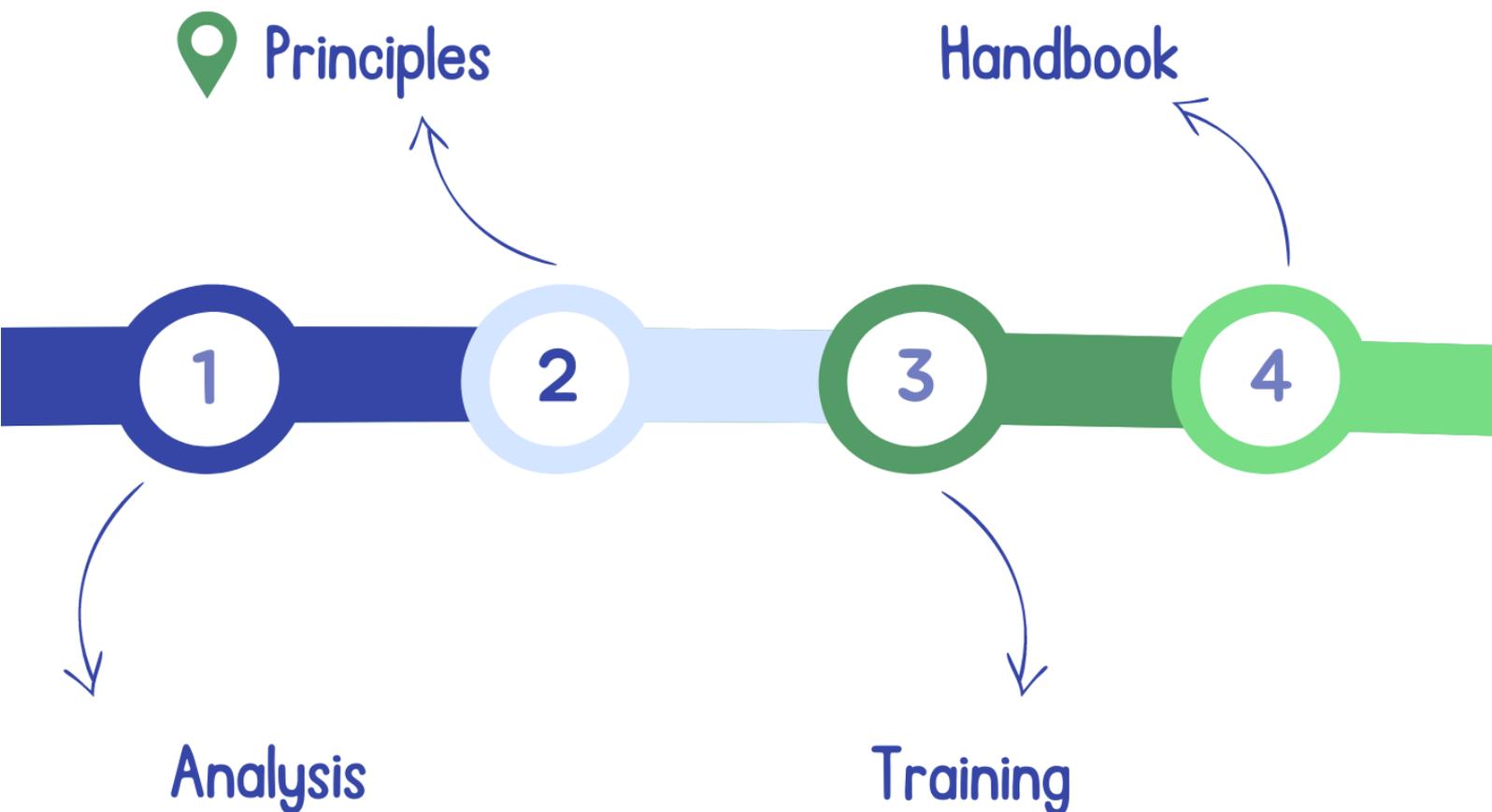




## QUALITY PRINCIPLES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT EDUCATORS



## Table of Contents

<b>Introduction</b> .....	4
<b>Part 1: What or Who Makes for Quality CPD?</b> .....	5
<b>Part 2: What do CPD Providers and CPD Educators Say?</b> .....	9
<b>Part 3: Principles of Quality for CPD Educators</b> .....	11
<b>Cited sources</b> .....	21

