piqet

HANDBOOK FOR CONTINUOUS PROFESSIONAL DEVELOPMENT EDUCATORS
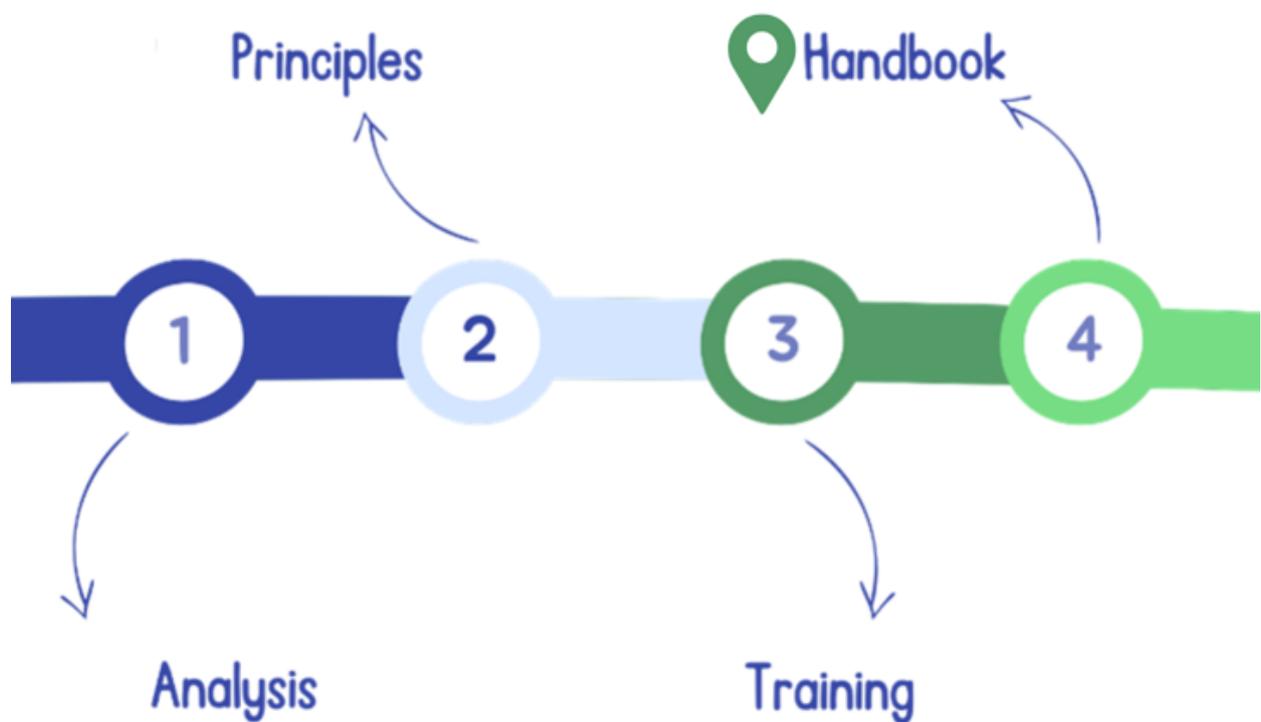
Principles

Handbook

1   2   3   4

Analysis

Training

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[1] Authors contributed equally to this work.

TABLE OF CONTENTS

Introduction

Building a strong, reliable, and high-quality ECEC workforce yields positive results that significantly impact the well-being of young children and enable their rounded and healthy development. Therefore, investing in continuous professional development and growth of the ECEC workforce must stay high on the agenda of relevant stakeholders, enabling and promoting high-quality programs.

The PIQET delves deeper into the context of continuous professional development (hereafter referred to as CPD) and sheds light on professionals delivering in-service continuous professional development opportunities. Why does PIQET emphasize the professionals delivering in-service continuous professional development opportunities and their professional growth and development? Because their professional development does not get enough attention in research and professional discourse, consequently, does not get the recognition when addressing the complexity of quality in ECEC and primary school education.

PIQET uses the term continuous professional development educators – abbreviated as CPD educators, referring to professionals in the role of delivering and conducting various in-service continuous professional development opportunities for educators, teachers, and other practitioners. CPD educators most often, depending on the country context, act in the role of trainers, lecturers, mentors, coaches, learning facilitators and/or moderators, and many others. Therefore, in PIQET, we want to recognize and value the diversity and wealth of roles, profiles, and professional positions that high-level professionals, delivering and conducting in-service continuous professional development opportunities and events hold.

Framing and defining continuous professional development

Continuous professional development (CPD) - a process of ongoing professional growth, enhancement, and life-long learning very often refers to the process of developing, maintaining, and nurturing knowledge, skills, attitudes, and values, enabling professional efficiency and performance excellence beyond initial or pre-service training (European Commission, 2013, 2019; ISSA, 2019; Urban et al., 2011).

CPD plays a crucial role in achieving high-quality practice in ECEC. The European Commission's Recommendation from ECEC experts (2018) highlights that recognizing the ECEC workforce's professionalism is important in improving the quality of provision. Professional development greatly impacts the quality of staff pedagogy and children's outcomes. Developing high-quality education and training programs for all staff working in an ECEC context (e.g., preschool teachers, assistants, educators, family day careers, etc.) helps to create a shared agenda and understanding of quality (European Commission, 2014).

Continuous professional development is an ongoing process in which professionals in different capacities have the opportunity to grow their professional potential, nurture their skills, and develop needed competencies throughout the course of their professional engagement in the field.

CPD helps professionals to stay up to date on the latest research and trends so that they can integrate the most appropriate and effective strategies into their work and strive for quality. It also helps professionals to build relationships with their peers and access professional networks. This furthers their growth and development as professionals and helps them to stay informed, challenged, and prepared for any changes within the ECEC field and Beyond.

Framing continuous professional development of CPD educators

The importance of CPD in each professional's career matters. There are numerous reasons why CPD plays a crucial role in uplifting high-quality services and programs as well as being an enabler of personal career development and professional growth. Equally important is the aspect of CPD of those who are providing, facilitating, and leading continuous professional development opportunities. Continuous Professional Development Educators – shortly, CPD Educators are professionals conducting, facilitating, and leading in-service professional development opportunities across the educational spectrum.[2] In PIQET, we particularly focus on CPD educators providing CPD opportunities for practitioners in ECEC and primary school education (grades involving children up to 10 years old) , and we are specifically interested in their continuous professional development, as well as recruitment, and selection processes.

