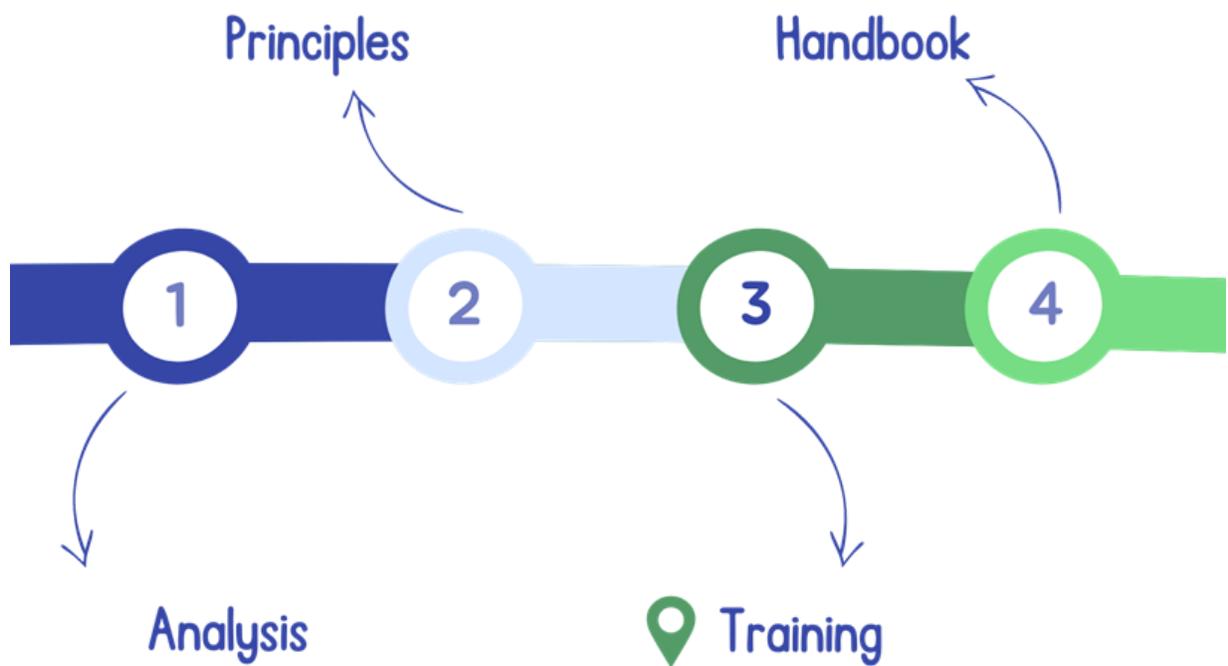




Training Program For Continuous Professional Development (CPD) Educators



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Introduction

The Training Programme for CPD Educators was developed under Erasmus + project Principles of Quality in Education of Teachers – [PIQET](#). This project aimed to develop a set of resources for assuring the quality of CPD educator performance to assure the quality of CPD opportunities in general. Besides the training programme, other resources developed are:

- Existing Practices of Recruitment and Professional Development of Continuous Professional Development Educators
- Quality Principles for Continuous Professional Development Educators
- Handbook.

This training programme is a step forward from quality principles as it puts into practice the theory behind the principles through a comprehensive training programme.

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 in childcare and education. 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.

The programme is **structurally based** on the *Quality Principles for Continuous Professional Development Educators* in a way that each competence area is connected to the learning outcomes of the training. This is not always a straightforward connection as a principle might connect to several different learning outcomes or more than one principle to just one. Table 1 draws out how principles, competences and learning outcomes are connected.

This document provides a model for a three-day training based on [PIQET Principles](#) but it leaves enough room for personal, organisational or national differences. **The programme can be used by** individuals, CPD educators of any type willing to reflect on their own work and improve it, or by CPD providers, public or in-service non-governmental organisations willing to put in place policies of quality assurance in recruitment and support to CPD educators. In practical use, it is designed as a three-day training. However, organisations or individuals using it can adopt it to serve their specific needs by modifying this structure.

The Methodology

This training programme is designed based on the most common and fundamental competences of the CPD educators as we identified them in the PIQET project through different levels of analysis (more on this in other PIQET resources). We believe these fundamental competences are a prerequisite for achieving the quality principles of CPD educators' work. Competences were matched to learning outcomes to design a training programme.

The training programme does not include competence or learning outcomes connected to knowing the subject of training as these are widely considered to be *a sine qua non* prerequisite for a CPD educator. We also assume that CPD educators invest in their continuous professional development to stay abreast of current knowledge and practices in the field they are covering in their work. Here we suggest a model for acquiring and/or improving competencies in common to all CPD educators, regardless of their field of expertise, competences that could be considered generic competences of CPD educator profession.

Identified learning outcomes connected to these competences are diverse both in terms of the area they belong to (knowledge, skill/practice and awareness) and level (basic, advanced, cognitive or metacognitive). There are many other competences CPD educators need to have, and the list can never be exhaustive. However, this list of competences and learning outcomes reflects what we believe to be a necessary skillset for any quality CPD educator. It is, therefore, marked by our joint set of beliefs and values, out of which participant-centered approach and embracing diversity are two overarching ones.

In order to present the process of developing the programme, the following table draws out how principles, indicators and learning outcomes are interconnected.

Overview of PIQET Principles, Indicators, and Learning Outcomes

	Theme	Principle	Indicators	Learning outcomes
Building Block 1: Foundational Knowledge, Skills and Values	Beyond Subject Mastery <i>Emphasizing the importance of deep understanding in one's subject area</i>	P1 EXPERTISE IN THE SUBJECT	<i>exhibits robust knowledge of the subject and uses it in the participant's learning process</i>	<i>is aware of the importance of deep understanding in one's subject area</i>
			<i>is aware of own assumptions, values, and cultural perspectives related to the subject area.</i>	<i>intentionally considers teaching approaches and subject content, recognizing that implicit pedagogy plays a significant role in their approach to learning and subject area</i>
	Pedagogical and Communication Skills: <i>Developing effective pedagogical methods and communication skills to enhance learning efficacy.</i>	P1 EXPERTISE IN THE SUBJECT	<i>fosters collaborative learning and learns from participants</i>	<i>has skill to share knowledge, convey theoretical concepts through practical implications</i>
			<i>translates theory into practice or/and can provide appropriate examples</i>	<i>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</i>
		P6 TAILORED SUPPORT AND EMPOWERMENT	<i>provides tailored support that addresses individual participants' needs</i>	<i>has general supporting skills, exhibits empathy, active and constructive listening</i>
			<i>demonstrates empathy, active listening and motivational abilities</i>	<i>has strategies and approaches for democratic and inclusive education</i>
	Diversity, Inclusion, and Bias Recognition: <i>Understanding and implementing</i>	P2 EMBRACING PARTICIPANTS' DIVERSITY AND UNDERSTANDING THE CONTEXT	<i>recognises and prepares in advance for a specific context of the CPD event/opportunity</i>	<i>understands and promotes social justice and equity in education</i>
			<i>respects the diversity of participants on different levels and applies this in all the conditions for learning</i>	<i>has intercultural and embracing diversity skills</i>

	Theme	Principle	Indicators	Learning outcomes
	<i>principles of diversity and inclusion in educational settings and recognizing and mitigating biases.</i>		<i>uses appropriate language, resources and strategies to this end</i>	<i>uses its theoretical and contextual knowledge about participants to provide support to learners</i> <i>reflects on own personal biases</i> <i>has social justice-oriented leadership skills</i>
			<i>demonstrates intercultural skills and awareness</i>	
			<i>reflects on own prejudices and encourages others to do so too.</i>	
Building Block 2: Interactive Teaching and Learning Strategies	PCA, Participation and Democratic Values: <i>Integrating PCA and participatory methods that encourage active learning and democratic values in educational practices.</i>	P3 PLANNING AND MANAGING CPD OPPORTUNITIES BASED ON PARTICIPANT-CENTRED APPROACH	<i>understands how adults learn</i>	<i>understands adults learning styles and has skills to facilitate adult learning</i> <i>has knowledge about the participant-centred approach and participatory methods and skills how to implement it in design and performance</i> <i>has awareness that participant-centred approach is beneficial for participants and appreciates their creativity, different viewpoints, sharing of their experiences</i> <i>has skills and knowledge in facilitating learning based on the values of democracy</i>
			<i>gets an insight into participants' diverse needs and interests, develops and implements curriculum based on it</i>	
			<i>regularly asks for feedback and gives participants choices in learning</i>	
			<i>prepares ahead diverse and interactive activities and resources but exhibits flexibility and adjusts based on feedback, context or constraints</i>	
			<i>builds on different experiences and knowledge of participants</i>	
			<i>uses participant-appropriate technologies (including ICT), resources, materials and tools</i>	
			<i>manages time and space well according to participant needs and intended learning outcomes</i>	
		P4 PROMOTING PARTICIPATORY METHODS	<i>fosters collaborative and non-hierarchical relationships towards and among participants</i>	
			<i>engages all participants in active participation and contribution</i>	
			<i>encourages two-way and democratic communication</i>	

	Theme	Principle	Indicators	Learning outcomes	
			<i>fosters interactions constructive for learning</i>		
			<i>promotes respect for diverse experiences, knowledge, opinions and explanations</i>		
	ICT Skills: <i>Enhancing skills in facilitating learning environments and effectively using Information and Communication Technologies (ICT) in education.</i>	P6 TAILORED SUPPORT AND EMPOWERMENT	<i>creates a safe and supportive environment that encourages participants to share their challenges</i>	<i>has digital educator competence and uses ICT to the benefit of the participants' learning process</i>	
			<i>encourages peer-to-peer support and collaboration among participants</i>		
			<i>builds participants' self-confidence and self-appreciation and encourages their leadership</i>		
		P4 PROMOTING PARTICIPATORY METHODS	<i>engages all participants in active participation and contribution</i>	<i>creates a safe and supportive digital learning environment for adults</i>	
			<i>encourages two-way and democratic communication</i>	<i>knows how to create or find and use diverse digital resources and strategies</i>	
			<i>fosters interactions constructive for learning</i>	<i>fosters collaborative culture in digital environment</i>	
	Building Block 3: Evaluation and Responsive	Observation and Feedback: Developing skills for observing and assessing learning progress, providing constructive feedback, and	P7 MONITORING PROGRESS AND PROVIDING FEEDBACK	<i>implements appropriate, consistent, and unbiased assessments or evaluations to assess the learning progress of participants</i>	<i>has observation and assessment skills to recognize participant's individual needs in learning and adapt the process of facilitating to it</i>
				<i>provides individualised feedback that is tailored to each participant's specific needs, performance, and learning style</i>	<i>has knowledge about strategies and existing tools supporting reflection in individuals or among peers (in a group)</i>
<i>ensures that feedback is clear, specific, and actionable and given promptly after assessments or performances</i>					

	Theme	Principle	Indicators	Learning outcomes
	adapting teaching methods responsively.		<i>utilises a variety of feedback methods, such as one-on-one discussions, written comments, peer reviews, or digital platforms</i> <i>promotes self-reflection and self-assessment to cater to different learning preferences and needs</i>	<i>has tools and skills for providing positive and change-oriented feedback</i>
	Change-Oriented Learning and Transformational Practices: Focusing on learning strategies that promote change and transformation, both in the CPD educators themselves and their learners.	P5 FOSTERING CHANGE-ORIENTED APPROACH	<i>takes into account participants' complex professional, personal, and social needs when planning learning outcomes and the change that goes with it</i>	<i>has knowledge about and engages in transformative practice when planning and implementing CPD events</i>
			<i>initiates and advocates for change at multiple levels: individual, group, institutional, community, and policy</i>	<i>has skills for facilitating change-oriented learning</i>
			<i>supports participants in reflection and (self-)identifying areas for change in their own practices</i>	<i>has supporting and motivational skills</i>
<i>encourages and equips participants as individuals and as a group to be reflective change agents in their surroundings</i>	<i>understands the importance and promotes networks and allies (peers, parents, community members) as coalitions for change</i>			
Building Block 4: Sustainable Professional Growth	Professional Development and Self-Care: Emphasizing the importance of educators' own professional growth and the need for self-care practices to sustain long-term teaching careers.	P8 ACTIVE CONTRIBUTION AND PROFESSIONAL ENGAGEMENT	<i>actively contributes to professional discussions within the CPD community (informal and formal) and engages in professional networks</i>	<i>has awareness, strategies and tools for own CPD (knows how to self-assess, reflect, make plans, acts, record progress)</i>
			<i>shares expertise and contributes to research</i>	
			<i>contributes and influences policies on the quality of CPD and the ethics of the profession</i>	
		P9 CONTINUOUS SELF-DEVELOPMENT AND REFLECTION	<i>follows the most recent research from the field</i>	<i>has knowledge and skills for action research, experimentation in practice or other way of testing one's improvements</i>
			<i>is self-aware and self-critical in terms of their own competences</i>	
			<i>has a plan for own CPD and regularly enacts it through different CPD opportunities</i>	
			<i>is engaged in self-initiated learning</i>	
<i>implements and documents action research</i>	<i>believes in lifelong learning and mutual support of peers</i>			

	Theme	Principle	Indicators	Learning outcomes
			<i>continuously reflects on own practice individually and in groups of peers</i> <i>is ready to share his knowledge with other CPD educators</i> <i>is aware of the importance of self-care and is regularly enacting it</i>	<i>has skills and motivation to contribute to community of peers and to policies on the quality of CPD and ethics of the profession</i> <i>is aware of the importance of self-care and knows how to enact it</i>

The Training Programme for CPD Educators

The following sections propose training content based on similar learning outcomes leading to PIQET competencies, which are grouped into *themes* and then into *building blocks*. Building blocks of the training are merely one way to organise learning and propose a training structure. Individual themes and lessons can be organised and offered to participants in a different order or partially, depending on the needs of the CPD educators and organisations.

For that purpose, under the *Professional development and self-care* theme, we propose a self-assessment model that all CPD educators can use to reflect on their competencies and plan for improvements before they engage in the training programme. In that way, they can identify their strengths and areas of further development and areas they want to work more on. This modality of using the programme can be relevant for both beginner and experienced CPD educators. It applies equally to the initial training provided by CPD providers and to ongoing self-improvement efforts.

Furthermore, we propose the content of this three-day training only in general strokes, outlining the topics, theories and concepts, most used strategies in practice and suggestions for some practical learning activities. This way, the content can be adopted and further developed by organisations based on their own context and needs or updated based on the latest findings.

Building Block 1: Foundational knowledge, skills and values

Theme 1: Beyond Subject Mastery

Learning outcomes of this theme are focused on emphasising the importance of a deep understanding of one's subject area by raising awareness among participants to learn, question and develop fundamental knowledge continuously. These outcomes are prerequisites to achieving the principle (P1) of having expertise in the subject area of training. They exhibit robust knowledge of the subject, practical or research experience on the subject, and skilful use of it in the participant's learning process. Having the fundamental knowledge and skills to facilitate the learning process of the participants should also be accompanied by continuously refreshing and questioning it, recognising and deconstructing biases and promoting diversity in knowledge production. Therefore, the aim of this theme is to raise awareness of the importance of having and sustaining expertise but also continuously questioning it by deconstructing our own and societal biases.

- **Topics:** professional confidence, scientific grounding, critical thinking
- **Concepts/Theories:** critical theory, implicit pedagogy
- **Methods:** mini-lesson, self-assessment exercises, case study analyses, discussions, etc.

SUGGESTED CONTENT:



Mini-lesson: Expertise and Critical Approach to Knowledge Production

This theme can be delivered in the form of an introductory mini-lesson that explains the main ideas in order to raise awareness among participants about the importance of having robust theoretical and practical expertise in the subject of the CPD event as well as continuously and critically questioning the knowledge we receive, transfer or produce.