**Editor:** Marina Matešić

**Authors:** Petra Bozovičar, Jerneja Jager, Marina Matešić, Aljosa Rudaš, Petra Zgonec

*\*Authors contributed equally to this work.*

**Design and layout:** Emily Henry

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## Introduction

Principles of Quality for Continuous Professional Development Educators (PIQET Principles) were developed under Erasmus + project 'Principles of Quality in Education of Teachers' – PIQET. The project aimed to develop a set of transparent indicators of quality continuous professional development (CPD) of educational professionals through developing a set of principles of quality for the recruitment, selection, training of and support to CPD educators that conduct CPD events. In this document, we refer to CPD educators as professionals in the role of delivering and conducting various in-service CPD opportunities and events for educators, teachers, and other practitioners [1]).

Depending on the country or other specific context, CPD educators might also be called trainers, lecturers, mentors, coaches, facilitators, and such. In this document, we recognise and value the diversity of roles, profiles, and professional positions that these high-level professionals hold. To that point, we refer to another project result, Existing Practices for Recruitment and Professional Development of Continuous Professional Development Educators, that provides an overview of the richness of quality CPD opportunities and educator roles Europe-wide.

It is important to note that we acknowledge the diversity of CPD systems internationally. We do not strive to provide fit-for-all solutions but merely a framework for joint and important competencies of CPD educators. The document can be adopted and developed further in different contexts.

**PIQET Principles can be used by** CPD educators of any type willing to reflect on their own work and work on self-improvement, or by CPD providers, educational coordinators, or any other interested party willing to put in place internal policies of quality assurance. The document can also serve as a resource for educational policymakers and experts working on the quality and social responsibility of education. The PIQET Principles aim to:

- achieve a shared understanding of CPD quality, that can be used on a team, organisational or network level;
- help CPD educators to improve their competences using the Principles as their grounding point and applying them to different methods of CPD, such as self-assessment, peer to-peer assessment and other ways to improve they practice;
- help policy makers and educational leaders to improve their CPD policies on public or institutional level, keeping in focus social justice, equity and inclusion of diversity in education;
- help CPD organisations and other key stakeholders to apply the new innovative methodology of recruitment, selection, and CPD of CPD educators and enable policies on national, EU, and international levels towards that end.

**The document is composed of the following parts:**

**Part 1** brings some of the most relevant findings of research and theory about what makes quality CPD, in order to approach the topic of quality assurance of CPD educators' profession. Quality CPD opportunities are crucial for the overall quality of education and child care and CPD educators

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[1] The term 'participant' is used instead of the 'learner' to emphasise active engagement in the learning process. The term 'learning process' is preferred to teaching, as it highlights the active involvement of participants avoiding a top-down approach that 'teaching' may imply.

play a central role in assuring this quality. This part therefore brings examples of the existing standards and principles of quality and lists relevant guidelines or competences frameworks for CPD educators working in the field of ECEC and primary school education (grades involving children up to 10 years old).

**Part 2** presents findings of the needs analysis conducted with CPD educators and CPD organisations on their expectations of quality in recruitment, selection, training, and professional development of CPD educators.

**Part 3** presents the principles of quality for CPD educators, developed during the PIQET project. Each principle includes a quality statement, indicators of quality and reflective questions that can be used or observed in various degrees in recruitment, selection, evaluation, and self-assessment during and after CPD opportunities by CPD educators or providers.

PIQET Principles are inspired by the Step by Step pedagogical approach, which aims at providing child-centred and inclusive opportunities for every child to grow and prosper to the best of its abilities and in harmony with its surroundings. One of the fundamental values that the Principles promote is the basic right to quality education and the opportunities it brings for the development and success of all children and adults. Therefore, besides quality of education and child care, we strongly stand for social justice, equity, and inclusion in all the sectors that provide childhood services, and uphold these values in the PIQET Principles.