Continuous Professional Development Educators – or CPD Educators are professionals designing, conducting, facilitating, and leading in-service professional development opportunities in ECEC and primary schools. While the vast majority of research papers and other relevant literature focusing on professional development (also referred to as: continuous/continuing/ongoing professional development) outline the importance of CPD for professionals (teachers, educators, practitioners, assistants, etc.), the notion indicating the equal importance of CPD of CPD educators remains scarce. Therefore, the role of PIQET is to give visibility to the topic and bring it into the discussion aiming at developing principles of quality that will guide CPD educators and CPD providers (organizations providing CPD) in reaching, sustaining, and nurturing the quality CPD opportunities and professional growth of CPD educators.

CPD educators are responsible for developing the professional skills and knowledge of others in our case of ECEC professionals and primary school teachers, yet the research on CPD of CPD educators is limited. Much of the existing research is focused on the effectiveness of CPD programs rather than on the efficacy and quality of the CPD educators delivering those programs. Therefore, there is a need for further research to understand the CPD of CPD educators better, which also stems from the literature review (international and country-focused) piloted under the PIQET project, indicating a lack of available research on the CPD of CPD educators in general.

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[2] Read more about it in PIQET Analysis.

Reasons why to invest in CPD educators

While the vast majority of research papers and other relevant literature focusing on continuous professional development (CPD) outline the importance of CPD for professionals (teachers, educators, practitioners, assistants, etc.), the notion indicating **the equal importance of CPD of CPD educators remains scarce**. CPD educators should begin their own specific CPD right after joining their profession of CPD educators and continue on this road as a lifelong learning process, just as we expect teachers to do so, in order to be able to deliver high-quality CPD opportunities as their quality influences the quality in ECEC centres.

1st REASON

CPD plays a crucial role in achieving high-quality practice in ECEC.
Professional development greatly impacts the quality of staff pedagogy and children's outcomes. Developing high-quality education and training programs for all ECEC staff helps to create a shared agenda and understanding of quality (European Commission, 2014), **where well-trained and motivated professionals are central**.
They ensure that high quality ECEC and education is provided to all children and families, taking into account they have possibilities to take part in high quality CPD opportunities.

*Learn more about it in **PIQET Analysis**, where you can get familiar with the latest research and knowledge about CPD opportunities for CPD educators.*

2nd REASON

High-quality CPD depends on well-defined goals and competent educators.
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).

*Get familiar with the **PIQET Principles** and get familiar with indicators of quality. As a CPD educator, you can use PIQET Principles to enhance your competencies and improve your practice, while CPD providers can adopt PIQET Principles for recruiting, selecting, and supporting CPD of CPD educators, and advocate for supportive policies at national, EU, and international levels.*

3rd REASON

No matter the fact that PIQET Principles are primarily meant for recruitment, selection and CPD of CPD Educators, one of the fundamental values that PIQET Principles promotes is the basic right to quality education and the opportunities it brings for the development and success of all children and adults. **From PIQET, children, their families and whole communities can benefit,** as PIQET strongly stands for social justice, equity, and inclusion in all the sectors that provide childhood services.

*Gain deeper insight into **PIQET Training program**, where themes, such as participatory approach, participant-centered approach, change-oriented and transformative learning, self-care and similar are presented.*

Welcome to PIQET Transformative Pathway

With PIQET we aim to provide a comprehensive, flexible, and purposeful framework for understanding performance quality, enabling CPD educators to continuously enhance their practices and contribute to the overall quality of CPD in their field. We believe this **transformative pathway** is an ongoing process that takes place in the form of a self-improvement cycle, which includes self-reflection on practice, enriching knowledge, building a shared understanding of quality, designing learning pathways, and transforming practice.

Who is invited?

PIQET Transformative Pathway is open to any CPD educator who is willing to reflect on their own practice and fully engage in self-improvement.

CPD providers, educational coordinators, or any other interested party willing to put in place internal policies of quality assurance are also invited to embark on this pathway.

The PIQET Handbook can also serve as a resource for CPD providers and CPD educators to advocate for quality CPD of CPD educators, and to advocate for developing quality assurance policies in the field of recruitment and selection of CDP educators.

How to embark on a PIQET Transformative Pathway?

PIQET Transformative Pathway is a cyclic process, consisting of several components, that guide CPD educators from one point of self-improvement cycle to another. It is understood as an interconnected ecosystem where each component supports and enhances the others.

The pathway(s) can be cyclic as presented in the picture *PIQET Transformative Pathway*, but as CPD educators can have different roles (trainers, coaches, mentors etc.), their transformative pathway(s) may differ. Every CPD educator is therefore free to choose the pathway(s) with components as they see fit, and can adopt it to serve their specific needs.

Components that "pave" transformative pathway(s) are described below.

Picture: PIQET Transformative Pathway

Components of PIQET Transformative Pathway(s)

PIQET Transformative Pathway includes several components that can be adopted to serve specific needs of anyone embarking on it, however two components are meant to be implemented in every self-improvement cycle. Those two components are *Get familiar with PIQET principles* and *Be an agent of change*. All components are described below.

Get familiar with PIQET principles

In this component, everyone embarking on *PIQET Transformative Pathway* first familiarizes themself with the content of PIQET Principles. Reflective questions under each of the PIQET Principles can help in this process.

Enrich your knowledge

This component is meant to enrich a CPD educator's knowledge. Based on the initial familiarization with PIQET Principles and own practice reflection done, a CPD educator decides which PIQET theme they want to deepen, get to know more about it. Contents to learn more about can be found in the PIQET Training programme (mini lectures, activities, additional resources), or in any other relevant literature, training program etc.

Build a shared understanding of quality

A shared understanding of quality means ensuring that any CPD educator using PIQET Principles has a common and consistent perception of quality in delivering CPD opportunities. This involves aligning definitions and approaches towards quality, so that efforts are unified and coherent. Building a shared understanding of quality could be done in the form of a professional learning community, or using any other group-reflection method.

Design your transformative pathway

CPD Educator develops a Transformative Pathway Plan (see Annex 1) for improvement and plans the changes they would like to implement.

Transform your practice

A CPD educator implements their Transformative Pathway Plan (Annex 1) as developed in the *Design your transformative pathway* component.

Self-reflect on your practice

In this component, an individual self reflects on their practice using *Reflection questions* in PIQET principles or the downloadable PIQET self-assessment tool. Self-reflection ensures that the self-improvement cycle is iterative, responsive, and continuously improving. Taking into account the results of the self-assessment, *PIQET Transformative Pathway* (self-improvement cycle) can continue with the *Enrich your knowledge* component.

Be an agent of change

As there is a lack of knowledge about the importance of investing in quality CPD of CDP educators, as well as in recruitment and selection of quality CPD educators, it is desirable that CPD educators with experiences from transformation of their professional practice inspire other CPD educators to do the

same (conference presentations, peer-to-peer support, publishing articles about their transformative pathway and similar). If their function allows, we encourage CPD educators to become agents of change to attract greater attention from educational policymakers in this area.

