

SCUOLA DEMOCRATICA · IV INTERNATIONAL CONFERENCE · ROME 2026

C.06. RETHINKING TEACHER PROFESSIONAL DEVELOPMENT IMPACT:
CONCEPTUAL, METHODOLOGICAL, AND POLICY ISSUES

QUALITY, EVIDENCE, AND PROFESSIONAL AGENCY: A PEER-REVIEW-INSPIRED APPROACH TO TPD IN SCHOOLS

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TOPICS

LIMITS CLASSICAL TPD

ROLE OF PEER REVIEW

REAL PROFESSIONALISM

EVIDENCE OF THE IMPACT

CONCLUSIONS



- Why Linear Models are not enough
 - Training does not act alone
 - Change is interpreted
 - Context shapes professional action
- Why the “Single Course” is not enough
 - One teacher attends one course
 - New ideas remain individual
 - Daily practice may not change
 - Context can block transfer



- From theory to situated action
- From individual effort to shared inquiry
- From quality process to professional growth



Quality Area 2 Learning and Teaching

Focus: **teaching methodologies**

- observe real lessons and materials
- discuss why methods work or fail
- redesign activities with feedback

Quality Area 11 External Relations

Focus: **links with stakeholders**

- analyse stakeholder feedback
- question curriculum relevance
- redesign learning opportunities



THIS REALLY IMPROVE PROFESSIONALISM?



- Not automatically
- Improvement depends on teacher involvement
- Agency develops through professional tasks



WHAT BECOMES TEACHER PROFESSIONALISM?



- Situated learning
- Professional judgement
- Transferable method
- Agency beyond one context



THE TEST OF A NEW CONTEXT



- New school, new constraints
- Not only “I know more”
- But “I know how to build change”



WHAT COUNT AS TPD IMPACT



- Knowledge and practices still matter
- Student outcomes still matter
- But also: agency, transfer, sustainability



CONCLUSIONS



- From single-course TPD to situated learning
- From individual effort to shared improvement
- From change to capacity



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