## Part 1: What or Who Makes for Quality CPD?

Well-trained and motivated professionals are central in ensuring that high quality ECEC and education is provided to all children and families. Working conditions in ECEC and primary education settings are often referred to as most important (so called, structural quality indicators such as wages, staff-child ratio or group size, working hours, etc.) but other characteristics such as opportunities to grow, professional support, participation in leadership, institutional culture, influence their ability of to do their work well and their satisfaction. CPD opportunities play a central role in this, particularly when it comes to professionals who work with children at risk or disabilities. ECEC centres that provide such support provide better care and education (Litjens & Taguma, 2010; Diamond and Powell, 2011). Opposite to that, ECEC practitioners who experience little professional support have lower job satisfaction and perform their teaching and care-giving tasks less well than those that are professionally supported (Ackerman, 2006). The importance of ongoing professional development in making sure that practitioners stay up-to-date with evidence-based practices has been found in various studies on all levels of ECEC and education (Litjens & Taguma, 2010; see also Research Brief: Qualifications, Education and Training Matter OECD report). We also discuss this further in the PIQET analysis, Existing Practices for Recruitment and Professional Development of Continuous Professional Development Educators.

Quality Framework for ECEC (2014) and Communication from the EU Commission on School Development and Excellent Teaching for a Great Start in Life (2017) support these findings as do

the majority of the EU states in different ways. Departments of education world-wide see effective professional development as a partnership between leadership, practitioners and CPD providers. In order for this partnership to be successful, CPD opportunities should have a focus on improving learner opportunities and outcomes, underpinned by evidence and expertise, include collaboration and expert challenge and should be sustained over time. Some experts even suggest we should develop curriculums for CPD (Enser, 2021) while others (Cochran-Smith, 2003) hold that although a curriculum for becoming a CPD educator is conceivable, it is not likely that it would constitute the major entry point or means of role definition for a majority of CPD educators. Thus, we should think towards the quality of recruitment and CPD of CPD educators.

Another argument for focusing the discussion of quality on the quality of CPD educators as well as also putting trust in them comes out of the fact that assuring quality and measuring the success of CPD opportunities in general and universally is impossible, taking into account that each leader and teachers must make informed decisions to invest in quality and targeted professional learning, tailored to schools and teachers' needs. Choosing the opportunities and measuring the impact of CPD should be a collaborative process between the teacher, leadership staff, and staff in charge of coaching or mentoring. Therefore, if the goals and the intended learning outcomes are well defined and appropriate, the quality of the CPD opportunity relies heavily on educator competence.

This means that just like the teachers, the CPD educators too need to be supported, not only as experts in the narrow field of their expertise but in a holistic manner in order to become more knowledgeable professionals than they were a year ago (Smith, 2003). As a growing professional group, CPD educators are increasingly aware of the need to continue to work on their competencies as lifelong learners and keep in touch with the latest developments and insights in their field (Swennen & Klink, 2009). Therefore, CPD educators should begin their own specific CPD right after joining their somewhat new profession of CPD educators and continue on this road as a lifelong learning process, just as we expect teachers to do so.

Usually, there are two popular routes of recruiting and training and CPD for CPD educators:

- programmes offered and mandated by external agencies or CPD organisations, and
- their own self-initiatives.

While organised or mandated training has some advantages to assuring quality across the board, research conducted in different parts of the world reveals that supported self-initiatives always play an important role in the professional development. Many studies confirm that self-initiated professional development has a more positive effect on increasing the standards of professional learning (see e.g. Tour 2017). Programmes planned and mandated by external organisations are often not available to all. Furthermore, they can never fulfil all the needs in professional development as can self-initiatives like reading new books or journal articles, engaging in action research, reflecting on own or peer teaching and other.