Get inspired by PIQET examples to transform your practice

In this chapter, some examples of *transformative pathways* (self-improvement cycles) are presented. We are sure many other examples could be found; the below are just some in order to inspire the reader of PIQET Handbook.

In the following table, examples are presented according to benefits and target groups. Below the table, every example is presented in more detail but still open to any kinds of adaptation needed.

	Examples	Benefits for CPD educators	Benefits for CPD providers
1	Self-reflection with PIQET Principles	- improving practice based on self-paced learning and self-reflection	- higher quality of CPD opportunities/events
2	Peer support with PIQET Principles	- improving practice based on learning and reflecting in pairs	- higher quality of CPD opportunities/events; - shared understanding of PIQET Principles
3	Group support with PIQET Principles	- improving practice based on learning and reflecting in group	- higher quality of CPD opportunities/events; - shared understanding of PIQET Principles
4	Training for CPD educators based on PIQET Principles	- gaining new knowledge; - developing new competences; - improving practice based on self-reflection	- informed recruitment, structured selection and tailored CPD for CPD educators based on PIQET Principles; - internal policies of quality assurance put in place
5	Induction of CPD educators	- gaining new knowledge; - developing new competences; - improving practice based on self-reflection	- recruitment, selection and CPD of CPD educators based on PIQET Principles; - internal policies of quality assurance put in place

Examples

1. SELF-REFLECTION WITH PIQET PRINCIPLES

Benefits for CPD educators:
- improving practice based on self-paced learning and self-reflection

Benefits for CPD providers:
- higher quality of CPD opportunities/events

TIPS on how to implement self-reflection with PIQET Principles
- Get familiar with all PIQET quality principles.
- Use reflective questions as guidance through your reflection.
- Take time for self-reflection; do not hurry.
- Focus on one principle at a time.
- Use a self-assessment tool as well as a form of keeping record of your improvements (a journal, a portfolio), based on your personal needs and affiliations. You can download the PIQET self-assessment tool here.

Get familiar with PIQET principles

CPD educator gets acquainted with PIQET Principles. Reflective questions under each of the PIQET Principle can help in this process.

Build a shared understanding of quality

CPD Educators can also discuss PIQET reflection questions with their colleagues.

Self-reflect on your practice

Initial self-assessment is done individually by using PIQET indicators.
Based on self-assessment results, CPD Educator plans self-learning with chosen themes from PIQET Training program.

Enrich your knowledge

Based on chosen PIQET theme(s), a CPD educator would read mini lectures in PR3 (link PR3), and search for additional resources on the web, in the literature and similar..

Build a shared understanding of quality

It is always possible to also discuss new knowledge with other CPD Educators.

Design your transformative pathway

Based on the insights gained a CPD educator plans how they will improve their practice (annex 1).

Transform your practice

CPD educator implements their Transformative Pathway plan during their facilitation of a CPD event.

Self-reflect on your practice

CPD educator again self-reflects on their practice using PIQET quality indicators. Taking into account the results, PIQET Transformative Pathway can continue with the "Enrich your knowledge" component.

Here you can access PIQET Principles and PIQET Training Program as well as PIQET self-assessment tool.

2. PEER SUPPORT WITH PIQET PRINCIPLES

Benefits for CPD educators:

- improving practice based on learning and reflecting in pairs

Benefits for CPD providers:

- higher quality of CPD opportunities/events;
- shared understanding of PIQET Principles

Tips on how to implement peer support with PIQET Principles

- Make sure that both (the observed and the observer) are well acquainted with PIQET Principles before the observation.
- Define the purpose of the observation beforehand, such as identifying specific teaching strategies or participant engagement techniques.
- Document observations objectively, focusing on what is happening rather than interpreting or judging in the moment.
- Create a safe and supportive environment for feedback by emphasizing mutual learning rather than evaluation.
- Implement suggested changes and revisit those areas in future observations to track progress.

Get familiar with PIQET principles

CPD educators, involved in the process of peer observation, get acquainted with PIQET Principles of Quality.

They agree on the roles - one of them is firstly in the role of event performer (observed), and the other is an observer. They also decide at which CPD event the observation will take place and which principle/indicators will be the focus of the observation.

Transform your practice

At the chosen CPD event, the observer monitors the performance of a colleague and focuses on the chosen quality indicators. They make notes and record the evidence for individual quality indicators.

Build a shared understanding of quality

After the observation of the implemented CPD event the reflective discussion is conducted according to the guidelines in the annex 2.

Self-reflect on your practice

Design your transformative pathway

Based on the insights gained in this process both CPD educators plan how they will improve their practice and make a Transformative Pathway plan for their further CPD (annex 1). They also repeat this process with their roles switched.

Here you can access PIQET Principles.