It is of central importance that, as educators, we promote professionalism we unconditionally uphold the scientific grounding of expertise backed by the credentials and experience of the educator. CPD educators, as any other educators, need to understand theoretical background, main concepts and, to an extent, relevant research to be called experts and to be able to bridge

theory into practice and influence progress and improvement. CPD educators, as participants of this training, should be encouraged to exhibit this fact of being experts in their own CPD events as a part of their professional identity and self-awareness. This fact gives them not only the reason to be CPD educators (facilitate the learning of their peers on a topic they mastered) but also confidence and strength that participants of their trainings will appreciate.

Furthermore, it is important for participants to understand the social, historical, and political nature of knowledge in any subject matter. Knowledge is constantly changing. We all take part in it (knowledge production), but as educators, we play a special role, transferring knowledge by interpreting it and deciding what piece to present and how. Being aware of this nature of knowledge and our role in it is crucial if we are to be reflective educators (introduced in 1910 by educational philosopher John Dewey in his book *How We Think*).

This awareness raising can be done by bringing up for discussion some of the historical examples of the oppressive historical discourses in familiar disciplines of educational sciences (e.g., Rousseau's views of women or Aristotle's views on race and gender), or a contemporary example of scientific bias (e. g. of how research findings can be potentially biased depending on how we define goals and target groups, who we include and who we leave out, and how we use the methodology and draw conclusions). If we want to dedicate more time to this learning outcome, a case study or a research colloquium can be organised.

Since this programme is aimed at participants who are often educators themselves, it can be useful to connect this topic to the concept of implicit pedagogy and hidden curriculum introduced by critical pedagogy and Paulo Freire in his book *Pedagogy of the Oppressed* in 1972. This concept is well known to educators, implicit pedagogy encompasses all that is assumed, latent, implicit and hidden but determines our practice and relationship to children in an educational setting without our conscious participation. This makes us susceptible to bias. The same process happens in any practice or discipline, making it crucial that we always remain reflective and keep the focus on quality and equality of the knowledge and practice. Mini-lesson can be followed by an implicit pedagogy gallery walk, a self-reflection exercise or a viewing of the video *The Danger of a Single Story*, both followed by lead discussions.



Activity: (Un)conscious Biases and Self-Reflection Exercise

Gallery Walk:

Put posters around the room with different aspects of implicit pedagogy or hidden curriculum (e.g., trainer-trainee power dynamics, cultural, race or gender biases, capacities of participants, the role of the trainer, beliefs about what is worth knowing and how adults learn), or have three distinct posters (trainer, trainee, the purpose of CPD event).

Ask participants to move from poster to poster, have them discuss in small groups, annotating their observations on post-its that can be posted on the posters afterwards. Use their contributions to discuss: What is your vision of the 'ideal' student or participant? What choices do you make, and how does your perspective and position in society impact those choices?

Facilitate a group discussion afterwards to consolidate insights (e.g. What did we learn about elements of implicit pedagogy? Did we become more aware of implicit biases and hidden messages in our teaching practices (both the knowledge we share and how we do it)? Are we empowered to address implicit biases and hidden messages in our teaching practices and those of our peers?

Self-Reflection Exercise: If you would like to know more about the biases you carry, take an [implicit bias test](#) and reflect on the results.



Video: The danger of a single story

[The danger of a single story](#) (Chimamanda Ngozi Adichie, 2009)

Facilitated discussion (a transformative dialogue exercise): What did they hear? Do you have similar experiences? Do you know someone with similar experiences? What should be done differently?



Additional resource:

- Columbia University anti-racist pedagogy resources: <https://ctl.columbia.edu/resources-and-technology/resources/anti-racist-pedagogy/>.
- Freire and the critical pedagogy resources: <https://freire.org/paulo-freire/>.

Theme 2: Pedagogical and Communication Skills

If the topic of the first section can be visualized as ‘living’ in the mind (knowing the subject), then this section ‘lives’ in the hands, and the following section on social justice values in the heart. This theme aims to map and improve appropriate and fundamental pedagogical and communication skills to enhance learning efficacy. This is essential in achieving several principles of quality CPD educators’ work, such as being able to present fundamental knowledge, translate theory into practice and give appropriate applicative examples (P1), as well as providing tailored support in participants learning and progress (P6), facilitating participatory learning (P4) and other principles.

The goal of this section is for participants to improve their pedagogical approach by learning more about how adults learn, different learning styles, and learning theories, improving their strategies of facilitating learning based on those theories, and enriching their communication skillset to that end. This will help them as experts in any domain to translate theory into practice and make their expertise more effective and applicable to their learners. Developing communication skills will help them achieve numerous educational goals, such as developing motivational potential and improving participatory and engaging aspects of their teaching, increasing the efficiency of learning and consequently improving support to learners and learning.

- **Topics:** adult learning theories, effective teaching strategies, support and communication techniques
- **Concepts/Theories:** adult pedagogy, learning theories, instructional communication.
- **Methods:** mini-lessons, self-assessment exercises, practical assignments, communication workshops, etc.

SUGGESTED CONTENT:



Mini-lesson: Adult learning strategies

There are quite a few adult learning theories today as educational sciences recognise the need to approach adult learners differently than children. Some of the general differences between children and adult learning are that adults tend to be more self-motivated, as they understand the value of education, and often have a solid goal in mind when they begin studying. Children need higher levels of engagement, as they are less consciously motivated in learning situations.

Adults can tap into their existing knowledge base to understand new concepts, while children often approach a new subject from an entirely blank slate. Adults are much more able to self-direct to solve problems and learn new concepts, while children need direction more. Let's investigate this.

Theories

Most adult learning theories are part of a larger field: Self-directed Learning, Transformational Learning, Experiential Learning, Project-based Learning, Action Learning, Behaviourism, Cognitivism, Constructivism and Social Learning Theory. These theories are based on the type of person who learns, learning goals, motivation, inclinations to technology-based learning, or to learning by building on previous experience, inclinations to learn independently or in a group, and so forth. They tell us more about different ways of learning. But in order to use them, educators ought to know or get to know the learners so that they can prepare better, with a more informed and aware approach. Therefore, a learner-centred approach and embracing diversity of the learner group is central in and intertwined with quality adult learning.

Andragogy (from Greek for male adult learning) or adult learning (preferred term) is a discipline that combines different learning theories applicable to adults to achieve principles, methods and quality practices for adult learning. Malcolm Knowles's book *The Adult Learner: A Neglected Species* in 1973 laid foundation to it, as scientists dealt with specificities of adult learning only scarcely before. Knowles (1984, p. 12) set the following principles of adult learning:

- **Self-Concept:** Adults thrive in independent learning and training scenarios.
- **Experience:** Adults learn experientially, meaning they learn from first-hand observations and interactions.
- **Readiness to Learn:** Adults are attracted to learning most when they know clear objectives.
- **Orientation to Learning:** Adults learn best when the topic is of immediate value.
- **Motivation to Learn:** Adults are motivated by internal factors rather than external pressures.

Here are some of the guiding rules for designing an adult learning programme or event:

- **Adults learn best when they feel respected:** Learning is enhanced when learners feel appreciated for their abilities and insights, they bring to the learning process based on their life experiences. Positive classroom atmosphere and collaborative learning are great contributors to success. Feeling safe and joy (pleasant feelings) contribute to learning.

- **Adult learning is enhanced when the content is important to their needs and their practice:** The more the learners see how the content is important and applicable to their work, they will be more motivated to learn.
- **Adults learn best when learning activities are in line with their learning styles:** There are different and numerous theories of learning styles but the condition to using any of them is knowing your students and being motivated to adjust and design your facilitation practice based on their specificities and needs.
- **Adults learn the best when the subject of learning encompasses knowledge, attitudes, and skills as three learning domains.** Knowledge should always be applicable to the real life of the participants, which requires it to link to practical and usable skills and values. Learning of any learner needs to include both mind, hands and heart.
- **Adults learn best when given opportunities to practise** new skills and apply knowledge to realistic situations.

What are the **goals of adult learning**? Today we often witness that adult learning is narrowed down to acquiring new skills (and qualifications) for the changing and volatile labour market, without much attention being paid to learning outcomes that are not directly connected to the job description at hand. This kind of unidimensional goal setting can only set traps for effective learning of adults, even if learning is a part of professional development. Knowles (1984) put forth a set of more metacognitive outcomes for adult learning, if we are to empower learners as “citizen-rulers,” necessary for a democracy:

- Understanding of oneself
- Acceptance and respect for others
- Fluid and dynamic attitude towards knowledge
- Understanding and reacting to causes, not symptoms
- Understanding different human experiences
- Understanding and changing society



Activity: Reflection and Discussion

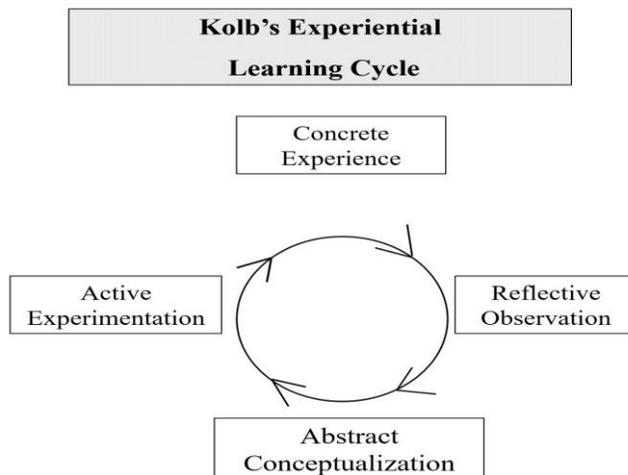
Reflective questions: How do you learn? What types of methods, tools, and resources do you prefer when learning? Describe the ambience and context of your preferred learning. What are your learning goals?

Alternative activity: Build your perfect school (for small groups): If you were to go to school again, describe the ideal school for you/your group.)

Diverse learning profiles and styles

This lesson continues on adult learning theories, and it is complementary to it. Although it refers to adult learning, the experience of the participants in facilitating the learning of any age group can be beneficial to build on, as these theories are not in general age specific. Participants can draw in their own learning style experience and that of their peers too.

One of the seminal theories about adult learning is Kolb's Experiential Learning Model. Kolb's model is based on four distinct learning styles (or learning preferences), that are based on a four-stage learning cycle. This model considers a continuum from concrete experience to active experimentation i.e., it defines four modes or stages of learning: **concrete experience, reflective observation, abstract conceptualization** and **active experimentation**.



Based on:
Kolb, D. (1985). Learning Style-Inventory: Self-scoring Inventory and Interpretation Booklet.
Boston: McBer and Company, 137 Newbury Street, Boston, MA 02116. (617) 437-7080.

Concrete Experience (CE) refers to learning that is mainly directed by effects. This means that the learner encounters a new experience (*“Something happened to me”*). This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.

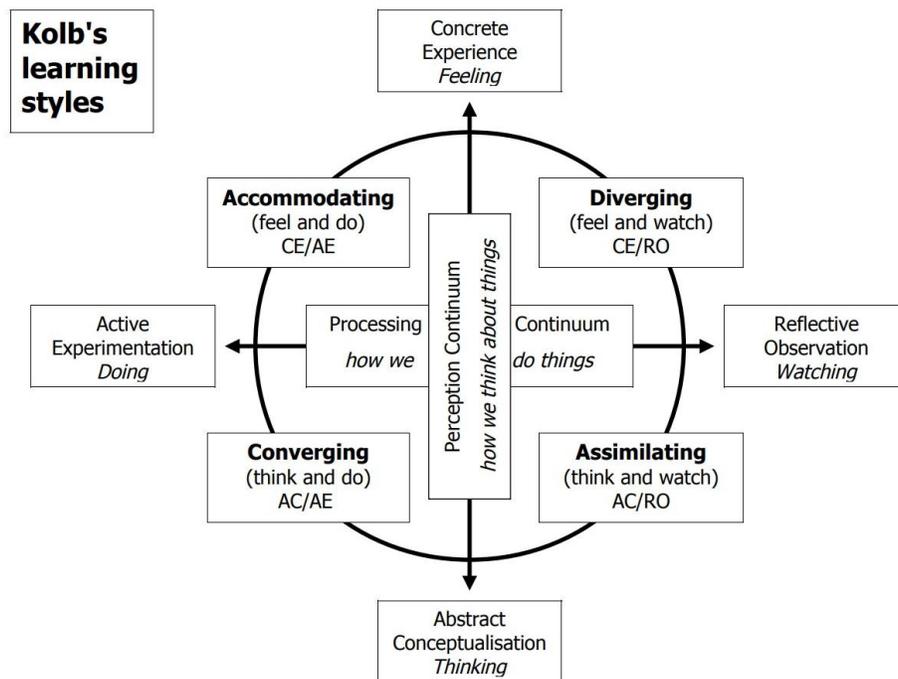
In the Reflective Observation (RO) phase, the learner reflects on the new experience in the light of their existing knowledge to understand what it means (*“Let me step back and consider what took place”*). At this stage, the learner tries to understand situations and ideas from different points of view. The understanding of new concepts depends on their objectivity, patience, and careful judgement.

The abstract conceptualization (AC) stage refers to the learner using ideas and theories to understand situations and problems. The reflection stage gave rise to a new idea or encouragement to modify an existing abstract concept (*“How can I make sense of the event? What new ideas can I generate about it?”*).

In the end, in the **active experimentation (AE)** phase, the newly created or modified concepts encourage the learner to experiment. The learner applies ideas in the world around them to see what happens (*“Let me try to put my ideas into practice”*).

This process of learning is conceptualised as an ideal learning cycle where the learner goes through all bases – experiencing, reflecting, thinking, and acting in a process that is responsive to the learning situation and to the thing that is being learned (Kolb and Kolb, 2005).

Just like children, adults differ in learning styles. Learning styles are consistent ways in which a learner responds to or interacts with stimuli in the learning context. According to Kolb’s Learning Style Model, there are four learning styles: diverging, converging, accommodating, and assimilating (Chapman, 2003).



Kolb's Learning Style Model (Kolb, 1986, in Chapman, 2003)

Individuals who prefer **diverging learning style** (or **diverges**) like to experience things and reflect on them. They look at things from different perspectives. During problem-solving and searching for new information, they like to observe and use their imagination. They are very successful at searching for new ideas and solutions (such as brainstorming). Divergers like working with others, they are interested in gaining new information and like to receive constructive feedback (Chapman, 2003).

Assimilating learning style or **assimilators** are abstract conceptualizers and reflective observers. They prefer concise and logical approaches to solving problems and require a good clear explanation rather than a practical opportunity. People with an assimilating learning style are more interested in ideas and abstract concepts and are less focused on people. They prefer theories over approaches based on practical values. Assimilators are dominant in science and information careers since they prefer reading, lectures, exploring analytical models, and having time to think things through.

Individuals with **converging learning style** (or **convergers**) are good at problem-solving and can use their learning to find solutions to practical issues. They like abstract conceptualization and actively experimenting with ideas and concepts. They are the best at finding practical uses for ideas and theories. They are more interested in concrete tasks and are less worried about

interpersonal relationships. A Converging learning style enables specialist and technology abilities. Convergents like to experiment with new ideas, to simulate, and to work with practical applications.

The **accommodating learning style** is 'hands-on' and is more based on intuition than logic. **Accommodators** have a strong preference for doing rather than thinking. People with an accommodating learning style usually rely on others for information rather than carry out their analysis of the problem or situation for themselves. This learning style is common and helpful in roles that require action and initiative. People with this learning style prefer to work in teams.