Be it mandated, self-paced, or in a peer-learning group, training and CPD of CPD educators should always be purposeful and effective, and providing a quality framework helps. Considering a wide

range of CPD opportunities and educator roles, we decided to pursue the quality framework that suggests only the basic principles of quality and general competences of CPD educators. This way we aim to keep flexibility and fit-for-purposefulness.

Depending on CPD policies, the type, and the purpose of a CPD opportunity, CPD educator principles and standards can vary significantly on a country, approach, programme or institutional level. Not many scholarly articles or policy documents on CPD refer to recruitment, selection, training and CPD of CPD educators. Usually, recommendations aim at setting of induction principles (criteria for hiring) so that they include expectations of not only pedagogical knowledge and experience appropriate to teaching teachers, but also enhancing the scholarship (becoming research-active) (Murray & Male, 2005). It is important that CPD educators build their own professional communities, where they can explore and reconsider their assumptions, learn from practices different from their own, and construct a pedagogy that takes these differences into account in locally appropriate and culturally sensitive ways (Cochran-Smith, 2003).

Professionalisation of CPD educators will empower them to take charge of their own CPD and uphold the quality in their profession.

In practice, many institutions and networks in education develop criteria for their own hiring and quality assurance purposes. This is often the case in language and other adult education, where certification (for trainers of trainers) is also common. Often these quality expectations are a part of a job description. Some of the joint competences, besides core pedagogical knowledge, are mentoring, supervision and inspection experience, experience in delivering training to adults, overseeing CPD of others in the team, facilitating peer-groups, conducting academic research, ICT teaching skills. Quality frameworks usually include groups of competences such as knowing the expert subject of training (being an expert), understanding the context (policies, cultural and institutional context, diversity of identities, perspectives, learning styles and levels, and other specificities), planning and managing the learning process (setting the intended learning outcomes, planning appropriate learning methods, activities, materials/aids, being flexible and innovative, upholding participant-centred approach, managing time, space, equipment, and technologies), evaluation of progress and giving feedback skills, professional behaviour and CPD of one's own. Often frameworks include crosscutting or enabling skills in communication such as communicating effectively, teamwork, critical thinking, motivational skills, and such[2].

Different standards for teacher educators are being developed in more than a few states as well as national and international associations, organisations, and networks. Often this was a reaction to the wide criticism of the quality of CPD events. In 1996, the American Association for Teacher Educators (ATE) developed a set of 9 standards with their own indicators. These were:

***teaching, cultural competence, scholarship, professional development, programme development, collaboration, public advocacy, contributing to teacher education profession, vision.***

[2] See e.g. British Council British Council, 2015. Continuing Professional Development (CPD) Framework for teacher educators (<https://www.britishcouncil.in/teach/continuing-professional-development>)

In 1999 the Dutch Teacher Educators Standards were developed by the Association of Dutch Teacher Educators (VELON). These were later adopted by various quality assurance and CPD policies (Koster & Dengernik, 2008, 139). The standards present one of the rare examples of state adopted policy. They consist of five areas of competences:

*works together with others in multi-disciplinary teams (knowledge); models' excellent teaching/practises what he/she preaches (skill); is focused on the development of participants (attitude); is open to others (value); is dedicated, committed and involved (personal characteristic).*

As in other cases of developed standards, the criticism mainly consisted of underestimating the complexity of CPD events, unpredictability of teaching and learning for different groups of adults, leaving no room for innovation and the bad side-effects of standardising (Koster & Dengerink, 2008, 137). In 2005 the Association of Teacher Education in Europe picked up on the debate but remained on the level of shared concepts and principles.

International Step by Step Association (ISSA), a network of almost 100 organisations most of whom provide CPD opportunities for preschool and primary school professionals, developed *Trainer Standards for Preschool and Primary Grades in 2003*. The work on *Standards* was one of the first activities undertaken by ISSA after it was founded in 1999. ISSA's focus was in line with its general mission and vision towards equal access to quality education for all children and its CPD standards make an important statement about the values, particularly inclusion, social justice, participation of participants, and participant-centred approach. Core beliefs such as lifelong learning (LLL), participant-centred methods (considering the participant as a whole), equity, teachers as learning facilitators and members of that community of participants, parents as primary educators, community-level ownership of education, and safe learning environment, promoting choice and independence were built into it.