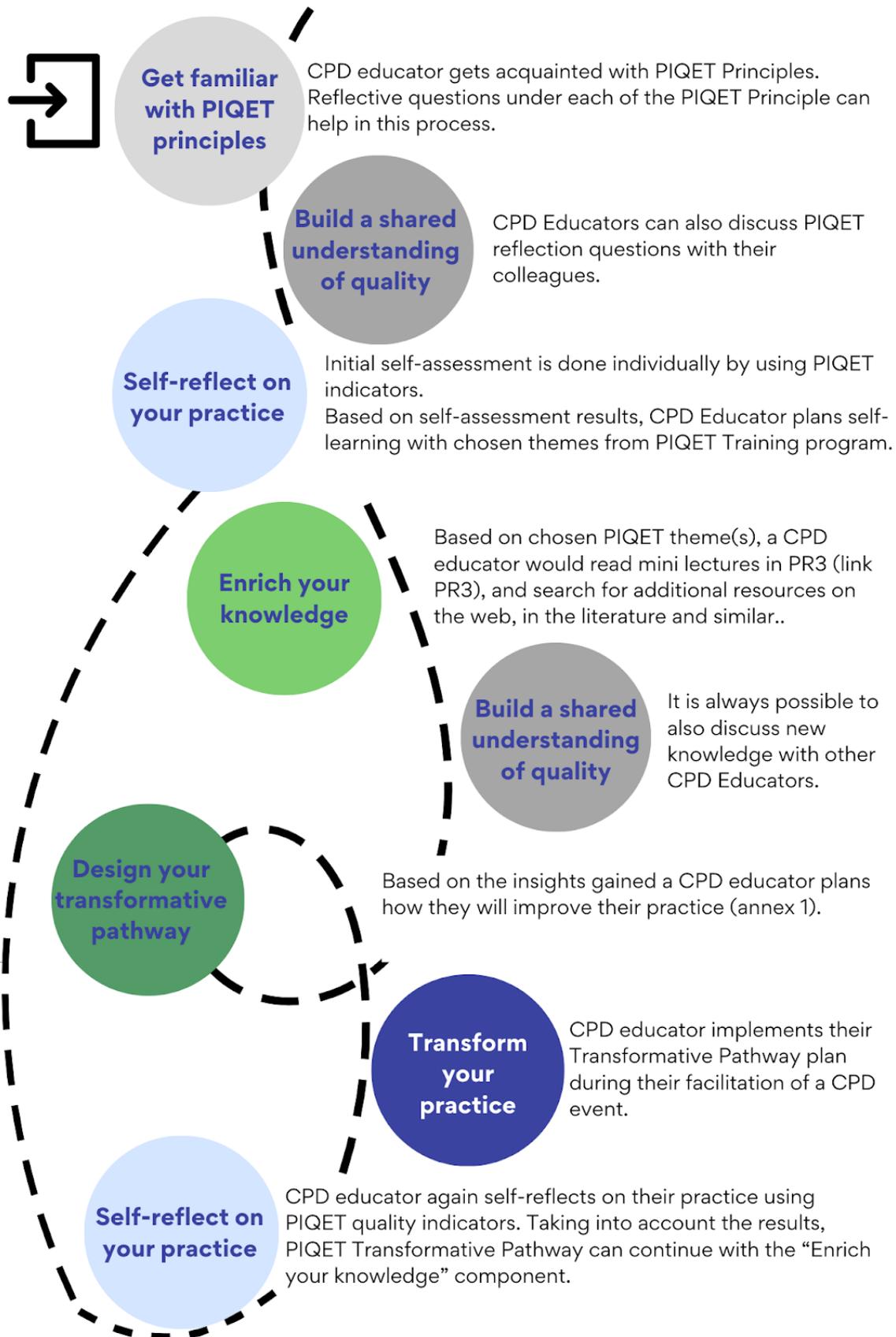## 3. GROUP SUPPORT WITH PIQET PRINCIPLES
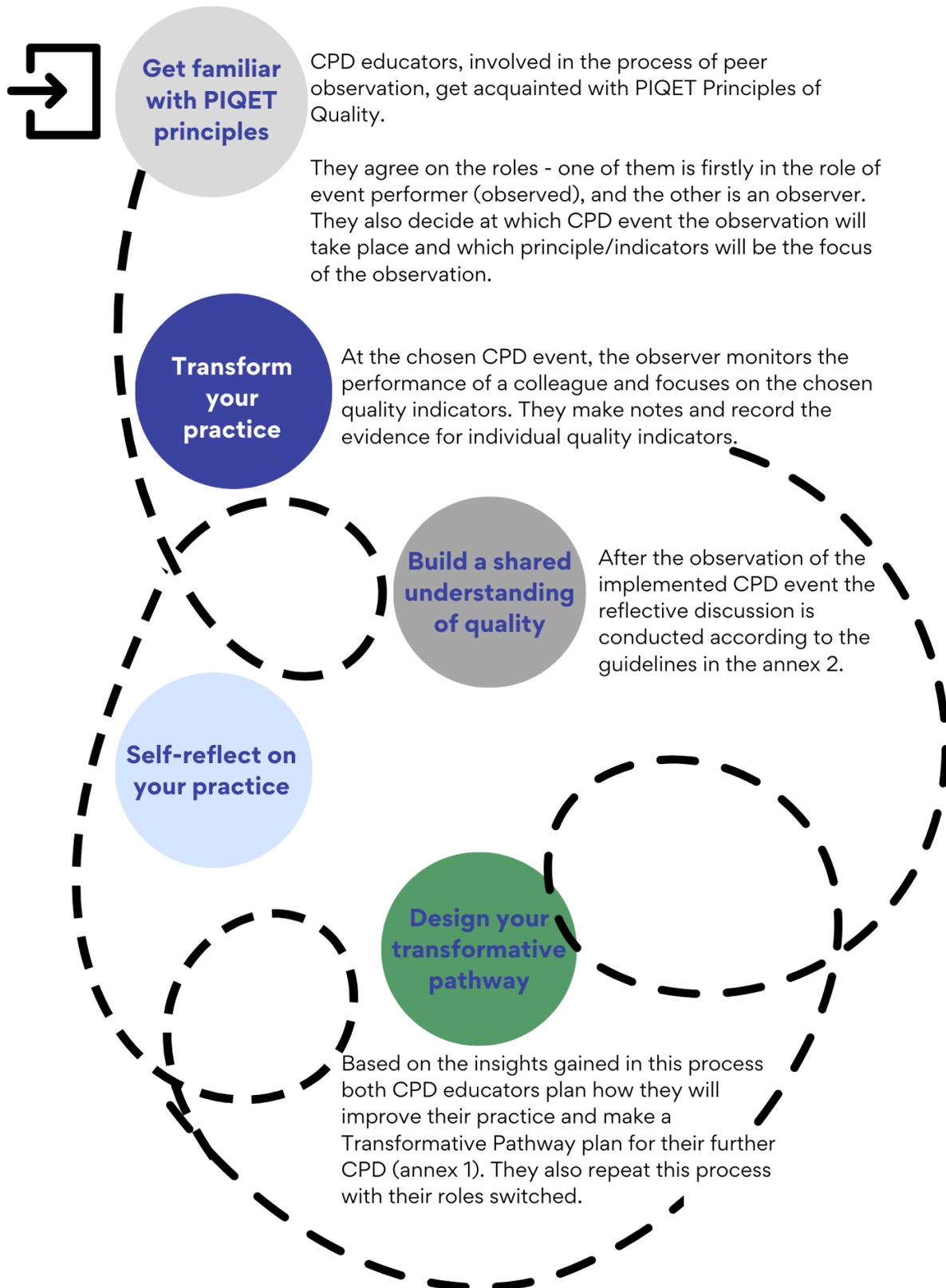
Benefits for CPD educators:
- improving practice based on learning and reflecting in group

Benefits for CPD providers:
- higher quality of CPD opportunities/events;
- shared understanding of PIQET Principles

Tips (for group facilitators) **on how to implement group support with PIQET Principles**
- Ensure that you provide learning resources (literature, videos, lessons) relevant to the indicator/competence you wish to improve (see here for the full set of PIQET resources).
- Make sure you establish the atmosphere of trust, so that all the colleagues feel free to express their challenges openly.
- Facilitate group sharing of experiences and problem solving between colleagues in a way that they feel supported and appreciated, e.g. by using the method of appreciative inquiry such as WANDA (see more in Theme 2 of the PIQET Training Programme).
- Make sure that everyone is included and motivated and that there are no hierarchical relations.