It is important to note that the descriptions of these learning styles are not strict sets of rules that are true for everyone, but that most people exhibit a preference for one learning style. An indication of this model is that people who have one learning style preference will be more effective if the learning is in line with their learning style. For example, assimilators will not like solving a practical task without notes or instructions. On the other hand, accommodators are frustrated when it comes to reading lots of rules and instructions. They are eager to get practical experience as soon as possible.

To be more effective in learning and problem-solving, it is preferable to find out more about each learners' learning preferences. First, the exercise can be done on ourselves, as we know our learning experiences and habits best.



Activity: Discover your learning style/s (individual exercise)

Kolb's Learning Style Questionnaire available [here](https://intense-eu.info/wp-content/uploads/2017/11/Kolb_Questionnaire.pdf):
https://intense-eu.info/wp-content/uploads/2017/11/Kolb_Questionnaire.pdf.

Educators should also be encouraged to be mindful that adult learners may have different learning styles that connect to their dominant system of perception, or how they absorb (perception) and process (internal image) information:

	<p>Visual learners prefer visualisations such as pictures, graphs, schemes. They often sit in the front to avoid visual obstructions and write or draw down their impressions. To facilitate their learning, educators should use material rich in visualisations, ask questions like 'What do you see ...?' and give assignments that require them to create visual presentations.</p>
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	<p>Auditory learners listen carefully to all the sounds associated with the learning content, experiment with and represent knowledge verbally, through internal and external dialogue. To facilitate their learning, the educator should speak clearly, encourage dialogues, use phrases like ‘How does that sound to you?’, give them space to verbalise (what they heard, saw or read) and to converse with others about it.</p>
	<p>Tactile or kinaesthetic learners need to physically do something to understand it. Their motto is ‘Let me do it.’ To facilitate their learning, the educator should expose them to experimenting, give them practical assignments, engage them to show by example to others, and use rewards.</p>

**There are also olfactory and gustatory types of learners but these are less often dominant.*



Activity: VAKOG exercise

Divide participants into small groups and provide text with three different ads for a house for sale (each description is representing one of the three dominant systems of perception). Then, ask them to discuss in small groups which of the three houses they would buy. This exercise helps reflect on the type of perception we cherish and how it affects efficient learning.

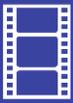
Effective adult learning facilitation

When designing their practical learning strategies for adult learners, educators should consider not just the age of learners, their diverse styles of learning but also other specificities of the individuals, the group and the context beyond the group. As educators in general, CPD educators should get to know the group and the individuals as much as possible, and get familiar with the context: general national context (national policies and practices, dis/satisfaction of professionals and their general work conditions), community they serve (this can range from their town, neighbourhood to a specific community within a certain municipality that they serve), organisation they work in (implicit institutional culture, policies, dynamics), specificities of the participant group, including diversity awareness (in terms of gender, culture/ethnicity, age, other), dynamics of this particular group. All this is very important when adjusting or designing a CPD event if we are to facilitate efficient learning and engagement.

Successful adult learning strategies in your CPD curriculum:

- **Think about different adult learning styles, participant-centred and participatory approach from the beginning** (from planning outcomes and designing methods to managing the process and reflecting on it). Create diverse learning paths, avoid assumptions and let them choose, be flexible, draw as much as possible from their knowledge and experience, use collaborative learning and peer-support, give them practical and creative tasks to practice, exercise, feel accomplished, have fun, feel safe.
- **Keep the content of the CPD opportunity/event relevant for this particular group and individuals.** In this keep in mind that although your learners (e.g. preschool teachers) might be of a same profession or even organisation, they do not have identical notions of what is relevant. They all have different backgrounds, experiences, challenges and envisaged goals, therefore they differ in what is relevant to them. After you familiarise with the broader or more immediate context of this group of learners and get to know them individually, you should be able to adjust your facilitation of their learning by pointing examples and underlining aspects that they deem important for their practice and professional development.
- **Include practical applications, examples from real life, applicable examples.** Even better, use and build on the experiences of your participants. The larger the group, the better. This is also a good opportunity to strengthen collaborative work in the learning process but also outside of it, in their workspace. Show them that in majority of cases and challenges, a group of peers is not only capable to find solutions by sharing knowhow and experiences but also provide professional support and strength.
- **Use and build on your learners' experience.** In majority of learning outcomes, your participants will be able to contribute with their own experience as a group. If they lack certain experiences (e.g. of a certain type of oppression), it is also an important milestone for them to realize and an experience to use. In principle, learners learn by building on their previous experience, something they can relate to and that is previously familiar. Our task as educators is to provide appropriate scaffolding (Lev Vygotsky¹), i.e. to facilitate independent learning owned and managed by the learner as much as possible (see a video about *scaffolding*).

¹ See for instance this guide to basic psychology concepts, Simply Psychology, <https://www.simplypsychology.org/vygotsky.html>.



Video: Scaffolding

Scaffolding Instruction for Students:

<https://www.youtube.com/watch?v=RUzMkLK4Xbl>

or

video on Vygotsky's Sociocultural Theory, Zone of Proximal Development and Scaffolding: <https://www.youtube.com/watch?v=Aetkyeiv0bl>

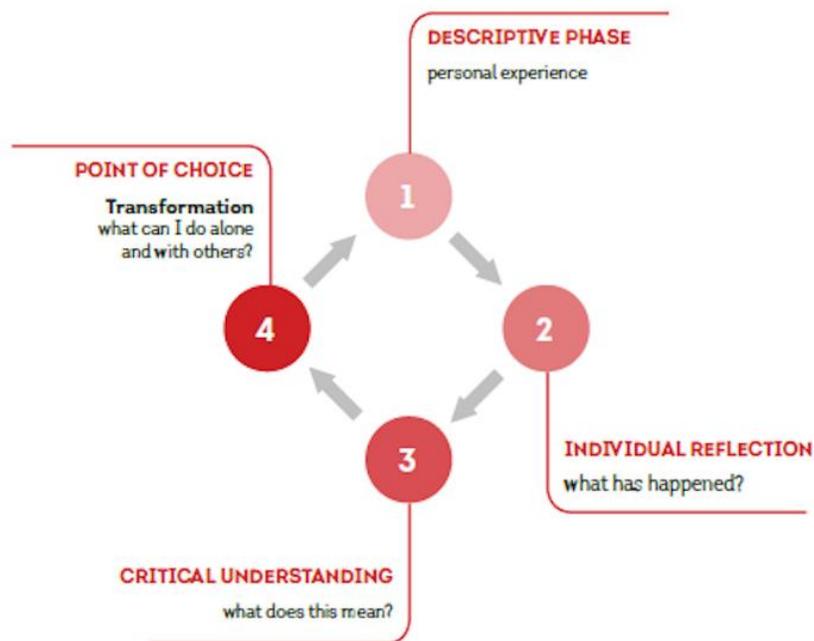
- **Get everyone involved and keep them engaged.** Adult learners in particular need to be engaged and own the process of learning. Good start is to make sure learning outcomes are relevant and methods are adjusted to the learning styles of the participants. Now we need to involve the participants using our pedagogical and communication skills. Create a safe and pleasant space where everyone is welcomed to speak. Encourage those that are less prone, without exposing them or pushing them to the point where they feel unpleasant. Show that you as facilitator appreciate their involvement, and consistently facilitate that others respect this rule too (this can be done through e. g. setting the rules at the beginning of a CPD event). If you see some topic of greater interest, perplexity or challenge, stay with it and allow for time to adopt.
- **Make or use learning material (resources) that is appropriate and diverse in terms of learning profiles** (visually, auditory, kinaesthetically stimulating). Ideally, each learning outcome or building block should have a variety of learning material that caters to diverse learning styles and profiles of learners. That way, prepared in advance, facilitators and learners can pick and choose from the toolkit what strategies to use. Visualisations are generally welcomed, but some learners will need other types of stimuli for learning. They would benefit more from an audio narrative such as in a video or trying it out in motion, practical experimentation or enactment. Having more in this case is only beneficial. Others who are not dominantly of one or the other type of learners can benefit from multiple learning paths, as they might get new insights. Also, facilitator can be flexible if prepared in advance. If the group or the individual participant is more prone to one learning style, facilitators can harvest more of this type of resources on spot.
- **Avoid cognitive overload.** Cognitive overload appears when brain is trying to process too much information simultaneously. It impedes focus, understanding and memorizing and simply prevents effective learning. Instead of feeling accomplished, we are exhausted, forgetful and stressed. In order to avoid it but still reach demanding learning goals, we can organise learning content better and prioritize, simplify and break down big tasks, create hand-outs and learning aids that allow for some more advanced content to be processes or refreshed latter on, take short breaks filled with a physical or cognitively non-demanding and unrelated activity (the brain needs to rest by disconnecting).



Activity: Curriculum upgrade exercise (group or individual)

This activity can be a homework, individual or group exercise. Participants should redesign a curriculum/programme of a short CPD event or a lesson, so that different learning styles and profiles of learners are accommodated and the above principles and recommendations implemented. Members of the group can take the roles of different learner profiles, or they can use their own learning profiles. Redesigning the programme should include rethinking intended learning outcomes, reassessing and enriching methods of learning, test the possibility of participants choosing different learning paths, outlining instructional communication strategies in order to achieve the above set goals.

Additional resource:



Following the model, almost all of the sessions start with small-group or whole-group activity (e.g. role-plays, games, simulations of real-life situations, etc.), in which participants have the opportunity to explore different concepts, go through different processes (on a personal level), explore their feelings, needs and attitudes, listen to others and express themselves in a safe environment. Each session has its own closure (debriefing/reflection) in which participants work together towards a more constructive approach to the issues tackled during session. Sessions also include a combination of theoretical presentation (mini lessons) and participant activity. Activity includes individual work, as well as small- and large-group activities. The sessions are intended to stimulate intellectual thinking, as well as personal responses. Time for reflection is included on the agenda.

Source: Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S., Embracing Diversity (2017, p. 20).





Mini-lesson: Communication skills

This lesson aims at helping CPD educators improve their communication skills so that they can achieve the above recommended learning strategies based on their understanding of adult learning theories and awareness and respect for social diversity. The lesson can also be placed in other building blocks, as it contributed to the implementation of participatory approach, democratic education and includes support and mentoring skills. We find pedagogical and communication skills to be fundamental competences of the CPD educator, or the two hands of any subject mastery. Without them, the expertise we accomplished and are eager to share with others remains locked away.

Listening

Have you heard of the proverb: *We have two ears and one mouth so that we can listen twice as much as we speak?* Let's learn how to listen with both of them. Better yet, lets learn how to listen with our whole body.



Activity: Are we listening to each other?

Divide participants into pairs. Person A has the task of talking about something they think is important and interesting, and person B listens to them in different ways. First, while Person A is speaking, B verbally sends a message that they are listening, while non-verbally sending a message of not listening. In the second case, person B is listening, but interrupting with questions, comments, advice etc. In the third case, B is listening attentively, reflecting and helping other person to connect with their feelings and needs. Then A and B switch roles. After the activity, discuss with the participants how they felt during the activity, what did they like the most? What essential differences did they notice in all three situations? How do we feel when other people listen to us, and how do we feel when they listen without "hearing" us?

How do we know that somebody is listening?

- **Body language:** Eye to eye contact, body slightly inclined towards the speaker.
- **Authentic interest:** The listener devotes time to you and full attention.
- **It is not focused on collecting information:** Listener deals with what happened, not with interpretation of the event or going to the details which are not relevant for the speaker.
- **Helps in understanding:** The listener helps the speaker to connect with their needs and feelings and needs.
- **Paraphrases and summarizes:** Listener helps speaker to stay in touch with their feelings and needs by repeating what was said using the other words while maintaining the authenticity of the experience (feelings and needs).
- **Asks open ended questions:** Strive for a better understanding of the situation and the problem speaker is dealing with, trying to help speaker better comprehend the situation.
- **Provides constructive support:** If listener is providing advice, they do that by putting themselves in a position of the speaker. Listener does not offer ready-made solutions but is looking for a solution in accordance with the current situation and in line with feeling and needs of the speaker.

How do we know that there is no listening?

- **Authentic listening is missing:** Verbal and nonverbal messages are indicating that the listener is not interested (e. g. "Yes, yes, just keep going..." while doing something else at the same time).
- **Jump to conclusions, minimize experience of the other person, moralizing, preaching:** Listener receives only those parts of the message that are important for them, that have meaning for him, that are in tune with their values and understanding of situation (e.g. "It's not that important", "You are exaggerating", "It could be worse, you were lucky", "Probably you are also contributing to that, because you don't take care of yourself").
- **Shifts the focus on themselves:** Listener uses every opportunity to talk about themselves (e. g. "This is nothing, you should hear what happened to me...", "It was the same for me...").
- **Lecturing, giving logical arguments:** Listener makes speaker feel inferior and not competent (e. g. "If you had listened to me and followed the rules, you would not

make so many mistakes and you would not be in this situation”, “If you want to solve this problem you have to follow my instructions”).

- **Questioning, interrogating:** Instead of listening, the listener asks a lot of questions, about every detail, even those that are not related to the problem (e. g. “Are you sure that you did everything you could? How much time have you spent trying to solve the problem? “).
- **Interpreting, analyzing, diagnosing:** Listener is sending message to a speaker that listener feels superior, wiser and cleverer (e. g. “This is result of your insecurity.” “You always feel guilty, this is because you believe that you are inferior.” “You always complain to attract attention.”).

Constructivist Listening

Constructivist listening is an effective strategy for engaging in conversations that are both intellectually demanding and emotionally challenging. It is a vehicle to ensure that people, regardless of position or status, have equal time to speak and to be heard and an opportunity to reflect and problem-solve. As J. Reza stated *Curriculum from the Heart – Education for Social Justice: a Program for Adult*, “Anytime emotions need to be processed constructivist listening is the foundation exercise used to have participants clarify what their issues or concerns are. Again, the facilitator takes the material the participants give and ‘wraps’ it around theory.”²

It is distinct from most forms of listening in that its purpose is for the benefit of the speaker, not the listener. Constructivist listening protocols that you give full attention to another person to hold space for them to reflect, release emotion; and construct new meaning about whatever challenges they face.” (Becerra & Weisglass, 2004) It is especially useful and recommended in adult education, both in group events (courses, group supervision or peer groups) and in individual ones, such as mentoring, coaching, supervision.

Constructivist listening has the following, important rules:

- **Equal time.** Each person is given equal time to talk and to listen. Because everyone deserves attention.

² Cited in Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S. (2017). Embracing Diversity. Creating Equitable Societies Through Personal Transformation. Program for Adults, Training Manual, ISSA, Leiden. Pg. 25

- **No interruption.** The listener doesn't paraphrase or interpret the talker's thoughts or feelings; analyse, give advice or break in with a personal story. Because people are capable of solving their own problems.
- **Confidentiality.** The listener doesn't talk about what the talker has said to anyone else or even bring it up to the talker afterwards. Because one needs to be assured of confidentiality in order to be authentic.
- **No criticism.** The talker doesn't criticize or complain about the listener or about mutual colleagues during their time to talk. Those challenges can be addressed in a different structure, based in dialogue. Because one cannot listen well when he/she is feeling attacked or defensive.
- **Undivided attention.** Don't eat or drink, glance at your cell phone or email. Remove any other distractions. Silence is fine. When the speaker needs time to think, there will be silence. The listener needs to stay quiet, wait, and not show any impatience.



