

2023). In order to gather as wide a range as possible of samples related to its use, and thereby obtain an overview of the significance attributed to the concept, an initial literature search was conducted within the ERIC database, currently containing 1624 items dating from 2005, using the term itself and identifying other related terms that emerged, such as global education (28,677 items), global perspectives (5,436 items), and global citizenship (2,595 items). We were particularly interested in locating and analysing the meaning assigned to global competence, together with overlapping and complementary terms, in documents produced by influential international organizations (OECD: 27 items; UNESCO: 21 items; Council of Europe: 8 items) since these tend to be important reference points for educational systems in terms of defining both school curricula and teacher professional profiles.

Over the past twenty years many education systems have begun naming key competencies or capabilities as the core focus of learning curricula and various international organizations began to propose systematic models for curriculum development based on global competence. For instance, UNESCO published *Global Citizenship Education: Preparing learners for the challenges of the 21st century* (UNESCO, 2014), the OECD published *Global competency for an inclusive world* (OECD, 2016a), and the Council of Europe published *Competencies for Democratic Culture* (Council of Europe, 2018). In 2018 the OECD Programme for International Student Assessment (PISA) included a component *Test on Global Competence*, the results of which were published in 2020 (OECD, 2020). Through focusing our literature search on these documents, four key aspects, described with varying terminologies and emphases, recurrently emerged: global and local issues, intercultural communication, collective wellbeing, and sustainability. Each one of these was then examined in terms of its relevance to teacher professional development and in particular in developing a coherent teacher professional profile.

In this respect, the RESPOND Teacher Professional Profile (TPP) takes account of several important recent documents (OECD, 2018; Council of Europe, 2018; Bianchi, Pisiotis & Cabrera-Giraldez, 2022) to encompass as wide a range as possible of current perspectives on integrating learner needs and teacher competences. These needs and competences are seen in terms of four intersecting global dimensions, each of which is based on posing and finding answers to key questions regarding their achievement, identifying values and attitudes concerning consciousness and awareness of the nature and importance of that dimension, and promoting key transversal and specific skills that should be the focus both of teacher action and of teacher professional development.

The four dimensions of the TPP are designed to comprise disciplinary, interdisciplinary, and transdisciplinary contents and perspectives introduced within school curricula at an age-appropriate level. They are intersecting and provide an all-encompassing and systemic perspective on transversal curricular areas, as well as a focus on multiple instances of this within specific curricular areas.

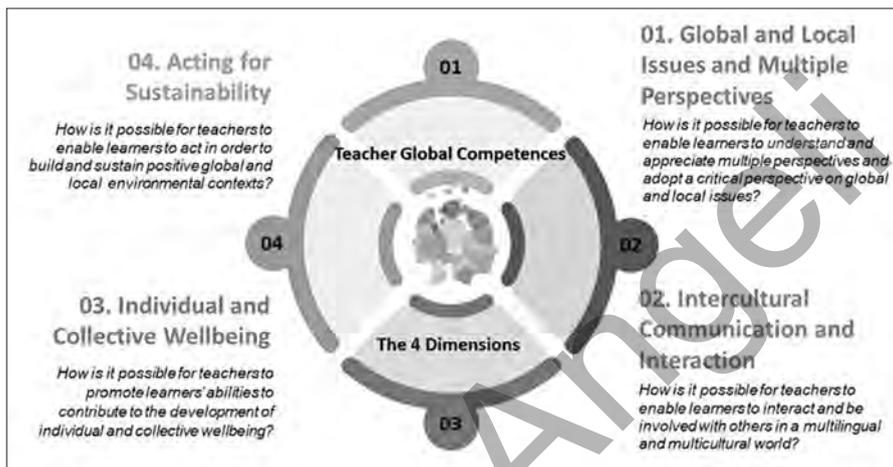


Figure 1 – Teacher global competences

The structure of the TPP is based on the premise that teacher professional development can be seen in terms of four interdependent components. The first of these involves building teacher professional knowledge about learners and learning processes as well as curricular contents and ways of presenting them. This must be accompanied by cultivating teacher professional practice to create inclusive learning environments and plan and implement effective teaching strategies. A further essential component is assessing learning and giving feedback to support and enhance learner achievement. Finally, there must be a process of engaging in ongoing teacher professional development within professional learning environments and communities.

#### 4. The four dimensions of the TPP

The first dimension develops a RESPOND model for the concept of global competence, focusing on the relationship between global and local issues and encouraging the assumption of multiple perspectives in order to

promote understanding of and interact with the world. The essence of what is meant by the globally competent learner was defined at the 1996 the conference “Educating for the Global Community: A Framework for Community Colleges” (American Council on International Intercultural Education Conference, 1996). The definition proposed was being “able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity” (p. 4). In developing this dimension, as well as using international institutional documents, we have drawn on the work of many educational scholars who have posed the question of what it means to be globally competent (Hunter, White & Godbey, 2006; Van Roekel, 2010; Boix Mansilla, 2013; Soland, Hamilton & Stecher, 2013; Wiseman, 2017).