Get familiar with PIQET principles

CPD Educators in the Professional Learning Community (PLC) (see in annex 3) briefly present the activities carried out (from their last PLC session), observations, dilemmas, ideas for improvement, challenges encountered, etc. When all present their challenges, a group decides which example (challenge) they would like to further work on.

Self-reflect on your practice

When a challenge of one CPD Educator is chosen, other CPD Educators ask questions and seek clarifications, offer their ideas for improvement, ideas for overcoming chosen challenges etc.
The CPD Educator whose challenge was chosen, has the opportunity to share what suggestions might be helpful. Everyone in the PLC can share their opinion and impressions.

Build a shared understanding of quality

A discussion about one (selected) PIQET quality indicator follows with an aim to build a shared understanding on a certain theme.

Enrich your knowledge

Facilitator of a PLC prepares resources to support discussion and to gain new knowledge about the theme, associated with the chosen PIQET quality indicator.

Design your transformative pathway

Based on self-reflection, building a shared understanding and enrichment of knowledge components of PIQET Transformative Pathway, each CPD Educator develops a Transformative Pathway plan for changes in future practice. (annex 1)

Transform your practice

In between PLC sessions, CPD Educators implement the before developed Transformative Pathway plan.

Self-reflect on your practice

At the beginning of next PLC session, facilitator supports CPD educators to reflect on the implemented Transformative Pathway plan: how the process went, what would be necessary changes for the next implementation etc.

Here you can access PIQET Principles.

4. TRAINING FOR CPD EDUCATORS BASED ON PIQET PRINCIPLES
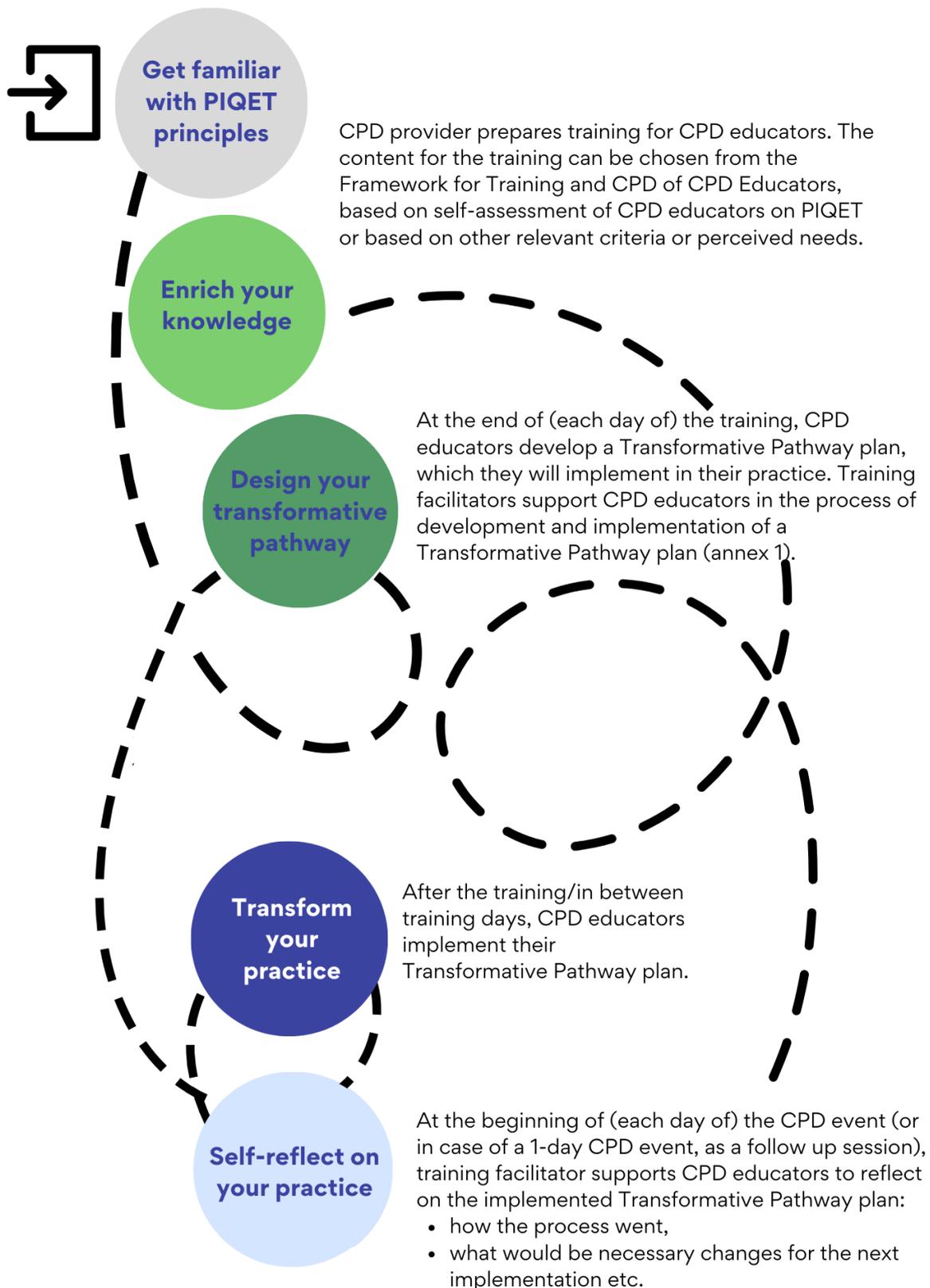
Benefits for CPD educators:
- gaining new knowledge;
- developing new competences;
- improving practice based on self-reflection.

Benefits for CPD providers:
- recruitment, selection and CPD of CPD educators based on PIQET Principles;
- internal policies of quality assurance put in place.

Tips on how to implement training for CPD educators based on PIQET Principles
- Training planning: it is recommended that the training is planned in several parts so that the participants have time to make changes in their practice in between.
- Training implementation: identify the needs of the participants before the training implementation.
- Continuous process: avoid one-time events, instead combine continuous training events with learning group meetings and peer-observation, all based on individual needs of the CPD educators themselves.
- Selection of CPD educators: use the PIQET Principles in the process of selecting candidates (at the performance observation, at the interview, etc.).

Get familiar with PIQET principles

CPD provider prepares training for CPD educators. The content for the training can be chosen from the Framework for Training and CPD of CPD Educators, based on self-assessment of CPD educators on PIQET or based on other relevant criteria or perceived needs.

Enrich your knowledge

Design your transformative pathway

At the end of (each day of) the training, CPD educators develop a Transformative Pathway plan, which they will implement in their practice. Training facilitators support CPD educators in the process of development and implementation of a Transformative Pathway plan (annex 1).