Activity: My Story

Tell participants that they will talk about their strengths as a CPD Educator (trainer/facilitator/other) and why they like to do that work. They must name 2 strengths and 2 reasons why they love their work. After that, ask participants to pick a partner, somebody they would like to talk to. Ask each pair to find a place in the room where they can sit and do the task. Explain to participants the rules of constructivist listening. Tell them that one person will speak 3 minutes, while the other person listens. The listener cannot speak at all but must demonstrate an active interest in what the other person is saying by using body language. After 3 minutes give the signal and ask participants to switch roles. The listener will become the speaker, and the speaker will become the listener. After 3 minutes, give a sign and tell participants that now they have 3 minutes for a dialogue, exchanging what they learned about each other and what they have in common. If you want you can initiate exchange in the big group and use the information shared by participants to e.g., make a list of strengths and/or also what motivates trainers/facilitators and what they appreciate about their work.

Dialogue skills

Instructional dialog

There are different ways we can develop our instructional dialog skills depending on our pedagogical philosophy and values. In participant-centred and participatory approach, the learner is the participant that owns the process of their learning. Instructional dialog needs to be aimed at facilitating participants autonomous learning by providing environment and resources for their success. Scaffolding theory by Lev Vygotsky, for instance, helps us understand this better.

Instructional dialogue is about empowering students to build upon their existing knowledge and to encourage their autonomy in the learning process. This does not mean that the instructor is less relevant than in traditional theories of instruction. In fact, it holds a belief that with the right support of the instructor, students can achieve higher levels of understanding and skill than they would independently. The educator has the responsibility of facilitating learning by providing diverse and appropriate (for each learner) learning resources to encourage change-oriented learning.

Another approach to dialogue-based learning is **transformational dialog**. The model was developed by Flor Ada and Campoy (*Authors in the Classroom*, 2003) for facilitating learning through a dialog that moves the learner from merely descriptive and repetitive to (personal) interpretative phase, then to critical and finally to the transformational phase (more on this you can find under Theme 7: Change-Oriented Learning and Transformative Practice). Furthermore, in interactive and democratic pedagogy, dialogue is not only the method of facilitating learning but a basic pedagogical value: we teach and learn through dialogue and for dialogue.

Communication skills needed for adult learning need to be instructional while at the same time encouraging autonomy and engagement of the participants and supporting them through appreciation. **Appreciative inquiry** model can help us in developing such skills. It is a model of dialog or a group discussion and collaborative learning that engage stakeholders in self-determined change. Inspired by social constructivism (Cooperrider and Srivastva 1987), this model is based on the assumption that the questions we ask will tend to focus our attention in a particular direction in which we as learners then evolve. Instead of a deficiency model or predominantly asking questions such as "What are the problems?", "What's wrong?" or "What needs to be fixed?", we should be asking "What's the problem or the challenge?". The purpose of inquiry is to stimulate new ideas, stories and images that generate new possibilities for action in a positive and supportive way.

Appreciative inquiry exercise can be done in variety of forms. One model of building support and participatory dialogical skills through appreciative inquiry is [WANDA](#)³. This method was developed by Artevelde University and VBJK (Center for Innovation in the Early Years) as a collaborative learning model for professional development of teachers. It is a complex method for which a trained facilitator is needed. The facilitator moderates the process of peer problem solving by nurturing appreciation, understanding, sharing experiences, belief in finding possibilities, growth, learning and change. In case you do have a WANDA trained facilitator, you can do a WANDA session (1-2 hours) in a group of peer participants that share professional interest (e.g. work with small children).



Activity: Appreciative inquiry (WANDA) exercise⁴

A WANDA session usually starts by:

1. **Looking back** (to the last meeting). The trainer should mention the existence and importance of this phase although they will not use it here. The trainer should also mention this method requires trained facilitators that helps the group keep to the protocol.
2. **Selecting a case**: Each participant that feels like bringing in a case, a situation that touched or surprised them in a positive or negative way, can share. After listening to all the cases, the group decides or votes for the case and the contributor. In this way we underline that the group is responsible for the session and its own learning path.
3. **Asking questions**: Once the case is decided, the group asks open-ended, non-interpretative questions, in order to clarify the context. This is a phase that requires the most time: the more contextualized a situation becomes, the more the group can search for possible meanings and, ultimately, develop possible actions.
4. **Collecting perspectives**: The case is now analysed from different perspectives, giving voice to all the stakeholders, what they could think, want, feel or contribute. The case is explored through different positions/glasses, usually these are the learner, the parent (if the case is about a child), the head of the institution, experts, society, authority). The appreciative approach holds a belief

³ On www.wanda.community you can find more information about the method and its phases.

⁴ Adopted from ISSA peer learning activity on WANDA:
<https://www.issa.nl/sites/default/files/pdf/resources/REPORT%20WANDA%20PLA%20Jan%202019.pdf>.

that there is a positive intent behind every behaviour and that every stakeholder is considered with respect.

5. **Giving advice:** After all the preceding stages have been exploited to its limits, the group now looks for ways to give advice to the contributor, the team, the organization, the society. It is not about finding “the” solution but about suggesting possible “roads” and formulating a question for learning.



Source: ISSA, The Wanda method: overview and steps forward

Alternative activity: Transformative dialog exercise

This exercise is based on a model developed by Ada. Alma Flor, and F. Isabel Campoy⁵, more on which you can find under Theme 7: Change-Oriented Learning and Transformative Practice. Divide participants into small groups of 5 or more, have them read a poem or a short story, that is challenging in terms of socially engaging topics close to the group of participants. Instruct them to draft questions for 4 phases of transformational dialog:

1. Description (descriptive phase): questions that require description from readers/learners.
2. Individual interpretation (individual questioning phase): questions for personal interpretations.
3. Critical/multicultural (critical understanding) phase: questions that ask for a value judgment (social justice aspects) and encourages critical thinking.
4. Creative/transformational (reflective/transformational) phase: questions that suggest change.

⁵ Ada. Alma Flor, and F. Isabel Campoy. *Authors in the Classroom: A Transformative Education Process*. New York: Allyn and Bacon, 2003.

Alternative activity: Open-ended questions exercise

Here you can find a 10-min exercise for open-ended questions in communication⁶. The objective is to learn how to ask open ended question(s) to foster curiosity as a component of reducing conflict. Explain that as a group we will practice open ended questions and being curious. We want to understand: “What is happening? Please tell me more?” Ask the group for more examples of open-ended questions. Distribute and review the open-ended questions handout. You can use the Fishbowl exercise method: Gather in a circle with the whole group. Have a real-life experience in mind and share a small part of it. i.e. “Last week, something happened that made me very angry.” The group then takes turns asking open ended questions and practicing curiosity, and you (the facilitator) gradually let out the full story. If someone asks a closed question, a facilitator just answers yes or no. To get to the full story, participants must ask open ended questions.

An open-ended question is designed to encourage a full, meaningful answer. It is the opposite of a closed-ended question, which encourages a short or single word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. Open-ended questions typically begin with words such as “Why” and “How”, or phrases such as “Tell me about...” Often they are not technically a question, but a statement which implicitly asks for a response.

Some examples are:	Examples of how to begin an open-ended question:
Tell me, what do you think about that?	What would happen if....
What is it you like about the idea?	I wonder...
Why would you suggest that?	What do you think about...
How do you plan to achieve that?	In what way...
What do you think will happen now?	Tell me about...
How would you change things?	What would you do...
What do you want to happen?	How can we...
What’s causing the problem?	How did you...
What’s the best-case scenario?	How do you feel about...
	Why?
	What do you mean?
	What if...
	Explain more about...
	What do you think about...

⁶ Community Development Framework, Creating the Change We Want – A Guide for Building Neighbourhood Capacity, available on <https://cdfcdc.ca/wp-content/uploads/2015/02/Open-Ended-Questions.docx>

	Can you elaborate on...
	Tell me more about...

Non-violent compassionate communication⁷

The founder of non-violent communication theory, Marshall B. Rosenberg (1934 –2015) developed a model of non-violent compassionate communication (also known as a language of giraffe) as a mean to enhance communication and understanding. The aim of compassionate nonviolent communication is not to end disagreements and conflicts, but rather an approach towards increasing empathy and understanding to benefit everyone. It is therefore an overarching approach to communication and human and social relations.

Quality of listening and communicating with the others defines the quality of relationship(s) and connections we have with others.

Empathy is a respectful understanding of what others are experiencing. In relating to others, empathy occurs only when we have successfully shed all preconceived ideas and judgments about them.

Empathy refers to listening with our whole being, with empty mind, with no judgment or blame focusing on what the other person is saying, we accept it even if we do not agree because we want to understand a speaker’s reality.

No matter what the other person is saying we only hear what he/she is observing, feeling and needing. We do not take it personally.

During listening with empathy: we do not give a diagnosis, we ask questions (*do you feel*, instead of *you are*); we do not fix problems, we wait for solutions to develop from the process of exchange (*what are you willing to do/what I can do* instead of *you should do*). We do show love, acceptance and trust (*I respect your feelings and needs* instead of *I feel sorry for you*). We do know that everybody is responsible for what he/ she feels and needs (*do you feel ... because YOU need ...* instead of *do you feel because I ...*). We are trying to help people connect with their feelings and needs. We do not think about the future or the past. We are present here and now.

When giving empathy to the others we do not have to guess person’s feeling and needs, we just have to try to understand better, and also help the respective person gain clarity about their

⁷ Adapted from Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S., *Embracing Diversity* (2017, 150 -152).

feelings, needs and expectations. When the person answers, we continue to listen and give empathy based on what the person said.

The Four Stages of Empathy	
Stage 1:	Doing nothing ... Empathy is everything you do before you speak.
Stage 2:	Focusing our attention on the other's feelings and needs.
Stage 3:	Reflecting on another's feelings and needs ... it isn't necessary to guess another's feelings and needs accurately. A response of this nature, on the one hand, is an incentive for the other person to look inside to find own answer.
Stage 4:	Noticing a release of tension, a physical relaxation in the other person. Our nonverbal language often shows when we're feeling understood.

Note: Empathy is not sympathy, feeling sad for the others and trying to solve their problem.



Video: Empathy vs. Sympathy

You can use this video to illustrate the difference:
<https://www.youtube.com/watch?v=1Ewvgu369Jw>

**In compassionate non-violent communication there are 4 different ways of listening to ourselves and others.*

Listening that leads to conflict or interruption of communication

Focus on myself	Focus on others
I assume that something is wrong with me	I assume that something is wrong with others
I assume that I did something wrong and that I am guilty	I assume that others did something wrong and that they are guilty
I label myself (stupid, naïve, incompetent etc.)	I label others
I blame myself for how I feel and what I do	I blame others for how I feel and what I do
I feel guilt, shame and fear	I feel anger
I start to defend myself	I start to judge and criticize others
I start to withdraw	I start to attack others

In both situations, we are not ready to listen and connect with ourselves and others.

Listening that creates an atmosphere of mutual understanding

Focus on myself	Focus on others
I focus on what I observe, feel, need and want	I try to recognize and understand what the other person is observing, feels, needs and wants
I try to pay myself respectful and empathetic attention	I try to pay others respectful and empathetic attention
I am aware that I am responsible for my thoughts, feelings and actions	
I try to express myself with honesty and clarity	

To illustrate to participants how the different types of communication and listening mentioned above function, you may ask them to imagine that during the training one participant is telling them: “This is not new to me, I know all these things you are talking about”, and demonstrate four different potential reactions/ways of listening:

Communication that creates conflict: life-threatening communication	Communication that creates an atmosphere of mutual understanding
<p>Focus on myself</p> <p>He is right. I am not a good trainer, and I do not have sufficient skills and knowledge to share.</p>	<p>Focus on myself</p> <p>When I hear a participant saying that nothing is new and that they know everything we are talking about, I feel worried about the quality of the training. I need clarity and would like to learn what other participants think / what they think should be done to make it more informative and engaging.</p>
<p>Focus on others</p> <p>I am fed up with these types of participants. They always say they know everything, and in fact they have no clue.</p>	<p>Focus on others</p> <p>When you say that nothing is new and that you know everything we are talking about, do you feel disappointed because you would like to learn something new and relevant for your work? Can you tell me what you would like to discuss and what would be new and satisfying?</p>



Activity: What I do not like hearing at training

Divide participants into small groups and ask them to list the comments they do not like to hear during the training session. Let each group pick one and try to listen to it in 4 different ways. When they are done, discuss in a big group the ways in which they provided empathy, what could have been done differently, etc.

Alternative activity: Exercise your giraffe talk: <https://wordwall.net/hr/resource/9948263/sat-razrednika/tko-to-govori-jezik-zmije-i-zirafe>



Video: Non-violent communication explained by M. Rosenberg

- https://www.youtube.com/watch?v=Xov5z_GJ9Zs
- Exercise for NVC: <https://www.youtube.com/watch?v=KWpdiQ7i4vs>



Additional resources:

- Resources of the Centre for Nonviolent Communication: <https://www.cnvc.org/>
- Nonviolent Communication Games: https://sci.ngo/wp-content/uploads/NVC-GAMES-PACKAGE_ENGLISH-version_web.pdf
- Education for Peace: <https://www.educationforpeace.com/english/dialogue.php>

Theme 3: Diversity, Inclusion, and Bias Recognition

Theme: Diversity, Inclusion, and Bias Recognition – *Understanding and implementing principles of diversity and inclusion in educational settings and recognition and mitigating biases.*

This theme aims to enhance participants' understanding of importance of inclusiveness, and bias free approaches to trainees, and to enable them to embrace diversity amongst them. To create an inclusive and supportive learning environment in which all participants feel included and respected, CPD educators need to have specific knowledge and skills and be able to understand the context, participants' backgrounds, and learning needs. This includes learning about political, institutional, cultural and social, group and individual specificities and applying this knowledge in all aspects during the facilitation process (setting up the learning goals, organizing the CPD environment, setting up clear rules, designing and using appropriate resources, and teaching/learning strategies). Above all, they need to demonstrate intercultural and diversity responsiveness. Besides understanding and promoting social justice and embracing diversity values and principles, they must act in a nonbiased way, reflect on their own biases, and demonstrate skills of transformative leadership by initiating open and constructive dialogue, critical reflection and exploring targeted issues from various angles, and learn from different opinions and disagreements.

- **Topics:** Cross-cultural and bias free facilitation skills, inclusive teaching strategies, inclusive leadership.
- **Concepts/Theories:** Stereotypes, prejudice, discrimination, intercultural sensitivity, equity and respect for diversity
- **Methods:** Mini-lessons on stereotypes, prejudices, discrimination, diversity and inclusion strategies, individual reflective exercises, group discussions, collaborative learning activities

SUGGESTED CONTENT:



Mini-lesson: Diversity responsive, inter and cross-culturally competent CPD educators⁸

⁸ Adapted from J. Reza, in Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S., *Embracing Diversity* (2017, p. 54).

The following skills and attributes have been identified by various authors as being associated with effective and competent cross-cultural facilitator⁹.

Respect	The ability to express respect for others making them feel included, heard and acknowledged
Ambiguity Tolerance	Develop the ability to remain calm and effective in unfamiliar and unpredictable situations while maintain good interpersonal relations
Relating to People	Balance task accomplishment with personal involvement to make people and their contribution valued
Being Non-judgmental	Cultivate the skill of withholding judgment in interactions until fully understanding different perspectives and obtaining sufficient information
Empathy	This is the ability to "put yourself in another's shoes.", to understand and sensitively respond to others' viewpoints
Flexibility	The ability to adjust expectations and learning activities to the participants' diverse needs, learning styles, and responses to activities
Strong Personal Identity	Maintain confidence in one's identity to be able to deal with challenges and serve as models for participants
Self-Awareness	Understand and embrace your uniqueness, cultural and other biases
Passionate Commitment	Cultivate enthusiasm and a deep commitment to advancing respect for diversity, addressing biases and promoting cross-cultural knowledge and skills
Diversity Tolerance	Foster the ability to appreciate and work with diverse values, beliefs, and behaviors
Reflectiveness	Regularly engage in self-reflection for personal and professional growth
Humorous Engagement	Utilize a sense of humor to alleviate stress and enhance engagement in multicultural learning environments

⁹ Ibid, p. 22



Activity: Diversity responsive competences

The purpose of this activity is to engage participants in self-reflection process on their skills and knowledge to work in diverse context with diverse participants in respectful and bias free manner.