This internal document outlined quality statements and multiple indicators in each areas of competences (knowledge, skills, attitudes, ethics) that can be used as guidelines to ISSA trainers in self-assessment or as a support to ISSA members in professional accreditation of programmes, validation/certification of trainer's role, in effecting institutional reform, influencing the training of trainers teaching methods, and adding to the credibility of the profession in general. Some of the indicators were:

*knowing the subject, practical implications of theory, understanding of adult learning and learner-centred methods, has managerial, organisational and presentation skills, creates interactive, challenging, and cooperative learning atmosphere, encourages participants to participate, is willing to take risks and make mistakes, bound by confidentiality towards participants, continuously learns and improves performance, selects content based on participants' learning goals and needs.*

The Trainer Standards were an inspiration to PIQET Principles, with a clear need to refresh and build on some areas further due to contemporary challenges such as digitalisation and online teaching, increasing diversity and new forms of risk or adverse conditions children, families and communities face.

In developing the PIQET Principles, we also found it important to inquire on the needs of CPD educators themselves, asking them what it is they need to provide better services to the practitioners and educational institutions so that they can support children and families better.

Contemporary conditions in education, such as increasing diversity, adversary conditions, rapid developments in ICT just to name a few, impress on the needs of CPD educators and teachers alike. In Part 2 we discuss this in more detail.

## Part 2: What do CPD Providers and CPD Educators Say?

In order to outline the principles of quality for CPD educators' profession, we first inquired with the CPD educators and CPD providers themselves. As a part of the project's preliminary research on the need for quality principles among CPD educators, in 2020 we conducted a survey with Step by Step organisations' trainers in Bosnia and Herzegovina, Croatia and Slovenia (36 trainers responded). The analysis showed that although of various experience and level of competences, a significant percentage did not have recognition or validation (certification) as CPD educators. They all highlight the need for continuous improvement of their competences, particularly in the area of education of adults and how to better support teachers that work with vulnerable groups of children and families. They further list a need to improve their social justice skills and how to better motivate participants to be change oriented and engaged. In all three countries CPD educators express their needs for peer learning groups and opportunities and study visits across borders.

In 2022, as a part of understanding the landscape further, ISSA surveyed member organisations providing CPD opportunities. Partner organisations in Croatia and Slovenia surveyed all the CPD providers in their country they could reach with the same survey, asking how they defined CPD educators' quality, what criteria they use for recruitment and selection and do they or how they provide CPD of their CPD educators.

The 22 respondents of the ISSA network stated that they uphold Step by Step pedagogical philosophy and criteria of quality, such as ISSA Principles of Quality Pedagogy (these include principles such as child-centred approach, respect for diversity and global education, lifelong learning, professional communities and use of reflective methods in CPD) when recruiting and supporting their CPD trainers. This is no surprise if we take into account the fact that majority of them are also founding ISSA members, meaning that they share and uphold the same pedagogical philosophy. Some respondents expressed a need for a state level policy on quality of CPD opportunities and systemic support to CPD educators. Some mentioned a need for furthering soft and digital skills, while others list focused support in emerging challenges such as war, refugee, or other social crises. The responses from country level (in Slovenia and Croatia)



## Part 3: Principles of Quality for CPD Educators

In the following part, we propose 9 quality principles for CPD educators. The PIQET Principles are formulated based on the overview of the literature, policies, and practices in assuring the quality of CPD opportunities and on the needs analysis of the CPD educators and providers themselves. Each principle is composed of:

- **Quality Statement:** Provides a clear definition of each principle
- **Indicators:** Offer concrete ways to demonstrate adherence to each principle
- **Reflective Questions:** Encourage CPD educators to critically assess their practices and identify areas for improvement
- **Illustrative examples:** Designed to demonstrate how each principle is effectively applied in the practice and actions of CPD educators.