Transform your practice

After the training/in between training days, CPD educators implement their Transformative Pathway plan.

Self-reflect on your practice

At the beginning of (each day of) the CPD event (or in case of a 1-day CPD event, as a follow up session), training facilitator supports CPD educators to reflect on the implemented Transformative Pathway plan:
- how the process went,
- what would be necessary changes for the next implementation etc.

Here you can access PIQET Principles and PIQET Training Program as well as the PIQET self-assessment tool.

5. INDUCTION of CPD EDUCATORS
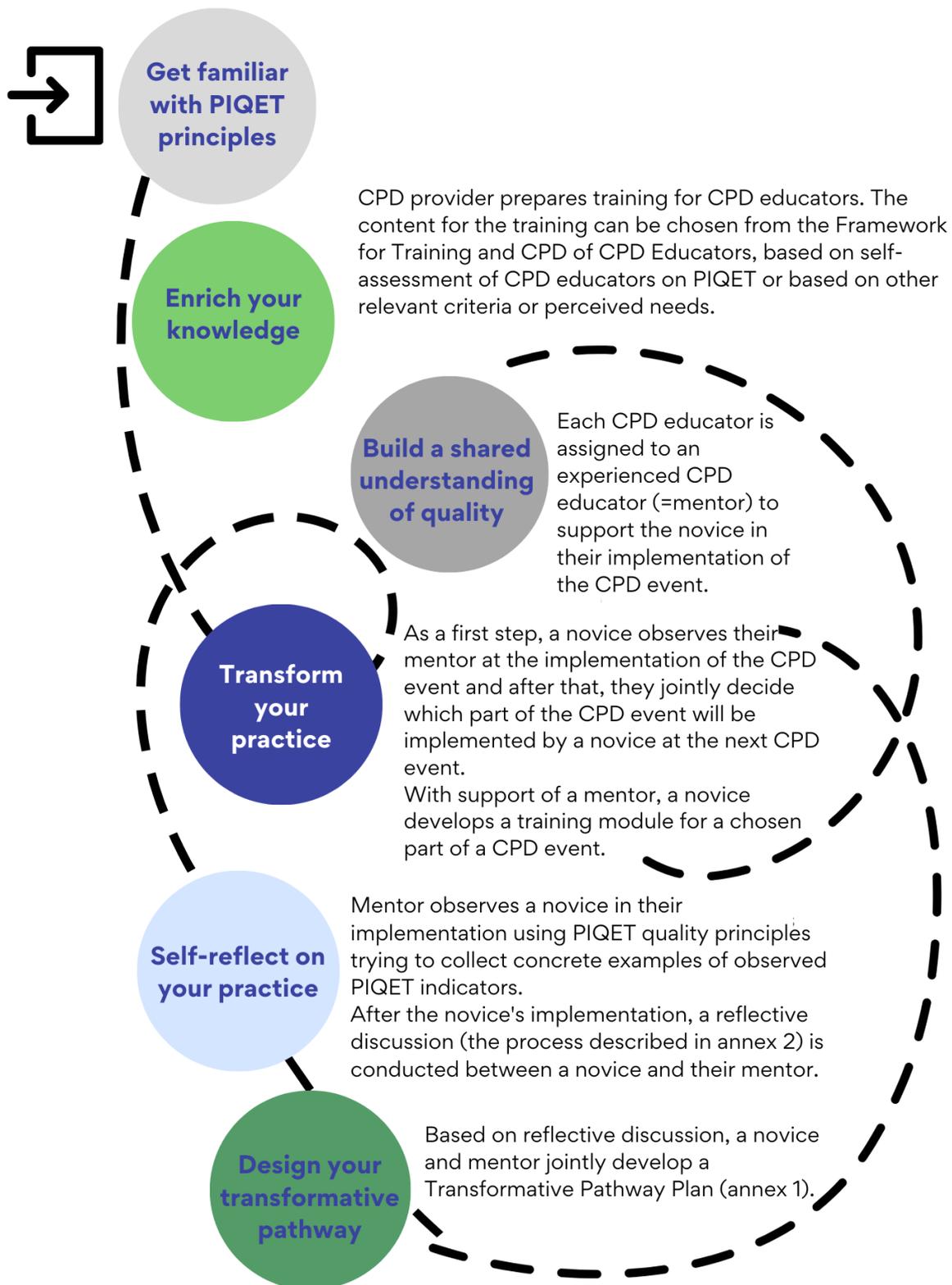
Benefits for CPD educators:
- gaining new knowledge;
- developing new competences;
- improving practice based on self-reflection.

Benefits for CPD providers:
- recruitment, selection and CPD of CPD educators based on PIQET Principles;
- internal policies of quality assurance put in place.

Tips on how to induct CPD educators in their work
- As a mentor:
    - make sure to demonstrate professionalism, adaptability and enthusiasm in your CPD event;
    - recognize novices' unique strengths and areas for improvement and adjust your guidance accordingly;
    - create a safe space where a novice can feel comfortable asking questions, sharing concerns, and seeking help;
    - provide support to reflect (with questions like: what went well, what challenges they faced, and what they would do differently);
    - provide tips on engaging participants, managing difficult scenarios, and adapting to diverse learning styles;
    - encourage a novice to connect with colleagues who can offer advice, share experiences, and provide informal support.

- Training planning: It is recommended that the training is planned in several parts so that the novice CPD educators have time to make changes in their practice in between.
- Planning a transformative pathway: a novice and a mentor agree on CPD events at which a novice will take part in; involvement in a PLC of novice/CPD educators; peer-support etc.

Get familiar with PIQET principles

Enrich your knowledge

CPD provider prepares training for CPD educators. The content for the training can be chosen from the Framework for Training and CPD of CPD Educators, based on self-assessment of CPD educators on PIQET or based on other relevant criteria or perceived needs.

Build a shared understanding of quality

Each CPD educator is assigned to an experienced CPD educator (=mentor) to support the novice in their implementation of the CPD event.

Transform your practice

As a first step, a novice observes their mentor at the implementation of the CPD event and after that, they jointly decide which part of the CPD event will be implemented by a novice at the next CPD event.
With support of a mentor, a novice develops a training module for a chosen part of a CPD event.

Self-reflect on your practice

Mentor observes a novice in their implementation using PIQET quality principles trying to collect concrete examples of observed PIQET indicators.
After the novice's implementation, a reflective discussion (the process described in annex 2) is conducted between a novice and their mentor.

Design your transformative pathway

Based on reflective discussion, a novice and mentor jointly develop a Transformative Pathway Plan (annex 1).