Give this table as a handout to participants and ask them to individually assess themselves against characteristics of intercultural and diversity responsive facilitator of the CPD activities. Invite them to think about concrete actions and behaviours that illustrate that they have certain skills, knowledge or attributes.

Skills and attributes	How often do you demonstrate it (1 rarely/2, sometimes/3 always	How do you do it (list one example)
Respect		
Ambiguity Tolerance		
Relating to People		
Being Non-judgmental		
Empathy		
Flexibility		
Strong Personal Identity		
Self-Awareness		
Passionate Commitment:		
Diversity Tolerance		
Reflectiveness		
Humorous Engagement		

Invite participants to exchange in the big group if there is anything that they are surprised with, is something missing, what are the areas they should work on more, how they can do it?

You can also invite participants to raise their hand if they have specific characteristic and get the group profile – strengths and places for improvement. Invite a few participants to share examples

of their work related to specific skills and attributes, and if it is needed discuss the adequacy of the given examples.

 **Activity: The colours of cultures¹⁰**

The purpose of this activity is to help participants understand the importance of context and thinking ‘outside the box’ when it comes to interpreting reality and become aware of mechanisms that create or trigger existing stereotypes about otherness (those who are different), the speed by which the generalizations are made, and what are the roots and ways of development of stereotypes and prejudice.

- Give each participant a coloured sticker (use three colours). Ask participants to find others with the same colour and go to a corner of the room, as far away from the other groups as possible.
- Introduce the activity by telling participants that each group represents a culture which has its own specific rules of behaviour. Give the handout that explains the rules of behaviour for each culture. Each “culture” sees only rules that apply to them.

Rules of the cultures

Rules of behavior for Culture A	Rules of behavior for Culture B	Rules of behavior for Culture C
They count silently to six before saying anything	When they meet someone, they ask, ‘How are you?’ and get close to their interlocutor’s face	They speak softly
At the sound of a bell or whistle, they stop talking and listen	At the sound of a bell or whistle, they stretch out (‘greeting the sun’)	At the sound of a bell or whistle, they bow down
When asked ‘How are you?’, they cover their eyes with hands	When the interlocutor speaks softly or is silent, they become loud, shouting to establish contact	They keep a meter’s distance from their interlocutor (retreating)

¹⁰ Adapted from Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S., *Embracing Diversity* (2017, p. 54).

- Give participants two or three minutes to review the rules for their culture and learn them by heart. When they are ready invite members of all three “cultures” to go to meet the others. Inform them that while they are walking, they can exchange information with the others, asking them whatever they wish/are interested in, but at the same time they must obey the rules of their culture.
- Let participants walk and interact with each other for 10–15 minutes. From time to time, blow a whistle or ring a bell.
- After 10 – 15 minutes have participants return to their group, sit down at the table and write down the impressions of the other two groups they encountered. Have them give names to the other ‘cultures’. After participants have ‘described’ the other cultures, have them write about themselves, their own culture, and what their group would like to be called.
- Invite participants to exchange in a big group. Have each group first talk about the others, while you are writing down the key points on a chart paper. Then have each group talk about their own culture, again writing down the key points.
- Read out loud to the groups what they have said about themselves and the others and ask participants what their first impression is: are they surprised with what they have heard about themselves. Is there any difference between how they ‘described’ themselves and others? Why? How did they feel about what the other groups said about their culture?
- During the reflection and debriefing process, stress the difference between observation (behavior of groups) and interpretation (how we interpret behaviors), how quickly we judge the others based on very limited information and superficial characteristics, and how our stereotypes define the way we describe others and understand their behaviors (e.g., culture B is usually described as aggressive because they shout, etc.)
- Ask participants did they experience something similar during their work, e.g., that they made judgement about participants based on a very limited information, or that they had some members of the group excluded, or the whole group divided based on superficial characteristics? What did they do then?

On prejudice and stereotypes¹¹

Attitudes are relatively enduring, positive or negatively subjective relations to certain objects (groups, nations, individuals, institutions, etc.). Data are distorted and adjusted to prejudice, interpreted in accordance with the attitudes.

Each attitude consists of three components:

- **cognitive** (what we think)
- **affective** (what we feel)
- **behavioural/conative** (what we do)

Social psychology defines **prejudice** as a specific type of attitude:

- judgments that are not based on factual and logical arguments
- that are resistant to change
- that include strong emotional relations

Ethnic distance and ethnic stereotypes could be viewed as forms and indicators of prejudice.

A stereotype is an oversimplified generalization about a particular group which almost always carries with its derogatory implications.

Two views on origins and functions of stereotypes are:

- **unjustified generalizations**, a result of incomplete induction (i.e. judgments based on limited experience, therefore often containing a degree of truth, and with a function of helping us understand the world. Science often constructs this kind of stereotypes, since they show complex processes in a simplified way.
- expressions and rationalizations of prejudice (i.e. characteristic attitudes).

Prejudices are examined through measuring **social distance** (i.e. through a readiness to accept or reject characteristic social relations with members of certain groups).

Stereotypes represent the cognitive component of an attitude, and **social distance** is usually related to the conative or behavioural component of an attitude.

Five steps from gossiping to genocide (by G. Allport)

- gossip and stereotypical judgment (dirty, ugly, evil)
- social distance – avoiding contact
- discrimination – limitation of various rights

¹¹ Adapted from Trikić, Z., Vranješević, J., Tankersley, D., Brajković, S., *Embracing Diversity* (2017, p. 83).

- physical assault – transition from verbal to physical aggression
- genocide – elimination

The process of forming prejudice and stereotypes

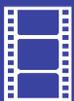
Three Steps

1. **Creating ‘conspicuous’ categories.** when we meet people, we focus on the most ‘conspicuous’ characteristics, neglecting other ones.
2. **Making incorrect generalizations about a group (stereotypes and prejudices).** Based on these conspicuous attributes, we draw conclusions about a person and generalize it to the groups he/she belongs to. Prejudices and stereotypes lead to untrue generalizations about individuals when we believe that the group/s they belong to are homogenous. This way of thinking denies the right to differ. When reality is not in compliance with the prejudice and stereotypes, we have, we tend to ‘falsify reality’ to preserve what we want to believe in.
3. **Treating people differently** in accordance with these conclusions (**discrimination**).

Functions of prejudice and stereotypes

Prejudice and stereotypes help us:

- make sense and understand the world around us (in a situation which is not clear enough, i.e. in which we do not possess sufficient information, stereotypical thinking ‘fills the gaps’, completes deficient information and gives us sense of certainty, safety and clarity).
- evaluate the group we belong to.
- evaluate other groups, their characteristics and ways of functioning.
- justify discrimination of those who belong to other groups.



Video: Prejudices and stereotypes

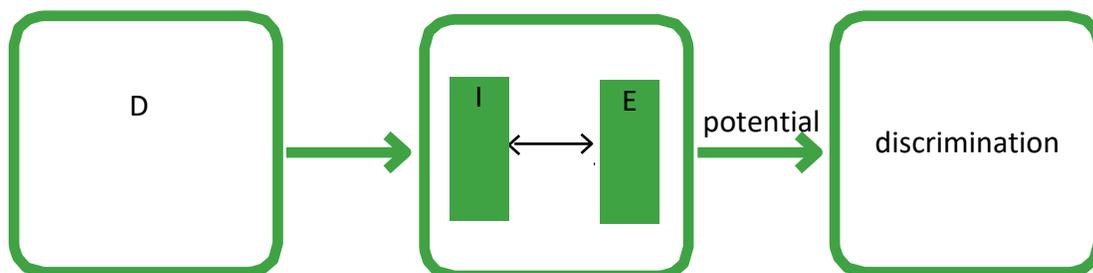
If you want to work more on judging based on limited information, and wrongly replacing facts with our interpretation you can use the following videos:

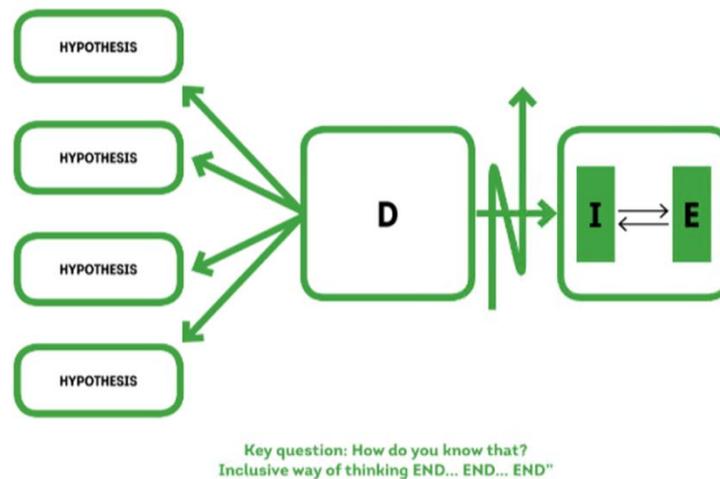
- [Would you stop if you saw this little girl on the street? | UNICEF](#)
- [Optional: Funny videos: Ameriquest Don't Judge Too Quickly Commercials Compilation \(youtube.com\)](#)

Deconstructing prejudices and moving towards inclusive thinking

Present to participants DIE model and explain it using examples from the previous exercise on three colours.

1. On a chart paper write down: D I E
2. Stress that **D** stands for Description. You are to describe only what you actually see (or hear). For example, you would say: "They speak softly". Description is factual and neutral.
3. **I** - stands for Interpretation. We often interpret what someone is doing based on a limited amount of information. For example, you might say that these people are timid or scared. Now you are interpreting what you see, presenting a hypothesis about what is happening or has happened. You may or may not be correct about your hypothesis
4. **E** - stands for Evaluation. We place a value on what we see and have interpreted. For example, these people are not able to establish contact, and this is not good for them and creates problems for those who want to meet them. Now you are placing a judgment on your interpretation. It is this process of moving from description to interpretation to evaluation without sufficient information.
5. Explain to participants what needs to be done in order to move to inclusive thinking.





Stress the importance of making a hypothesis before judging others and slowing down the process of interpretation and evaluation. You can use the following example.

One stereotype is that early childhood professions are for women and not for men and that this is normal, because women are mothers and they know how to treat young children. Men who are involved in these professions are feminized and something is not OK with them.

The first step in deconstructing this stereotype is to ask the question: How do you know that?

The fact is that more than 80% of workforce in early childhood professions are women. There is a possibility that a certain percentage of these women choose these professions because they love children and think that they know how to work with them. But for sure, a certain percentage choose these professions because men do not want because of cultural norms; maybe men do not get involved because of low wages and the status of profession; maybe some men do not get involved because they are not welcomed by parents and parents do not trust them, etc.

This way of thinking creates opportunities for the development of diverse solutions for the problem that we are dealing with. We could stay in the DIE format that everything is 'either/or'. If we step out of it, we open the doors for endless ideas, solutions and possibilities. In the case of our example, to attract more men in early childhood workforce, we could change the image of the profession, explaining that children need both men and women, and that we could increase salaries, etc.



Activity: Deconstructing stereotypes and moving towards inclusive thinking

This activity aims to support learning of strategies for deconstructing stereotypical thinking.

Divide participants into small groups and remind them of what happened during the activity on three cultures. Share with them simple description of only three characteristics per culture, and how the group came to complex judgments about the others.

Divide participants into small groups and give each group one stereotype and ask them to deconstruct it by developing different hypothesis instead of judgments.

Group 1	Professionals from the cities are more educated and competent than those working in rural areas
Group 2	The new generation of young professionals are less educated, less reliable, less organized, and poorly motivated
Group 3	Older and experienced professionals are not interested in continuous professional development
Group 4	Professionals find interactive, participatory and playful learning activities childish, and they prefer lecturing

If you have more participants, feel free to add more stereotypes.

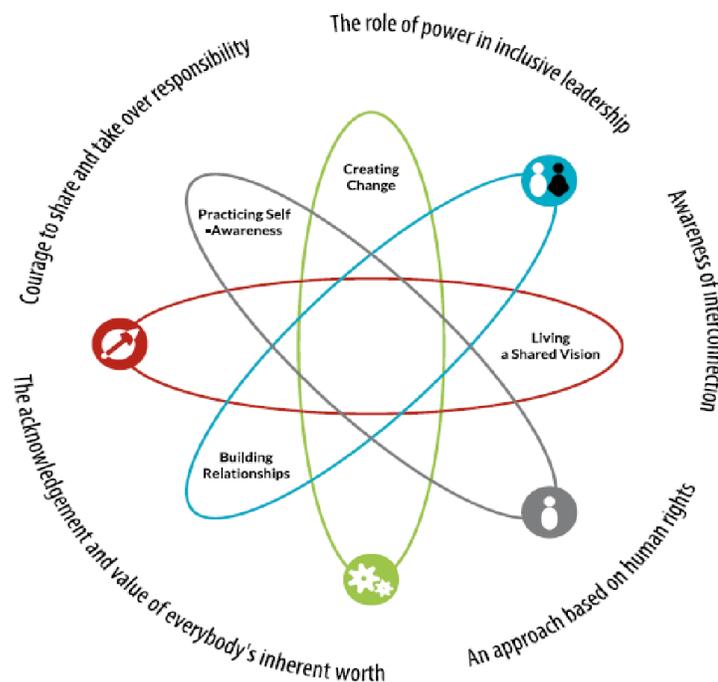
Organize the circle of reflection, ask participants to share result of their work. Guidelines for the reflection process:

- Encourage participants to reflect on their own experiences.
- Comment on how often we have the wrong presumptions when we only have in mind a part of the picture, and how important it is to view the whole context in order to reach conclusions.
- Remind them that it is important to consider the whole context when we draw conclusions and to be aware that often we do not have all the necessary information when we do so. It is important to treat conclusions as a hypothesis which will be rechecked, and not as only and absolute truths (because we can never be sure that we are seeing the whole picture). We can never fully be free of prejudices and stereotypes; it is important that we refrain from reactions until we check our presumptions.

- During the reflection process, stress that to take unbiased approaches to people or situations, it is essential to differentiate facts (descriptions) and beliefs (interpretations and judgments), because it gives us a chance to identify potential causes of certain phenomena and to formulate a hypothesis that we can test objectively. Perhaps, for example, the poor do not have equal access to jobs, or they are discriminated against when they apply, etc. Interpretations can also be useful, but only if we remember that they are hypotheses that need to be tested. They are not necessarily established facts. Otherwise, interpretations and evaluations (judgments) lead to discrimination.

 **Activity: Inclusive leadership based on principles of equity and embracing diversity¹²**

Show participants the image of the structure of the inclusive leadership and explain the key concepts. Discuss with them why for trainers is important to be inclusive leaders.



¹² Adapted from Makowska M., Szelałowska A., Daszkowska-Kamińska A., Józefowicz J., Czayka-Chelmińska K., *Inclusive Leadership – Manual for Trainers*, 2016.