This will provide a comprehensive and yet flexible and purposeful framework for understanding the quality of performance and enabling CPD educators to continuously enhance their practices and contribute to the overall quality of the CPD in their field.

# 1. EXPERTISE IN THE SUBJECT



**Quality Statement:** CPD educator is an expert in the specific topic of training.

## Indicators

- The CPD Educator exhibits robust knowledge of the subject (has practical or research experience on the subject and can present credentials to that end) and uses it in the participant's learning process.
- The CPD Educator translates theory into practice or/and can provide appropriate examples.
- The CPD Educator fosters collaborative learning and learns from participants.
- The CPD Educator is aware of own assumptions, values, and cultural perspectives related to the subject area.

## Reflection questions

- How well do I understand and follow up-to-date relevant theoretical frameworks, concepts, methods, and practices?
- How effectively can I explain and implement them in examples of real (professional) life situations?
- To what extent do/did I research alternative views, theories, and approaches?
- How deeply have I taken cultural and other aspects of diversity when questioning basic theories and practices?

## Illustrative examples

- Design lesson plans that include real-life examples and case studies.
- Share personal experiences and best practices during sessions.
- Use interactive methods like videos, group discussions, and role-playing.
- Reflect on cultural assumptions and integrate diverse perspectives into content.

## 2. EMBRACING PARTICIPANTS' DIVERSITY AND UNDERSTANDING THE CONTEXT



**Quality Statement:** CPD educator recognises a specific context on different levels; understands and respects diversity among individuals, groups, and communities, and applies this in ensuring appropriate conditions for learning.

### Indicators

- The CPD Educator recognises and prepares in advance for a specific context (political, policy, community, institutional, group, and individual specificities) of the CPD event/opportunity.
- The CPD Educator respects the diversity of participants on different levels (group and individual, identity and learning differences) and applies this in all the conditions for learning.
- The CPD Educator uses appropriate language, resources, and strategies to this end.
- The CPD Educator demonstrates intercultural skills and awareness.
- The CPD Educator reflects on own prejudices and encourages others to do so too.

### Reflection questions

- How well do I know the context of my CPD opportunity/event?
- To what extent did I get to know the group and the individuals in it?
- How well do I understand how individuals in my group (adults of a certain profession, backgrounds, age, disability, different learning styles) learn?
- To what extent did I respond and adapt the programme to this concrete context?
- How well do I recognise my own biases and stereotypes about the participants, and how do I overcome them?
- How well do I encourage this process with participants?

### Illustrative examples

- Adjust learning materials to match participants' linguistic and cultural backgrounds.
- Use interpreters or multilingual resources when needed.
- Organize small group discussions to ensure everyone's voice is heard.
- Create inclusive activities that respect and value diversity.

### 3. PLANNING AND MANAGING CPD OPPORTUNITIES BASED ON PARTICIPANT-CENTRED APPROACH



**Quality Statement:** CPD educator has the skills of designing the programme of CPD events and opportunities and implementing them based on participant-centred approach.

#### Indicators

- The CPD Educator understands how adults learn.
- The CPD Educator seeks insight into participants' diverse needs and interests, develops and implements curriculum based on it.
- The CPD Educator regularly asks for feedback on learning strategies and gives participants choices in learning.
- The CPD Educator prepares ahead diverse and interactive activities and resources but exhibits flexibility and adjusts based on feedback, context, or constraints.
- The CPD Educator builds on different experiences and knowledge of participants.
- The CPD Educator uses participant-appropriate technologies (including ICT), resources, materials, and tools.
- The CPD Educator manages time and space well according to participant needs and intended learning outcomes.

#### Reflection questions

- How did I set learning outcomes for this group and the individuals in it (design a programme, activities, and resources)?
- How did I make sure that teaching and learning methods were participant-centred (meaningful, effective, and engaging for that group and individual)?
- How did I ensure participant feedback on needs and interests, and how did I apply that in the learning process?