The second dimension focuses on the critical aspect of intercultural communication within the broad context of the role of education in cross-cultural engagement. This requires the cultivation of specific knowledge, skills, and attitudes, aiming not only for effective but also culturally appropriate behaviour and communication in diverse settings (Deardorff, 2006). The Council of Europe has been actively addressing the importance of developing intercultural competence, aligning it with three fundamental European principles: human rights, democracy, and the rule of law (Council of Europe, 2001, 2020). This competence, as described by Huber and Reynolds (2014), is a holistic amalgamation of attitudes, knowledge, understanding, and skills that find application through actions. Essentially, it empowers individuals, either independently or collaboratively, to navigate and thrive in the intricate web of intercultural interactions.

The third dimension emphasizes the central role of wellbeing in the teachers’ ability to cultivate positive relationships with students, employ creative teaching methods, mitigate disciplinary issues, and contribute to the enhancement and quality of students’ achievements (Kern et al., 2014). Consequently, educators experiencing a high level of wellbeing are better equipped to teach to their maximum potential while ensuring the maintenance of their physical and emotional health. In this context, research on wellbeing in education aligns with and promotes the pursuit of two of the United Nations’ 2030 Sustainable Development Goals: Goal 3-Good Health and Wellbeing, and Goal 4-Quality Education (Guijarro-Ojeda et al., 2021). Wellbeing is a construct that is in a continuous state of construction, as it varies depending on cultures, individuals, and the passage of time (Cardoso-Pulido, 2018; Cardoso-Pulido, Guijarro-Ojeda & Pérez-Valverde, 2022). Among the main classificatory models for studying wellbeing, two stand out: objective wellbeing versus subjective well-being, the former referring to material resources

and the latter to psychological processes; and the classical distinction between hedonic wellbeing (positive feelings, pleasure, or emotions) and eudemonic wellbeing (positive psychological functioning) (Butler & Kern, 2016; McCallum et al., 2017). One of the primary classifications of positive psychological functioning has been defined by Ryff and Singer (2008) following extensive quantitative explorations. Internationally acclaimed is the model by Seligman (2011) known as PERMA, encompassing positive emotions, engagement, relations, meaning, and accomplishment. Within the educational domain, particular importance lies in the adaptation made by Mercer and Gregersen (2020) or Guijarro-Ojeda et al. (2021) of Bronfenbrenner's (1979) ecosystemic paradigm. The following subsystems are distinguished: microsystem (classroom context); mesosystem (institutional relationships, personal relationships, sense of community within and outside the educational institution); exosystem (educational institution, rules, functioning); macrosystem (social/cultural, legislative, political, and economic context, as well as teachers' opinions on it); chronosystem (life events and their sequencing, critical points in life, career development); ontosystem (cross-cutting psychological and social capital of an individual, identity, sense of capability).

The fourth dimension addresses the concept of sustainability from the perspective of “an educational culture [that is] a transformative paradigm which values, sustains and realizes human potential in relation to the need to attain and sustain social, economic and ecological wellbeing, recognizing that they must be part of the same dynamic” (Sterling, 2001, p. 22). This involves seeing the school as a complex ecosystem characterized by the interactions between the people who inhabit it and the physical environment that constitutes it. In this sense, the school is just one of countless varieties of ecosystems that constitute a global biosphere within which they are interconnected. All ecosystems are composed of communities whose interactions determine the development and wellbeing of each one of its members. Being a member of a school community requires awareness of the significance of one's role within the ecosystem of which one is a part as well as the responsibilities that one has towards all other the other ecosystems on our planet, inasmuch as human action impacts the entire biosphere.

The document which most clearly illustrates this perspective is the European Sustainability Competence Framework (Bianchi, Pisiotis & Cabrera-Giraldez, 2022) which describes how the competences envisaged “can help learners become systemic and critical thinkers, as well as develop agency, and form a knowledge basis for everyone who cares about our planet's present and future state” (p. 2). Sustainability competences are organized within four areas articulated in terms of embodying sustainability values –including

valuing sustainability, supporting fairness and promoting nature; embracing complexity in sustainability – including systems thinking, critical thinking and problem framing; envisioning sustainable futures –including futures literacy, adaptability, exploratory thinking; acting for sustainability –including political agency, collective action and individual initiative.

## 5. Guiding questions and values and attitudes

These four dimensions have been systematically structured to comprise guiding questions accompanied by values and attitudes, as in Table 1.