<p>Area 1 Practising Self-Awareness</p> <p>YOU practise inclusive leadership when YOU:</p> <ol style="list-style-type: none"> 1. Are aware of the processes behind stereotypes 2. Constantly challenge your personal stereotypes and prejudices about inclusion 4. Admit personal mistakes and show vulnerability 5. Ask for and listen to feedback 6. Practice self-reflection 7. Know and act to your personal strengths 8. Know and act according to your personal values 9. Have a desire to learn and unlearn 	<p>Area 2 Living a Shared Vision</p> <p>YOU practise inclusive leadership when YOU:</p> <ol style="list-style-type: none"> 1. Have both a 'functional' goal and a 'social' goal 2. Check if the vision is benefitting the whole system 3. Courageously pursue new and unexplored paths or solutions 5. Are able to identify resistance 6. Are prepared to handle resistance 7. Are prepared to take responsibility for creating change 9. Are able to facilitate the development of a vision
<p>Area 3 Building Relationships</p> <p>YOU practise inclusive leadership when YOU:</p> <ol style="list-style-type: none"> 1. Shift the focus from seeing deficits to seeing resources and qualities in others 2. Value everybody's inherent worth and contribution 3. Establish a two-way communication across boundaries 4. Are able to see and reduce barriers 5. Create a safe environment that allows everybody present to participate freely 6. Support others in growing, improving and attaining their goals 7. Recognise that there is diversity within each diversity 8. Listen with genuine interest 9. Are aware that you are a role-model and act as a role model 	<p>Area 4 Creating Change</p> <p>YOU practise inclusive leadership when YOU:</p> <ol style="list-style-type: none"> 1. Trust that everybody is acting with good intentions 2. Create a safe working environment that allows space for everyone to display innovation and creativity 3. Courageously stand up for the others 4. Create a sense of belonging for others 5. Set goals together and make arrangements based on what people are able to do 6. Foster reflections during each step of the process 7. Allow for flexibility when designing the process 8. Encourage creativity and responsibility 9. Are prepared to be surprised

Building Block 2: Interactive Teaching and Learning Strategies

Theme 4: Participant-Centred Approach, Participation and Democratic Values

This section focuses on developing a Participant-Centred Approach (PCA) and participatory methods that CPD educators can use to encourage active learning and base it on democratic values. We firmly believe that participants need to be owners of their own learning while CPD educators are there to support them in this process. As owners they should be entitled to choose the path which will take them to their learning outcomes. CPD Educators need to take this into consideration when planning and facilitating learning opportunities based on a participant-centred approach (P3), active participation and democratic values (P4). This entails some of the earlier mentioned competencies, such as knowing how adults learn or what are the specificities of the participants or the group, but also implementing PCA and possessing interactive, engaging and democratic education skills.

Implementing PCA means that CPD educator regularly asks for feedback, gives participants choices in learning, prepares diverse and interactive activities and resources, exhibits flexibility and adjusts based on feedback, context or constraints, builds on experiences and knowledge of participants, uses participant-appropriate strategies, technologies and resources, fosters collaborative and non-hierarchical relationships towards and among participants, engages all participants in active participation and exhibits respect for them. Democratic CPD educator further believes that PCA and democratic values are essential to quality education as they are beneficial for participants and their learning.

Therefore, this section helps CPD educators improve their knowledge of the participatory and democratic approaches to learning and supports their skills in implementing them.

- **Topics:** PCA, participatory learning methods, democratic education.
- **Concepts/Theories:** Freire's dialogical pedagogy, democratic leadership models, and divergent thinking.
- **Methods:** Mini-lesson on PCA, participatory action research projects, dialogue sessions, brainstorming workshops.

SUGGESTED CONTENT:



Mini-lesson: Participant-centered approach, interactive and democratic pedagogy

As educators we are familiar with the concept of child- or student-centred approach. The most common and visible benefits of the participant-centered pedagogy for children are similarly beneficial for adults too. Let's explore this:

- **Fosters Independence:** Children learn to take initiative and make decisions, building confidence and autonomy. For adults this is necessary and unconditional. Not many adults will be able to withstand courses that treat them as dependable and passive learners.
- **Tailored Learning:** Since activities are based on individual interests, children are more engaged and motivated. This is same for adults. Adults might be able to regulate better their reactions in order to adapt or assimilate but when it comes to learning, they too are very different from each other. If we want efficient learning, we must take this into account, as pointed earlier in Theme 2.
- **Develops Critical Thinking:** Instead of simply receiving information, children in child-centred settings are encouraged to think critically, ask questions, and discover answers. For adults this is again necessary and unconditional.
- **Encourages Collaboration:** By working in groups, children develop social skills, learn to cooperate, and understand different perspectives. Adults too, learn better in collaborative settings, particularly if this is a long-term model of support among peers, such as through professional learning communities or other professional support groups.
- **Holistic Development:** Emphasis is placed not just on academics but also on emotional, social, and physical development. Adults too need to be seen holistically. Although their attention span is increased and they self-regulate better, learning that includes both mind, hands and heart is more efficient, impressed and long-lasting. Learning how to practice self-care, how to create supportive, collaborative and enjoyable work environment is as important as professing in practice.
- **Flexibility:** The child-centred approach is more adaptable to each child's unique learning pace and style. The same goes for adults as participants of learning.

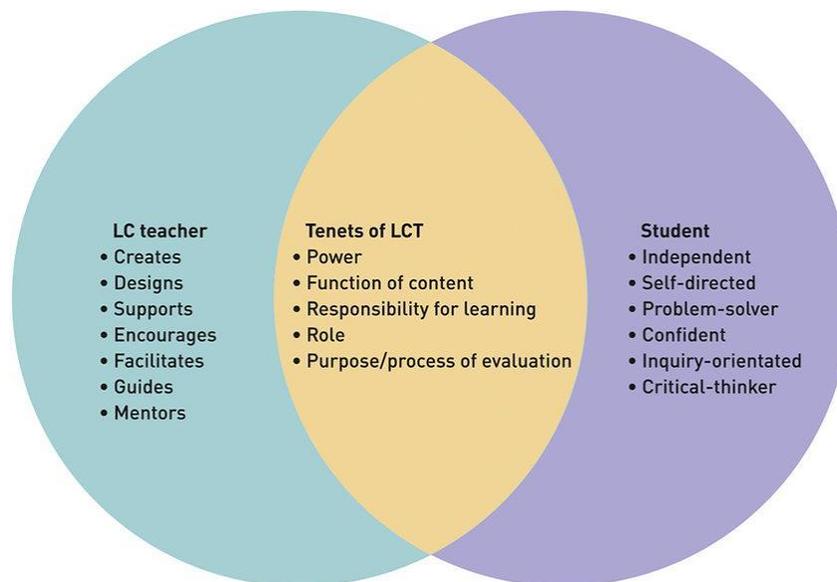
- **Promotes Lifelong Learning:** When children are intrinsically motivated and curious, they develop a love for learning that can last a lifetime. Adults too need to be encouraged to learn for life and life-long, and not just for immersing practical purposes.

One of the approaches to learning that recognizes that each learner has a unique learning style as well as individual learning pace, needs, interests and abilities is learner-centred approach. This approach views learners as active agents since each of them brings their knowledge, past experiences, education, and ideas to the process. All these factors have an impact on how the learner will take on board new information and learn. The main principle of this approach is putting the learner at the core of the learning process, emphasizing active learning and fostering a collaborative and supportive learning environment.

The methods of learner-centered approach impose more responsibility on learners for their own learning than the traditional lecture-based deductive approach does (Prince & Fedler, 2006). The learner-centered approaches to learning shift the focus in the learning process from the teacher to the learners. This means that there are no more instructor-centered lessons, individual assignments or competitive grading for learners (Felder & Brent, 2007).

Weimer (2013) points out that seven main principles make the basis of the learner-centred approach:

1. Learners should do more learning tasks: summarize, draw conclusions, pinpoint difficult areas in the reading, etc.
2. Facilitator of the learning process, should do less telling and get better at asking questions
3. Facilitators of the learning should create instructional design more carefully i.e., create more in-class assignments that help students apply cognitive skills to relevant material
4. The facilitator should explicitly model how experts learn, i.e., should be willing to share their own learning process and thought process in answering unexpected questions
5. The facilitator should encourage students to learn from and with each other
6. Facilitator and learners should work on creating a climate for learning. This means giving students options for them to accept responsibility for learning.
7. It is good to use evaluation to promote learning: feedback can be a point of departure for a discussion.



Source: Model of learner-centred teaching (Weimer, 2013).

The main methods of the learner- or participant-centred approach are **active learning**, **cooperative learning** and **inductive teaching and learning**. All of these learning methods are supported by the research premises that learners learn by fitting new information into the existing knowledge and that the learners are unlikely to learn if the new information has no connection to their existing knowledge and their sets of beliefs (Prince & Fedler, 2006).

Active learning is an approach to instruction and learning that actively engages students with the course material through discussions, problem-solving, case studies, role plays and other methods. Active learning methods encourage students to be active participants in learning by thinking, discussing, investigating, and creating. Active learning activities may range in length from a couple of minutes to whole sessions or may take place over multiple class sessions. Some ideas for activities that include active learning can be found on the web pages of the *Center for Teaching Innovation* [here](#).

Cooperative learning means students working in groups in order to accomplish a common goal, under some predetermined conditions: **positive interdependence** (learners rely on one another to achieve a common goal), **individual accountability** (all learners are accountable for doing their share of work), **face to face interactions** (members providing one another with feedback, challenging reasoning and conclusions, encouragement in learning), **usage of collaborative skills** (learners develop trust, leadership, decision making, communication, and conflict management skills), and **group processing** (group mates set up goals, assess if they are doing well, agree on steps that will make them function more effectively in the future) (Felder & Brent, 2007).

Some of the most used structures of cooperative learning are problem sets, laboratories and projects, the jigsaw method, peer editing, or peer-led team learning. More about each method can be found [here](#).

In the **inductive teaching method** approach to teaching, facilitators of the learning process encourage them to make their own conclusions in the learning process. Instead of providing the learners with general principles and applications, in the inductive teaching method, the instruction starts with a real-world problem to solve, a case study, or a set of observations to interpret. Inductive teaching encompasses a set of learning methods, such as inquiry-based learning, problem-based learning, project-based learning, discovery learning, case-based teaching, and just-in-time teaching (Prince & Fedler, 2006).

An example of an inductive teaching method that takes into account the learning preferences of learners is a learning cycle based on Kolb's experiential learning model and is called The Star Legacy module (Prince & Fedler, 2006). This learning cycle consists of the following steps:

1. Presenting the learner with a challenge (problem, scenario, case, news event, or common misconception presenting the targeted content in a realistic context) that encourages the learner to get into the content and master the knowledge and skills that are a part of the learning objectives.
2. After this, students formulate their initial thoughts about the topic, reflect on what they already know about it, and brainstorm on how they might address the challenge.
3. The facilitator provides perspectives and resources to the learner. Perspectives are statements experts represent that include insights into the problem without providing direct solutions. Resources may include reading materials, videos, lectures, or any other materials.
4. Then, assessment activities are conducted so that students can identify what they still need to learn to solve the challenge. This may include researching the problem, discussions, and writing reports.
5. At the end, the facilitator may present the model solutions, and learners can present their answers to the given challenge or problem.

The **Star Legacy module** is based on inductive teaching methods and can qualify as project-based or problem-based learning methods. This learning method promotes problem-solving skills and positive attitudes to learning (Prince & Fedler, 2006).

The participatory approach to teaching is a form of a reflective teaching approach. It is sometimes termed an interactive teaching method or learner-centred teaching method. This method emphasizes the learners' subjectivity and knowledge self-construction (Kucharčíková & Tokarčíková, 2016). Participatory teaching and learning activities and methods imply a high

degree of involvement and activity of participants in the process of learning. In the next picture, some of the examples of participatory approaches, their pros and cons, are described.

METHOD	DESCRIPTION	ADVANTAGES	DISADVANTAGES
BRAINSTORMING	Frequently used method to solve problems. It is necessary to respect the principle of non-criticism, fantasy release, mutual inspiration and equality of participants	<ul style="list-style-type: none"> – speed – the involvement of a large number of students 	<ul style="list-style-type: none"> – necessity of clearly explain the method before using – the need for compliance with the rules of the method
WORKSHOP	Popular method addressed to discuss specific situations and find possible approaches to their positive management.	<ul style="list-style-type: none"> – informality – use in the more numerous group 	<ul style="list-style-type: none"> – requirements for teacher facilitation skills
AQUARIUM	One group of students solves the problem the second group observes and then provides the feedback.	<ul style="list-style-type: none"> – practicing of giving feedback – solid training of the learned skills 	<ul style="list-style-type: none"> – stage fright and nervousness participants who solves the role and who are observed – demanding facilitation by the teacher
ROLE PLAYS	The group gets the script with roles. Students play a selected situation and examine the various possible approaches to solving problems or unforeseen events.	<ul style="list-style-type: none"> – fun – practicing well as unpleasant situations 	<ul style="list-style-type: none"> – games can be considered unrealistic – stage-fright and fear of missed "actor's" performance
SOLUTION TO THE INCIDENT	The method is similar to the case study. Enter the basic facts of the incident and the group decides what further information needs and what needs to answer questions.	<ul style="list-style-type: none"> – exploration real problems without the risk – good simulation of reality 	<ul style="list-style-type: none"> – possible sense the artificial situation by the participants
LABYRINTH	Used induced situation. At some point, students have to solve several tasks simultaneously and options identified consequences of one of the selected options. Proceed in this way until the successful solved task.	<ul style="list-style-type: none"> – it can keep its own pace of work – a high degree of student participation 	<ul style="list-style-type: none"> – time-consuming – difficulty preparation for teachers

Source: Some examples of participatory teaching, in Kucharčíková & Tokarčíková, 2016, p. 85.



Activity: Types of participatory activities¹³

Mark

- Each participant individually reads a chosen text and makes marks:
 - + yes, I agree
 - ? I'm not sure if I understand this correctly
 - ! very important
 - I disagree.
- Participants discuss the marked text in pairs or small groups and document the key points on a spreadsheet.
- After that a discussion in a group is facilitated. Each pair/small group summarizes the findings recorded in the spreadsheets (with focus parts marked with ? and –).

Composit

- Participants are divided into small groups of 4 members. Each member gets their own number (1, 2, 3, 4).
- The facilitator presents the content framework and emphasizes the importance of understanding the chosen topic, which is divided in four texts.
- Participants are encouraged to become experts on one of the texts. Facilitator explains that they are responsible for learning one of the texts (the number of the text corresponds to their number).
- Participants with the same numbers form new - expert groups.
- They read the text individually and take notes. After that within each expert group members discuss the content together and make a joint summary.
- Participant then return to their original groups and share the content of their text with other members. It is important that each member understands the content of all texts.

Network conversation

- Participants are divided into groups of 4-6 members. The facilitator asks a binary question that is related to the essence of the problem and can be answered with yes or no.
- In pairs they draw a grid, write a key question in the middle and reasons FOR or AGAINST. They compare their notes within the small group and discuss.
- Each individual takes a position FOR or AGAINST. Everyone who is FOR goes to one part of the classroom and the others go to another.
- Each group (FOR and AGAINST) prepares arguments in defense of its position and presents them to the opposing group.

¹³ Vonta, T. (2018). Training of Trainers; material for internal use. Ljubljana: Educational Research Institute

- The groups take turns asking each other questions to disprove opposing viewpoints.
- If the position changes, the participant can change the group. After 15 minutes, we stop the discussion.
- Participants write down the most convincing positions of their group, and the individual also presents them.

CLUSTERS

- Participants are divided in small groups and in the middle of the paper, they write a key word / concept / topic / thought.
- They write everything that comes to their mind related to the key word.
- This process is then followed by searching for connections between individual concepts. Participants discuss what is written and associate the concepts that belong to the same group, category, with the same color.
- In that way they form a common categorization and then share it within the whole group.