Here you can access PIQET Principles and PIQET Training Program.

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List of Annexes

Annex 1: Transformative Pathway Plan (template)

Annex 2: Guidelines for Reflective Discussion after Observation

Annex 3: Description of Professional Learning Community (PLC)

Annex 4: Examples of CPD events (training) from Croatia and Slovenia
> *Example of a training for CPD educators from pilot in Croatia*
> *Example of a training for CPD educators from pilot in Slovenia*

Annex 1: **Transformative Pathway Plan** (template)

What do I want to achieve?*	What actions will I take in order to achieve this goal?	What resources will I use?	What will be the timeline?	How will I monitor my progress?	Reflection on the process (on goal achievement)	Areas, remaining for improvement
Which **goal** do I want to achieve?

What **specific change** do I want to implement in my practice? | Which **concrete actions and steps** will I take in order to achieve my goal?

E.g., *attending training sessions, workshops, conference; self-development (research, reading, etc.); coaching, mentoring; job shadowing; project work, etc.* | What **kind of support** do I need?

Who can help me reach my goal? | E.g.: End of April / to be completed in the next three months / six months, etc. | Which **milestones to be passed** in order to see progress in my goal achievement?

Which **indicators** to be seen in order to see progress in my goal achievement?

What **milestones will guide** me on my transformative pathway? | Which **key findings** have I **gained** on my transformative pathway?

What did I learn?

What changed in my thinking, understanding, seeing etc. of a certain goal/change that I implemented? | Which further **challenges** do I still have?

What are **the next steps** that I want to take? |

*Keep in mind that the basis for setting goals should be the areas for growth you identified as a result of your self-reflection.

Annex 2: **Guidelines for Reflective Discussion after Observation**

First, the observer has the opportunity to share their impressions, reflecting on their role, participants' reactions, cooperation, and any notable specifics. They consider questions such as:

- What are your thoughts on the lesson observed?
- How would you evaluate your role?
- Did anything special happen? If so, what?
- Would you have done anything differently? If so, what and why?

Next, the observer shares their impressions of the lesson, followed by a discussion of the evidence collected during the observation. This evidence is classified into relevant indicators, and any open questions raised by the observer are discussed to further clarify the context. The observer also reflects on their own practice, considering questions such as:

- What do I do in this situation and why?
- How else could I achieve this goal?

They then reflect on the theoretical concepts underlying their practices and strive to unify their understanding. They also consider the different activities in terms of participant-centred approach, reflecting on questions such as:

- What are the theoretical foundations behind this?
- How do you perceive quality interaction with the participants?
- How do you engage participants?
- What do I focus on during my preparation?

At the end of the reflective discussion, they address questions such as:

- How did you feel in the role of observer/observed?
- What new insights did you gain?
- Is there anything specific you would like to highlight? If so, what?

Annex 3: Description of Professional Learning Community (PLC)

PLC is defined as "a social grouping of new and experienced educators,[3] who come together over time for the purpose of gaining new information, reconsidering previous knowledge and beliefs, and building on their own and others' ideas and experiences in order to work on a specific agenda, intended to improve practice and enhance student learning" (Cochran- Smith and Lyle, 2002). The basic goal of the PLC is professional development of its members toward becoming competent, reflective practitioners and building a supportive environment that enables professional development by building shared understanding of pedagogical concepts, quality of practice etc.

"The work of the PLC, accordingly, has an objective to support teachers, both emotionally and professionally, throughout the course of their professional development. It offers them the opportunity for:
- *critical reflection on their own teaching;*
- *giving feedback to other members of the community on the quality of their teaching and learning;*
- *sharing concrete ideas with other teachers on how to improve the learning experience of children;*
- *motivating other teachers to enhance the quality of their work and helping them enjoy their work"* (Brajković, 2014, p. 15).

In order for this development to proceed smoothly, PLC members should be able to analyze and research issues and materials of interest; have an opportunity to link the new with the familiar; introduce new activities in their work in order to understand them and integrate better; receive mentorship through guidance and explanation; observe how their colleagues work; use different resources as the basis for actions they will carry out in their work. (Caine and Caine, 2010, in Režek, Jager, Mervic, 2020).

PLC members

The key person in a PLC is the leader. His/her role is to facilitate the members' co-construction of knowledge (using the PIQET Principles) instead of being seen as the expert on the topic they are working on.

Members of the PLC are CPD educators. Their role is to actively participate at monthly meetings by reflecting their practice with support of PIQET Principles and also change their practice based on reflections.

You can find more on PLC in the following resources:
- Sanja Brajković's book on Professional Learning Communities (Brajković, 2014)
- Inspirational Travel Guide for practitioners and leaders in ECEC and primary school (Brajković et al., 2023)

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[3] In our case CPD Educators.

Annex 4: **Examples of CPD events (training) based on PIQET principles**

Below are examples of two CPD events designed based on the PIQET Principles. These examples were tailored to the specific needs and expectations of invited participants from Croatia and Slovenia. They demonstrate how PIQET Training Program can be utilized while emphasizing the importance of adapting the program to the specific context in which you work. The examples focus on the content aspect of the training; additional elements such as icebreakers, relaxation activities, and other exercises should be incorporated at your discretion.

Example of a training for CPD educators from pilot in Croatia

The training was preceded by a self-assessment exercise done by Open Academy Step by Step's (OASBS) trainers ahead of time. The results were shared and OASBS had the opportunity to tailor the content of training based on areas trainers designated for improvement. Namely, most of the OASBS trainers have undergone some form of anti-bias education. Therefore, this theme was not included although some aspects of investigating the presence of biases in knowledge creation and transfer was included in the introductory content. Most of the OASBS trainers are supervisors, mentors or coaches, i.e. have both formal training and experience in this, making the building block 3 least in demand by the participants. Most of the participants in their self-assessment stated they were looking for additional support in different ways **how adults learn**, **motivational, participatory and interactive teaching**, as well as **digital skills**.

Below, we present an example of a training as it was conducted in Croatia. The pages listed in the table refer to the PIQET training program.