Table 1 – *Guiding questions and values and attitudes*

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<i>Dimension 1 – Teaching for engagement in global and local issues and perspectives</i> Guiding question: 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? Values and attitudes: Developing global and local awareness as recognition, understanding, respect, openness, and responsibility towards diversity, inclusion, dignity, equality, fairness, and freedom.
<i>Dimension 2 – Teaching for engagement in intercultural communication and interaction</i> Guiding question: How is it possible for teachers to enable learners to interact and be involved with others in a multilingual and multicultural world? Values and attitudes Developing intercultural communication and interaction awareness geared towards consolidating respect, openness, curiosity, discovery, and democratic values.
<i>Dimension 3 – Teaching for engagement in individual and collective wellbeing. Guiding question: How is it possible for teachers to promote learners' abilities to contribute to the development of individual and collective wellbeing?</i> Values and attitudes: Developing wellbeing awareness as understanding, promoting, and maintaining self-acceptance, meaning in life, accomplishment, autonomy, positive relations, positive emotions, and health.
<i>Dimension 4 – Teaching for engagement in acting for sustainability</i> Guiding question: How is it possible for teachers to enable learners to act in order to build and sustain positive global and local environmental contexts? Values and attitudes Developing sustainability awareness as promoting, restoring, and maintaining socio-ecosystem health and enhancing justice for all living organisms.

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## 6. Developing transversal and specific skills

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. The transversal skills involve the ability to develop

and implement multiple modes and tools for inquiry and experiential-based learning to identify and propose to learners contents related to the dimension and subsequently to promote learners' abilities in that area. Table 2 contains the specific skills identified for each of the dimensions.

Table 2 – *Specific skills for each dimension*

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*Dimension 1*

*Identifying and proposing 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.

*Promoting 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.

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*Dimension 2*

*Identifying and proposing 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.

*Promoting 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 form opinions 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.
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### *Dimension 3*

#### *Identifying and proposing 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.

#### *Promoting 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.
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### *Dimension 4*

#### *Identifying and proposing 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.

#### *Promoting 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.
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## **7. The RESPOND Portfolio (PT)**

There is a vast literature on the use of portfolios as tools designed to enhance the promotion of self-assessment processes related to evaluating the ongoing development of teachers' professional competences (Feder & Cramer, 2023; Pérez-Valverde & Ruiz-Cecilia, 2014). The RESPOND Portfolio links these processes and competences to the global dimensions of the RESPOND Teacher Professional Profile (TPP).

	<i>How well do you feel able to...</i>	<i>Not at all</i> [1]	<i>Not very</i> <i>well</i> [2]	<i>To some</i> <i>extent</i> [3]	<i>Quite well</i> [4]	<i>Very well</i> [5]	<i>Completely</i> [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						

Figure 2 – Self-assessment for TPP Dimension 1

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 of the Portfolio focuses on self-assessment of the skills envisaged in each of the dimensions of the TPP. Teachers are asked to assess how well they feel they are able to perform each of the specific skills corresponding to the four TPP dimensions. The self-assessment is carried out with reference to a 6-point Likert scale with corresponding brief definitions for each level of the self-assessment (1 = not at all; 2 = not very well; 3 = to some extent; 4 = quite well; 5 = very well; 6 = completely) as in Figure 2.

Part 2 of the Portfolio opens a broader perspective on evaluating formal, non-formal and informal contexts and professional learning experiences in terms of how they have contributed to the development of these skills. For each context teachers are asked to describe the types of experience, when they occurred and their duration, the specific skills they helped to develop, the activities that contributed to the development of the skills, the indicators of specific skills or professional learning outcomes, strong and weak points of the experience and thoughts or feelings that ensued from the experience as in Figure 3.

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	

Figure 3 – *Evaluating formal, non-formal and informal contexts and professional learning experiences*

Part 3 of the Portfolio focuses on what documentary evidence is available to accompany the self-assessment and evaluation process. For each professional learning experience and the skills promoted teachers are asked what documentary evidence they can as indicators, including documents produced *during* the experience or *later as a result* of the experience, such as materials used, data collected, etc., as in Figure 4.

<i>Specific skill</i>	<i>Documentation (short description)</i>

Figure 4 – *Documentary evidence for the self-assessment and evaluation process*

Part 4 of the Portfolio invites reflection on overall teacher professional development as part of building an ongoing autobiographical narrative within the context of working within a professional learning environment. Teachers are asked to reflect on and reply to the following guiding questions:

- How are (my) ideas on learning and teaching changing concerning choices of contents, objectives, methodologies, resources, and assessment of learning?
- 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?
- What are my strengths and how can I build on them? What are my weaknesses and how can I improve them?

## 8. Conclusions

In line with all the RESPOND project tools produced, the principal aim of the RESPOND Teacher Professional Profile and Portfolio for Global Competence is to build a framework for developing transversal and specific skills to promote contexts and conditions that facilitate the interdependence between professional development and school development and the sustainability of both. The tool provided by the profile and the accompanying portfolio aims to create a homogeneous scaffolding for teacher professional development which enables schools to introduce a cross-curricular approach and avoid sectoral approaches which risk fragmentary and unsustainable outcomes. The four dimensions focussed on are key features of any teacher’s professional profile and resonate with international priorities for teacher professional and school development.

The profile and the portfolio are both designed to create a balance between knowing the content areas for which teachers have responsibility and understand student learning and development and respect the diversity of the students they teach in order to plan and deliver effective teaching that promotes the learning of each individual student. Emphasis is placed on creat-

ing learning environments that facilitate wellbeing and enable high levels of learning and achievement for all students, as well as assuming responsibility for one's own professional learning, performance, and engagement as an individual and as a member of a professional learning community.

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