Theme 5: ICT Skills

In order for CPD educators to fully engage in the learning process in contemporary settings, they should possess some of the basic digital competence. This theme explores how they can enhance their skills in facilitating digital learning environments or providing tailored support and empowerment by using Information and Communication Technologies (ICT). Digital or ICT facilitated CPD events should follow all the general principles of quality in terms of pedagogy and approach, using the advantages of ICT to the benefit of their participants as well as countering the restraints. CPD educators working online or using ICT need to create a safe and supportive learning environment, get to know their participants and their specificities and context, use PCA and participatory approach in facilitating adult learning, build peer-to-peer support and collaboration, observe their progress and provide feedback. In this section we propose some methods for achieving this.

- **Topics:** Mentoring, Effective facilitation, online teaching tools, digital literacy.
- **Concepts/Theories:** Technological pedagogical content knowledge (TPACK).
- **Methods:** Technology workshops, virtual classroom simulations, digital tool manuals.

SUGGESTED CONTENT:



Mini-lesson: Digital competence of CPD educators

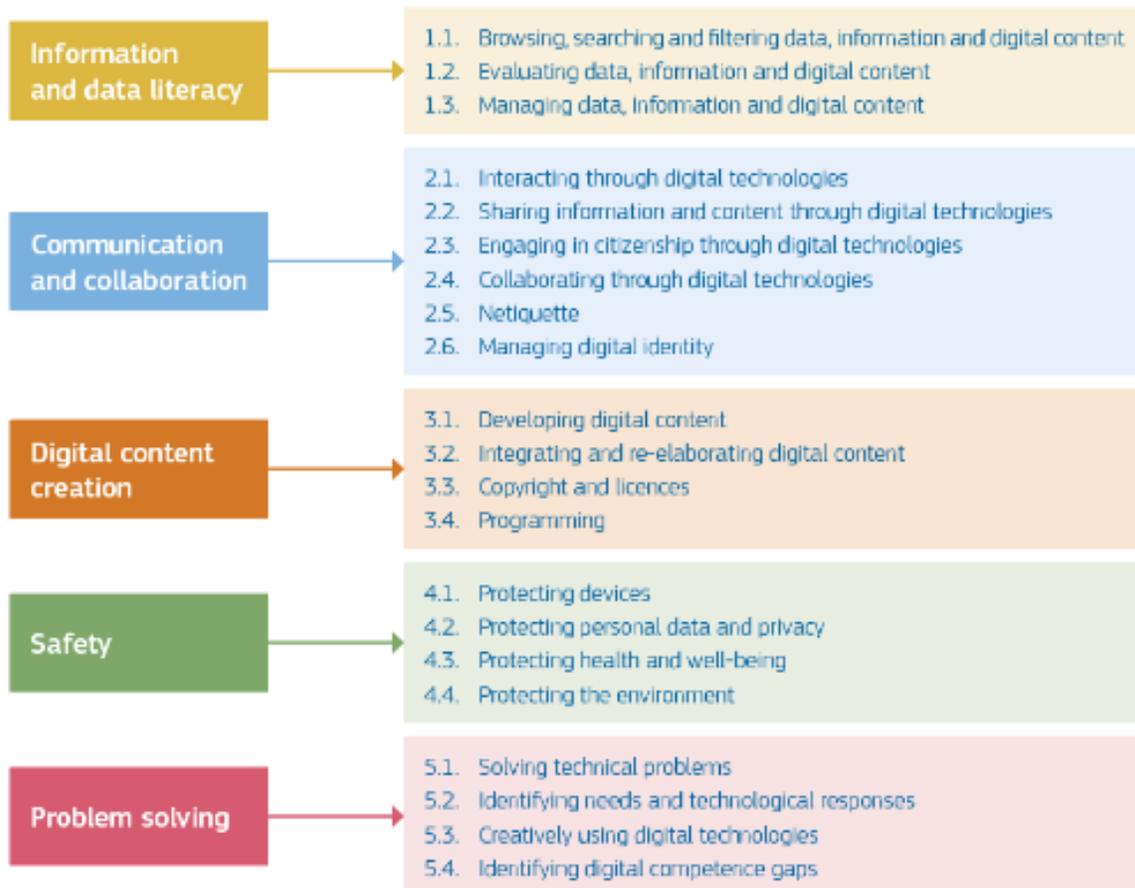
There are many comprehensive digital competences frameworks in use today (see [here: https://unevoc.unesco.org/home/Digital+Competence+Frameworks/lang=en/Digital+Transformation+Hub+Seminar+Series+2023](https://unevoc.unesco.org/home/Digital+Competence+Frameworks/lang=en/Digital+Transformation+Hub+Seminar+Series+2023)). One of the first and most influential was the 2017 European Union Digital competence frameworks for teachers, learners and citizens (DigCompEdu). This framework of 22 competences in 6 areas was directed towards educators at all levels, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts. It provides a common framework for developers of digital competence models, i.e. member states, agencies, educational organisations and public or private professional training providers. Today we use the updated framework, [DigCompEdu 2.2.](#), with 21 competences in 5 areas.

In DigComp, digital competence involves the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes." ([Council Recommendation on Key Competences for Life- long Learning](#), 2018).

Competence areas



The DigComp Conceptual reference model

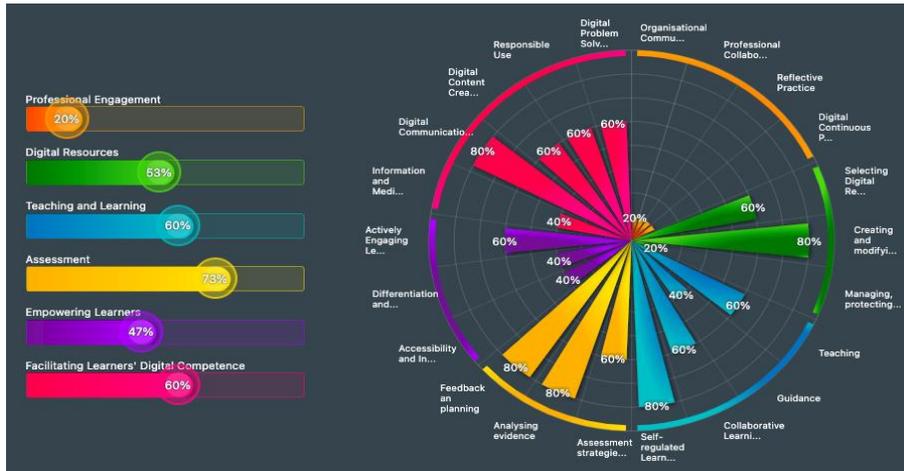


In this training module we strongly support self-assessment and self-improvement approach, which is why we start with a self-assessment exercise.



Activity: Self-assess your digital competences

Self-assess your digital competences [here: https://digital-competence.eu/digcompedu/en/](https://digital-competence.eu/digcompedu/en/).



An example of self-assessment of digital competences at www.digital-competence.eu.

After going through a self-assessment exercise, we are better informed what is usually meant by digital competence of educators but also the areas we are good in. This way we can also work on the areas of competence we actively realized need professionalizing. In this section we will focus on creating interactive and participant-centred learning environment by using ICT.

In the section that follows, we will explore and strengthen CPD educators' digital skills in most common CPD events that can be done online or require the use of ICT.

In today's context, online education events are becoming the 'new normal'. Yet not everyone is skilled in quality digital pedagogy. If we want to have interactive, participant-centered educational event, we will need to use more than just a simple audio and video options of the conferencing platform. Here are some basic instructions but also some more advanced tips.

Planning and managing digital CPD event

Just like in vivo, to do your CPD event online, you will need to plan ahead: adopt the existing or create anew your curriculum, plan for strategies appropriate to digital event, decide on the digital platform (ZOOM, Google Meet, Teams, other) and find various tools (applications for interactive learning). In doing this you will also need to plan to improvise in action, since things never turn out exactly as we plan, especially with digital technology and many different people using it.

Once you design, prepare and start a digital CPD event, you should uphold all the principles and values you usually do, such as being aware of how adult professionals tend to learn, get to know your participants and adjust your programme and your performance to their needs, create supportive and safe environment, promote participatory approach, dialog, cooperation and democratic education. For instance, use your power of a host like in the nondigital environment, to facilitate independent and group learning, moderate discussions and engage participants.

Note that it can be more difficult to notice participants' willingness to share in a digital learning event or to moderate a group discussion. Some tools like 'raising' of a hand or creating groups can help. It can also help having an assistant educator that will be more focused on how technical possibilities of the platform can support participants: monitoring participation and engagement, sharing screen and allowing others to do so, un/muting microphones of participants, creating breakout rooms, managing groups and other. Still, it is up to the facilitator to do all in their power to put participants in the centre, build on their experiences, support their autonomous and collaborative learning and motivate them for change.

Countering constraints of digital education

Most usual use of conferencing platforms is to enable verbal communication (lecture or conversation). This is why it can be challenging to work interactively online. Participants tend to feel more isolated from the group and the facilitator. Again, it is up to the facilitator to promote interactive dialogical communication that counters some of the constrains of ICT. For instance, digital platforms provide emoticon options to support non-verbal communication. Try to use interactive and emotionally coloured methods of teaching and resources much as possible. Non-verbal communication and group bonding can be achieved better in small group work, using breakout room options.

Tip: In introductions, have everyone choose their symbol among emoticons to represent themselves or reflect on how they feel at the moment.

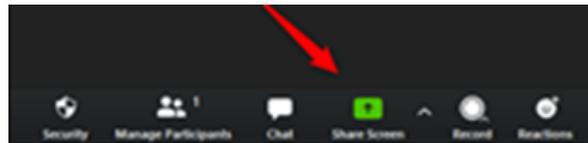


Movement and touch is also something considered lacking in digital educational events (kinaesthetic types of learning). This often means that we have to leave out not practical skills development and other learning that requires movement as source of information. This can be countered with couple of tips and tools. Facilitator and learners can do their best in placing the camera and having the space to move. Having wireless microphone (headset) can help sound quality. Facilitator can use video for movement and learners can make and share videos of themselves.

Instructional tools and resources

Sharing educational resources

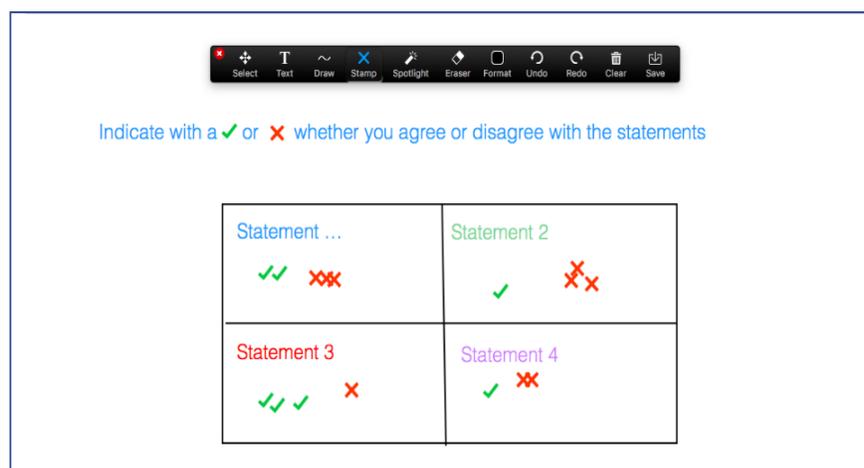
Different instructional methods will use different digital tools. For instance, instructional strategies of scaffolding that require instructor to provide resources and examples for learner progression will benefit from having a digital space (a drive, drobox or a cloud) with all the resources stored, as well as use screen sharing and video viewing tool as a gateway to resources needed during the event.



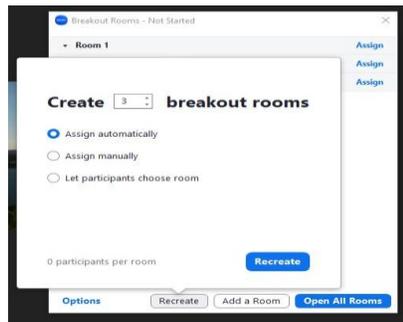
Tools for collaborative learning

Whiteboard (integrated tool on ZOOM)

This tool can be used during activities that encourage engagement and collaborative learning. One member of the group can be in charge of creating content (drawing or writing) based on the learning process of the group, or all the members of the group can have the power to create content.



Breakout Rooms



This tool is very helpful in interactive and collaborative learning. ‘Breakout Rooms’ options allow for the number of rooms to be created in the same time. It is always recommended that you give clear instructions of the activities in the rooms and even delegate facilitation to one member or have them choose among themselves. Facilitators will never be able to be present in all groups, but they should try to be as present as possible.

Depending on the activity, the facilitator can split participants into small breakout rooms

- Automatically (randomly): The quickest and least personal way to divide into small groups. It works well for activities in which random selection is sufficient.
- Individually sending participants to rooms: This is recommendable if you know the participants well and it suits your activity (e.g. you need a specific profile or composition of the group). It takes time to do this on your own.
- Let participants chose the rooms: This works well if your activity entails that rooms are specific or that different rooms represent certain profiles or roles. It encourages participation and gives choice. You can instruct the group to name their room or use this tool further to facilitate bonding (to ‘arrange’ this room of ‘their own’).

Feedback, feedback, feedback...

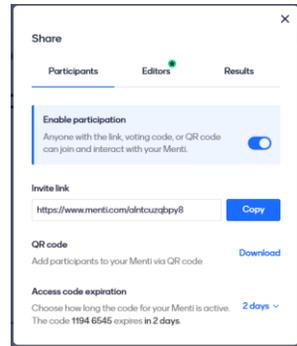
To achieve participant-centred, interactive, tailored support to diverse learning, we need to not only get to know the participants and the beginning but keep this interest and observe their progress in learning and change. This we can only do if we collect feedback in variety of ways. Conversations, discussions and assessing assignments are most usual ways to observe someone’s learning but digital education offers some additional benefits in this respect. Here are some of the tools for collecting feedback on learning via ICT.

[Mentimeter](#)

This dynamic app enables us to work more interactively and receive feedback from a larger number of participants digitally. Educators can use it to ask questions, collect feedback and create a visualisation of the received feedback immediately. We can create a quiz, a survey, an

evaluation or have a vote on something. It will need some planning and preparation, but it is fairly simple.

The facilitator can choose what type of input (a type of question) and output (results) or presentation they want to use (word cloud, scale, diagram, ...). Questions can be shared via chat or scanned using digital code. The presenter can also present real-time visualisation of the results.



Additional resources:

Quizzes, games, surveys:

- Educandy: <https://www.educandy.com/>
- Kahoot: <https://kahoot.com/>
- Google Forms: <https://www.google.com/forms/about/>
- Slido: <https://www.slido.com/>



Enables participants to create short video:

- Animoto: <https://bit.ly/2H758SH>

Group work, brainstorming, mind maps or getting feedback:

- AnswerGarden: <https://answergarden.ch/>
- Coggle: <https://coggle.it/>
- Lino: <https://blogs.umass.edu/onlinetools/community-centered-tools/lino/>

Other digital CPD opportunities

Not all CPD events will be of a classical educational programme type (lecture, course, workshop, training). Some opportunities for CPD, such as mentoring, professional learning groups or study visits, can be done online or with the use of ICT. Particularly, is this beneficial when international participants are involved? Here are some examples:

- Online Study Visits (for example, see this [Green Learning Community](#) initiative that promotes online study visits).
- Online mentoring such as video coaching (see more [here: https://www.issa.nl/node/598](https://www.issa.nl/node/598)). This method also requires trained facilitators. It consists of taking a short video of your practice as material for learning in a group of peers or just one-on-one with a mentor/facilitator. This method can also be practiced online.
- Online professional learning communities (e.g. e-Twinning, ISSA [Online Peer Learning Activities](#) or [Joint Learning Labs](#)).