#### Illustrative examples

- Conduct pre-, mid-, and post-session evaluations to assess needs and progress.
- Incorporate feedback from participants to adapt session content and delivery.
- Use tools like Mentimeter or surveys to involve participants in shaping learning.
- Schedule regular breaks and adjust session timing based on group preferences.

## 4. PROMOTING PARTICIPATORY METHODS



**Quality Statement:** CPD educator instigates participation on all levels of the learning processes, fosters a collaborative and inclusive learning environment that actively engages participants to take ownership of their learning processes.

### Indicators

- The CPD Educator fosters collaborative and non-hierarchical relationships towards and among participants.
- The CPD Educator engages all participants in active participation and contribution.
- The CPD Educator encourages two-way and democratic communication.
- The CPD Educator fosters interactions constructive for learning.
- The CPD Educator promotes respect for diverse experiences, knowledge, opinions, and explanations.

### Reflection questions

- How do I ensure a participatory and non-hierarchical relationship towards participants and in learning?
- How do I ensure learner engagement and ownership over learning?
- What strategies do I use to encourage active participation, two-way communication, interactions and learning among participants?
- In what way do I incorporate and build on their diverse experiences, knowledge, opinions, explanations in learning?
- What kind of choices do I offer to participants?
- Among what activities, topics, groups, timetable, level of engagement, etc. can participants choose?

### Illustrative examples

- Facilitate group work where experienced participants mentor others.
- Use activities like round-robin sharing or peer evaluations.
- Organize collaborative problem-solving sessions.
- Ensure quieter participants are invited to contribute in a supportive environment.

## 5. FOSTERING CHANGE-ORIENTED APPROACH



**Quality Statement:** CPD educators foster change on multiple levels of learning.

### Indicators

- The CPD Educator takes into account participants' complex professional, personal, and social needs when planning learning outcomes and the change that goes with it.
- The CPD Educator initiates and advocates for change at multiple levels: individual, group, institutional, community, and policy.
- The CPD Educator supports participants in reflection and (self-)identifying areas for change in their own practices.
- The CPD Educator encourages and equips participants as individuals and as a group to be reflective change agents in their surroundings (to be transformational leaders).

### Reflection questions

- How do I facilitate change in participants in different and multiple areas of their personality?
- In what ways do I support participants to be self-reflective and self-improving?
- What strategies do I use to create cooperative learning and engagement in the group?
- How do I equip participants to become change agents in their organisations and communities?

### Illustrative examples

- Encourage participants to record and review their practices for reflection.
- Use action plans to help participants implement small changes in their work.
- Share examples of unsuccessful attempts to foster critical thinking and learning.
- Facilitate group discussions on how to apply learning to policy or community improvements.

## 6. TAILORED SUPPORT AND EMPOWERMENT



**Quality Statement:** CPD educators provide comprehensive support and professionally empower participants, fostering a nurturing learning environment that extends beyond only mentoring to address the participants' diverse needs.

### Indicators

- The CPD Educator provides tailored support that addresses individual participants' needs.
- The CPD Educator demonstrates empathy, active listening and motivational abilities.
- The CPD Educator creates a safe and supportive environment that encourages participants to share their challenges.
- The CPD Educator encourages peer-to-peer support and collaboration among participants.
- The CPD Educator builds participants' self-confidence and self-appreciation and encourages their leadership.

### Reflection questions

- How do I provide tailored mentoring support to participants?
- In what ways do I create a supportive environment for participants to share their experiences?
- How do I foster peer-to-peer support and collaboration among participants?

### Illustrative examples

- Start each session with individual check-ins using engaging methods like games or visuals.
- Provide personalized feedback and encourage self-reflection.
- Support peer observation and feedback to build collegial trust.
- Highlight participants' strengths and celebrate their achievements.

## 7. MONITORING PROGRESS AND PROVIDING FEEDBACK



**Quality Statement:** CPD educators monitor participants' progress and provide constructive, individualized, timely, and actionable feedback.