Example of a training for CPD educators from pilot in Croatia

Learning outcome(s)	Building block	Theme	Mini-lesson	Activity
intentionally considers teaching approaches and subject content, recognizing that implicit pedagogy plays a significant role in their approach to learning and subject area has skill to share knowledge, convey theoretical concepts through practical implications knows how adults learn, different learning styles, and other aspects of diversity and learning and has skill to use this in the design and the performance has general supporting skills, exhibits empathy, active and constructive listening has strategies and approaches for democratic and inclusive education	nr. 1: **Foundational Knowledge, Skills and Values**	**Beyond Subject Mastery**	Expertise and Critical Approach to Knowledge Production (p. 12)	Activity: (Un)conscious Biases and Self-Reflection Exercise (Gallery Walk) Video: The danger of a single story (Chimamanda Ngozi Adichie, 2009) (p. 14)
has skill to share knowledge, convey theoretical concepts through practical implications knows how adults learn, different learning styles, and other aspects of diversity and learning and has skill to use this in the design and the performance has general supporting skills, exhibits empathy, active and constructive listening	nr. 1: **Foundational Knowledge, Skills and Values**	**Pedagogical and Communication Skills**	Adult learning strategies (p. 15) Communication skills (p. 26)	Activity: Discover your learning style/s (individual exercise) (p. 21) Activity: VAKOG exercise (p. 22) Activity: Active listening (p. 26)

Learning outcome(s)	Building block	Theme	Mini-lesson	Activity
has strategies and approaches for democratic and inclusive education				Activity: Open-ended questions exercise (p. 33) Activity: Exercise your giraffe talk (p. 37)
understands adults learning styles and has skills to facilitate adult learning has knowledge about the participant-centred approach and participatory methods and skills how to implement it in design and performance has awareness that participant-centred approach is beneficial for participants and appreciates their creativity, different viewpoints, sharing of their experiences has skills and knowledge in facilitating learning based on the values of democracy	no. 2. **Interactive Teaching and Learning Strategies**	PCA, Participatory Approach and Democratic Values ICT Skills	Participant-centered approach, interactive and democratic pedagogy (p. 50)	Activity: Curriculum upgrade exercise (group or individual) (p. 25) Activity: Self-assess your digital competences (p. 61)

After the training, i.e. during the closing reflections and after-training self-assessment, the trainers expressed their **wish to attend more of such events**, optimally once or twice a year, recognizing once more the need for their own CPD and support from OASBS in **welcomed the participant centered approach, based on individual needs** this. They also, underlining the importance of videos, interactive and self-exploring activities, instead of just lessons.

Example of a training for CPD educators from pilot in Slovenia

The training was intended for trainers and leaders of professional learning communities (PLC). Both groups of CPD educators implement CPD events within the Step by Step Network of kindergartens and primary schools, which is coordinated by Educational Research Institute (ERI), Step by Step Centre for Quality in Education. The content of the training was based on the results of a self-assessment conducted by the invited participants prior to the training. Participants self-assessed their level of implementation of the PIQET principles in their practice. It turned out that participants lacked knowledge primarily in the areas of **Diversity, Inclusion, and Bias Recognition, Participatory Approach and Democratic Values**, and **Professional Development and Self-Care**. Therefore, the training focused on these themes.

In designing the training, we selected content and activities proposed in the PIQET Training Program. Since the PIQET training program is based on the *"pick and mix" approach*, we were able to fully tailor the training to the needs and prior knowledge of the participants.

Below, we present an example of a training as it was conducted in Slovenia. The pages listed in the table refer to the PIQET training program.

Example of a training for CPD educators from pilot in Slovenia

Learning outcome(s)	Building block	Theme	Mini-lesson	Activity
has awareness that participant-centred approach is beneficial for participants and appreciates their creativity, different viewpoints, sharing of their experiences	nr. 2: **Interactive Teaching and Learning Strategies**	**PCA, Participatory Approach and Democratic Values**	Participant-centered approach, interactive and democratic pedagogy (p. 50)	/
has intercultural and embracing diversity skills uses its theoretical and contextual knowledge about participants to provide support to learners reflects on own personal biases	nr. 1: **Foundational Knowledge, Skills and Values**	**Diversity, Inclusion, and Bias Recognition**	Diversity responsive, inter and cross-culturally competent CPD educators (p. 38)	Activity: The colors of cultures (p. 41)
			On prejudice and stereotype (p. 43)	Video: *Would you stop if you saw this little girl on the street?* | UNICEF (p. 44)
			Deconstructing prejudices and moving towards inclusive thinking (p. 45)	Activity: Deconstructing stereotypes and moving towards inclusive thinking (str. 47)
				Video: Stop stereotypes and discrimination
has knowledge about and engages in transformative practice when planning and implementing CPD events has skills for facilitating change-oriented learning	nr. 3: **Evaluation and Responsive Adaptation**	**Change-Oriented Learning and Transformational Practices**	Mezirow's transformative learning theory (p. 72)	Video: *The danger of a single story* (Chimamanda Ngozi Adichie, 2009) (p. 14), followed by facilitated discussion (p. 74)

Learning outcome(s)	Building block	Theme	Mini-lesson	Activity
is aware of the importance of deep understanding in one's subject area intentionally considers teaching approaches and subject content, recognizing that implicit pedagogy plays a significant role in their approach to learning and subject area	nr. 1: **Foundational Knowledge, Skills and Values**	**Beyond Subject Mastery**	Expertise and Critical Approach to Knowledge Production (p. 12)	/
has knowledge about and engages in transformative practice when planning and implementing CPD events has skills for facilitating change-oriented learning has supporting and motivational skills understands the importance and promotes networks and allies (peers, parents, community members) as coalitions for change	nr. 3: **Evaluation and Responsive Adaptation**	**Change-Oriented Learning and Transformational Practices**	Change-oriented learning and transformational practice (p. 71)	Activity: Self-reflection exercise (Participants self-reflect on PIQET indicators related to Promoting Participatory Methods and Fostering Change-oriented Approach. Activity is followed by facilitated discussion.)
is aware of the importance of self-care and knows how to enact it	nr. 4: **Sustainable Professional Growth**	**Professional Development and Self-Care**	Understanding stress and its effects (p. 81)	Activity: Self-care Word Cloud (p. 79) Activity: Self-assessment Checklist (p. 83)

Learning outcome(s)	Building block	Theme	Mini-lesson	Activity
				Activity: Mapping Coping Resources – Nurturing Balance at Work (p. 87) Activity: Circle of Concern and Influence

Participants found the content interesting and useful, and, most importantly, it addressed their needs. They were particularly impacted by the section on prejudices and stereotypes, and how these are unconsciously developed and difficult to overcome. Also, Mezirow's transformative learning theory was mentioned as very practical and valuable for their work. In their future delivery of seminars or facilitation of professional learning communities, **they plan to place even greater emphasis on identifying participants' needs and expectations**, and actively addressing them during training sessions.

At the end of training, during the closing reflections, participants expressed **the importance of such events for their CPD.** They appreciated the duration of the training which was dedicated to the topics they are not familiar with, and the pace we took (we didn't hurry, but we took into account their needs and understanding the content at the spot). Overall, they were very satisfied, especially in regards that **this was an event specially designed for them as CPD educators**, as such opportunities are quite rare in their context.