### Indicators

- The CPD Educator implements appropriate, consistent, and unbiased assessments or evaluations to assess the learning progress of participants.
- The CPD Educator provides individualised feedback that is tailored to each participant's specific needs, performance, and learning style.
- The CPD Educator ensures that feedback is clear, specific, and actionable and given promptly after assessments or performances.
- The CPD Educator utilises a variety of feedback methods, such as one-on-one discussions, written comments, peer reviews, or digital platforms.
- The CPD Educator promotes self-reflection and self-assessment to cater to different learning preferences and needs.

### Reflection questions

- How do I offer effective, and customised feedback to address the unique needs, performance, and learning styles of each participant?
- Am I providing feedback in a timely manner, and how does the timing of my feedback influence the learning and improvement of participants?
- What strategies do I employ to motivate participants throughout their CPD journey, and how do I sustain their enthusiasm for continuous learning?
- How do I provide participants access to resources and tools that can facilitate their learning, self-reflection, and overall development?
- How do I support participants in incorporating feedback into their practice?

### Illustrative examples

- Use digital platforms for real-time feedback, such as messaging apps or forums.
- Provide actionable feedback after observing participants' practices or reviewing outputs.
- Encourage self- and peer-assessment during sessions.
- Document participants' growth with portfolios or reflective journals.

## 8. ACTIVE CONTRIBUTION AND PROFESSIONAL ENGAGEMENT



**Quality Statement:** CPD educator demonstrates professionalisation efforts towards development of quality of CPD.

### Indicators

- The CPD Educator actively contributes to professional discussions within the CPD community (informal and formal) and engages in professional networks.
- The CPD Educator shares expertise and contributes to research (publishes professional articles, participates in surveys and interviews, participates in conferences, forums, and similar).
- The CPD Educator contributes and influences policies on the quality of CPD and the ethics of the profession.

### Reflection questions

- In what way do I contribute to professional discussions? How often?
- Did I map out all the relevant professional networks in my professional environment, and am I using the potential of being part of a network?
- In what way do I contribute to research on quality CPD?
- What do I contribute to research on quality CPD (e.g., which/what kind of experiences, knowledge, inspiring practices, etc.)?
- How do I contribute to improving policies on quality CPD?
- Why is it important to strive for the recognition and reputation of CPD educators? How do I ensure this?

### Illustrative examples

- Present at conferences and professional events, sharing practical insights.
- Write articles or case studies about successful practices or lessons learned.
- Organize local professional gatherings to discuss CPD challenges and solutions.
- Participate in advisory boards or committees to influence CPD policies.

## 9. CONTINUOUS SELF-DEVELOPMENT AND REFLECTION



**Quality Statement:** CPD educators actively engage in ongoing learning, self-improvement, and reflective practices to enhance their teaching methods and provide effective support to participants.

### Indicators

- The CPD Educator follows the most recent research from the field.
- The CPD Educator is self-aware and self-critical in terms of their own competences.
- The CPD Educator has a plan for own CPD and regularly enacts it through different CPD opportunities.
- The CPD Educator is engaged in self-initiated learning.
- The CPD Educator implements and documents action research and make changes accordingly.
- The CPD Educator continuously reflects on own practice individually and in groups of peers.
- The CPD Educator is ready to share his knowledge with other CPD educators.
- The CPD Educator is aware of the importance of self-care and is regularly enacting it.

### Reflection questions

- Where do I find information on the most recent research from the field?
- How do I document my practice and my reflections on practice?
- How do I use my reflections for planning future CPD opportunities (e.g. for adjusting the methods, engagements of participants, content, etc.)?
- How can action research contribute to my CPD? What forms of reflections do I use for reflecting on my own practice (e.g. group, individual)?
- What are the pros and cons of each?
- In what way do I reflect on my own practice (e.g. video recording of my own practice, observation with reflective discussion, individual written reflection)?
- What are the pros and cons of each? How do I / in what way do I take care of myself and my well-being?

### Illustrative examples

- Maintain a reflective journal documenting personal and professional growth.
- Conduct action research to test and refine teaching approaches.
- Regularly attend seminars and training to stay updated on new methodologies.
- Set aside time for self-care activities, such as outdoor exercise or mindfulness.

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