Building Block 3: Evaluation and Responsive Adaptation

Theme 6: Observation and Feedback

This theme focuses on developing skills to observe the learning progress of each participant, including appropriate, consistent, and unbiased assessments, adopting learning facilitation to the observed participant's individual progress, and giving appropriate, timely, personalised and encouraging feedback (P7). Evaluation and feedback strategies and tools should include reflection in individuals (facilitated self-assessment), mentoring and reflection among peers. It can be done via various methods, such as one-on-one discussions, written comments, peer reviews or via digital platforms.

This theme is more important for some specific CPD opportunities like individual, group or institutional mentoring, supervision or coaching, but all CPD educators should be motivated to observe their participant's progress in any CD event they facilitate, adjust their methods to it and provide appropriate and empowering feedback. In our CPD approach, we strongly support the idea that CPD opportunities should include appropriate and encouraging forms of mentoring as much as possible. Therefore, in this section, CPD educators will improve their skillset in observing participant progress and providing feedback with the goal of supporting learners' efficient learning and empowerment regardless of the CPD event they facilitate.

- **Topics:** observation techniques, formative and summative assessment, feedback models.
- **Concepts/Theories:** Assessment for learning, 360-degree feedback.
- **Methods:** Peer assessment exercises, feedback role-play, observation practice.

SUGGESTED CONTENT:



Mini-lesson: Monitoring progress and providing feedback

In PIQET, we believe all CPD educators should observe and monitor participants' progress, adapt their strategies to it and provide constructive, individualised, timely, and actionable feedback so that their learning is effectively supported and change oriented.

The facilitator should use the observation of learners' progress to adapt their learning process to their individual or group needs. This helps learners feel supported and makes their learning more efficient.

The same goes for providing individualised feedback that is tailored to each participant's specific needs, performance, and learning style. CPD educators, especially in mentoring, coaching or supervising, should ensure that feedback is clear, specific, and actionable and given promptly after assessments or performances. CPD educators should utilise a variety of feedback methods, such as one-on-one discussions, written comments, peer feedback, self-reflection, self-assessment and others, to cater to different learning preferences and needs.

Group CPD events, too, can have mentoring or supervisory follow-up sessions, where more focused reflection and feedback are provided to participants once they have the chance to implement what they have learned in practice. In fact, this is strongly recommendable.

CPD educators should, therefore, use appropriate, consistent, and unbiased assessments or evaluations to assess the learning progress of participants, although CPD events usually do not have grading or exams.

Let's start with some observation and feedback tips:

- You should try to **get to know** the participants as much as possible.
- You should try to observe all the participants in the group and **not leave anyone out**. This gives all the learners additional motivation to learn. Pay attention to not leaving out from observation and feedback those who are not "in first rows" or vulnerable, with respect to their individual boundaries.
- Observe and give feedback to those elements of learning that are **crucial** for the change-oriented progress of that individual (if possible) or to the elements that you agreed upon in advance and that are **planned for** by a learner and a facilitator.
- Instead of positioning yourself as an authority of all knowledge that decides on learner progress, put the learner in the centre and incentivise them **to reflect on their own** learning process. Also, try to include others in observation, e.g., peers with similar experiences. Peer learning groups or professional learning communities are most effective ways of adult professional learning. Before feedback, exhaust all the possible ways for an individual or a group to reflect on their own, and you, as a facilitator, facilitate this reflection. Remember, adults learn best when they find solutions to their problems on their own. Some of the reflection questions for this are: *Are you satisfied with your learning in this event? What was most useful and why? What could be done differently? What more do you need to fulfil your learning plans?*

- Before we give feedback, make sure participants know your role is to support them and help them define their own quality practice, progress and change together. This change and whether the participants have achieved is something to discuss and not rule on unilaterally. Giving feedback should be the start of a **conversation** and not the end.
- There are numerous techniques to give effective and empowering feedback, but feedback should always be **understandable, change-oriented and based on something learners can and have decided to achieve during the CPD event**. We are here to help them do that and are responsible if they do not.

Here, we propose a short exercise on providing constructive and encouraging feedback.



Activity: Give effective feedback

Feedback has a powerful impact on learning and performance with the goal of reducing the gap between the current and desired situation (Hattie & Timperley, 2007). Carless et al. (2011) stated that the effect of feedback will be a net negative if it is unspecific, unclear, or if it affects the confidence of the student in a negative way. When you give feedback, try to:

- Be as specific as possible
- Balance positive feedback and feedback for improvement. Pointing out every mistake will lead to the bigger picture being overlooked
- Give it timely (the sooner, the better).

Having in mind the above-mentioned principles that in general guide us in providing effective and constructive feedback, introduce participants to the following activity in which they could apply the core principles.

1. Set-up: Divide participants into small groups and set up the conditions for small work discussions
2. Case studies: Ask each group to share in their small group examples from their CPD opportunities that are related to giving feedback (inspire participants with some of your personal examples to stimulate their imagination).
3. Selection: Once all members of the group share their examples, invite groups to select one example they would like to further focus on as a group (suggest different ways of selection processes – voting, drawing, discussion).

4. **Elaboration:** When the example is selected, groups are encouraged to further elaborate on the example and turn it into a case study (giving context to the example and all relevant details e.g., type of CPD opportunity, profile of people involved, stage of CPD, topic, the purpose of the feedback that was given, what was the reaction and the final outcome, and similar).
5. **Introduction:** introduce participants to the model of the CORE framework of giving effective feedback – you might want to disseminate the [handouts](#) and ask the groups to read them carefully (.).
6. **Transformation:** Once participants are acquainted with the CORE method ask them to transform their case study according to the [CORE Framework](#), following the next steps:
 - **Context** (Cite the specific situation.
 - **Observation** (Describe what was said or done.)
 - **Result** (What is the most meaningful consequence to you and to them?)
 - **Next steps** (What are the expected next steps?)
7. **Reflection:** when the case studies are ready and in line with the CORE framework, invite participants to share in a large group.

More information about the CORE framework: <https://www.radicalcandor.com/blog/how-to-give-feedback/>

Theme 7: Change-Oriented Learning and Transformational Practices

This section focuses on learning strategies that promote change and transformation, both in the CPD educators themselves and their participants (P5). Educators need to consider participants' complex professional, personal, and social needs when planning learning outcomes and the change that goes with it. Once learning outcomes and changes that we want to see are designed based on the learner's specific needs, educators need to be able to initiate or advocate for the change on multiple levels: individual, group, institutional, community, and policy.

First, they need to support participants in identifying areas for change in their own practices. Then, they need to encourage and equip them to be agents of change (transformational leaders). We firmly believe that leaders are not born. Instead, the skills for change-oriented learning are something that can be supported in each educator. Some of these skills are supporting and motivational skills, a holistic approach to learners, transformative leadership, raising awareness

and promoting collaboration among peers and partners, and building networks, allies and coalitions in facilitating or implementing the change.

- **Topics:** Change management in education, transformative learning, action-oriented strategies.
- **Concepts/Theories:** Mezirow's Transformative Learning Theory and change theory.
- **Methods:** Case studies on educational change, transformational learning workshops, and action planning.

SUGGESTED CONTENT:



Mini-lesson: Change-oriented learning and transformational practice

To address many societal and natural changes that are happening around the world and in every individual's life, change-oriented adult education has become imperative in education and learning. Change-oriented education implies an approach, philosophy, and set of teaching and learning methods that aim to create change at the level of an individual and/or society (Manninen et al., 2019). Change-oriented learning has become one of the key features of adult or young adult education. Change-oriented learning refers to an educational approach that prepares individuals, organisations, or systems to adapt and thrive in the face of change. This form of learning emphasises developing the skills, mindset, and strategies necessary to navigate and respond effectively to various changes, challenges, and uncertainties. Usually, change-oriented adult education and learning is a learning methodology oriented on solving some real-world perceived problems, like social, gender or racial inequality, poverty, climate change, hate speech, or fake news.

There are some key characteristics change-oriented learning includes and that should be encouraged when working with learners:

1. **Adaptability:** Change-oriented learning emphasises developing adaptability skills, enabling individuals to respond positively to new situations, technologies, policies, or other environmental shifts.
2. **Resilience:** Learners are encouraged to develop resilience, which involves the ability to bounce back from setbacks, learn from failures, and persevere in the face of challenges.

3. **Critical Thinking:** Change-oriented learning often involves cultivating critical thinking skills. Individuals learn to analyse situations, consider multiple perspectives, and make informed decisions, particularly in the context of change.
4. **Continuous Improvement:** The process of change-oriented learning is continuous and iterative. It involves a commitment to ongoing improvement, with individuals seeking opportunities for growth and learning even in stable periods.
5. **Creativity and Innovation:** Learners are encouraged to think creatively and innovatively, exploring new ideas and approaches to problem-solving. This mindset supports an openness to change and a willingness to explore unconventional solutions.
6. **Collaboration:** Change-oriented learning recognises the importance of collaboration and teamwork. Individuals learn to work effectively with others, leveraging diverse perspectives and skills to address challenges collectively.
7. **Learning Agility:** This concept involves the ability to quickly learn and apply new skills and knowledge in different contexts. Change-oriented learning helps individuals become more learning-agile, allowing them to adapt to new information and requirements efficiently.
8. **Self-Reflection:** Learners self-reflect to understand their strengths, weaknesses, and areas for improvement. This self-awareness is valuable in navigating personal and professional changes.

Mezirow's transformative learning theory

One theory of learning that particularly focuses on change in the learning process is transformative or transformation learning. This theory, founded by Jack Mezirow, focuses on how adult learners make sense of their experiences, particularly through a process of critical reflection and questioning of their existing beliefs and assumptions. Overall, Mezirow's transformative learning theory provides a framework for understanding how adults engage in a reflective and transformative process, challenging and reconstructing their beliefs and perspectives in response to their experiences. This theory is particularly relevant for adult education and professional development, where learners often bring a wealth of prior experiences and knowledge to the learning process (Christie et al., 2015).

Here is a breakdown of some of the main points from Mezirow's transformative learning theory:

- Social structures, cultural contexts, and other external factors play a crucial role in shaping individuals' perspectives and beliefs.
- Adults engage in reflective thinking to make sense of their experiences.
- Learners have the active role of construing meaning from their experiences.

- Learners may encounter situations where their existing meanings or perspectives become dysfunctional or no longer serve them effectively. Transformative learning involves a dynamic process of modifying and restructuring meanings as learners grapple with new information or changing circumstances.

An essential element of this theory is the need to develop **communicative skills** so that internal and external conflicts, which result from changes in perspective, can be resolved via rational discourse. This also means the absence of coercion or manipulation. The key emphasis in change-oriented adult education is shifting from teaching practical skills to fostering dialogue and discussions (communicative learning).

How do we put transformative learning into practice?

One way of implementing transformative learning in practice is by implying *transformative dialogue*. It is a form of dialogue that aims to bring about profound changes in individuals' perspectives, beliefs, and understanding. Transformative dialogue involves critical reflection, active listening, and a willingness to engage with diverse perspectives. The purpose of transformative dialogue is to promote deep learning and changes in conclusions and perspectives.

Key characteristics of transformative dialogue include:

- **Openness:** Participants in transformative dialogue are open to exploring new ideas and perspectives. They approach the conversation without preconceived notions and are willing to consider alternative viewpoints.
- **Reflective Thinking:** Transformative dialogue encourages individuals to reflect critically on their own beliefs and assumptions. It involves questioning and reevaluating one's perspectives in light of new information or different viewpoints.
- **Active Listening:** Participants engage in active listening, paying close attention to others' perspectives and experiences. This involves not only hearing words but also understanding the emotions and intentions behind them.
- **Empathy:** Transformative dialogue often involves empathizing with others' experiences and perspectives. Participants seek to understand the emotional and personal aspects of different viewpoints.
- **Constructive Conflict:** While transformative dialogue may involve differing opinions, it encourages constructive conflict rather than adversarial arguments. Participants work together to explore differences and find common ground.

- **Learning and Growth:** The goal of transformative dialogue is learning and personal growth. Participants leave the conversation with a deeper understanding of themselves and others and with the potential for a shift in their beliefs or attitudes.

The transformative dialogue process consists of four phases¹⁴:

1. Descriptive phase

During the descriptive phase, questions are posed to examine whether learners understand the text, the given topic, or a problem. These are reflective questions that guide learners to think about the text, and topic and describe what happened in it. In this phase, it is important not to propose memory-based questions to learners. Instead, it is suggested to ask descriptive questions that focus on description by prompting learners to think critically about characters, motivations, and the content. Questions posed to learners during this phase could be, for example:

- What do you think is the main problem in this story?
- How would you describe this situation?

2. The phase of individual exploration

During the phase of individual exploration, learners are enabled to connect the text/topic of interest with real life, that is, their own experiences, thoughts, and feelings, by asking them questions. In this way, we help learners understand how learning is a process of forming their attitudes towards acquired information. Questions posed to learners during this phase could be, for example:

- Have you ever seen, felt, or experienced anything like this so far?
- Have you ever done, planned, or wanted to do something like this?
- What would you do/say if you were in this situation?

3. The phase of critical understanding

In this phase, we revisit the text/topics/problem but now engage in a deeper analysis and explore alternatives to reach a conclusion based on our values. Questions posed to learners during this phase could be, for example:

- Why do you think this decision is (not) correct?
- Why do you think this was a good (or bad) decision?
- Why would this be a good decision in all circumstances?
- In what circumstances might this not be a good decision?

¹⁴ Ada. Alma Flor, and F. Isabel Campoy. *Authors in the Classroom: A Transformative Education Process*. New York: Allyn and Bacon, 2003.

- Who benefits from this decision?
- What do you think will result from this decision?
- What are other possible solutions?

4. The creative or transformative phase

In this phase of transformative dialogue, the purpose and meaning of the process become evident as we guide learners through appropriate questioning. The goal is to foster the development of critical awareness and to assist them in making decisions that will improve their own lives and the lives of those around them. This transformative dialogue phase is directed toward action, as learners are encouraged to reflect on aspects of their lives that they could enhance and are motivated to make decisions about changes they can influence.

- How can you collaborate with others to solve the problem?
- What kind of help can you seek?
- What actions can you take?

To facilitate transformative learning, educators need to help learners become aware and critical of their own and others' assumptions. Learners, on the other hand, need practice in recognizing their frames of reference and in redefining problems from different perspectives (Mezirow, 1997). As CPD educators, it is important to enable learners to use various learning techniques. There are more ways educators can introduce ways of transformative learning into practice. This may include the following:

- **Giving learners opportunities for new insights:** providing a dilemma, or a picture, a story demonstration, or a guest that can challenge their common understanding of the topic.
- **Help learners identify and question their assumptions.** Educators can encourage students to critically analyse these assumptions, for example, by sharing how they have been able to analyse their own beliefs
- **Creating opportunities for critical discussions:** there must be spaces for critical discussions. This can be done by allowing students to debate or requiring students to prepare both sides of a debate, by facilitating open discussions and encouraging students to construct lists outlining the pros and cons of various pieces of literature or articles.



Activity: Transformative dialogue, see under Theme 2 or use the following examples to practice:

Think-pair-share

In this activity, participants take a minute or two (not more) to think about the answer to a question you pose and write down a quick answer. Then they pair up with someone and take turns reading their answers out loud to one another. After discussing their individual ideas with their partner, they synthesize their ideas and share in with the whole group. This activity results in more diverse, and imaginative responses.

Talk Walk

Give participants a problem to solve or a question to ponder related to the lecture topic. Divide them into pairs and invite them to take a walk for 15 – 20 minutes as they discuss the assignment. When they return give them a few minutes to write the highlights of their conversations in their journals or notebooks. You may then ask the entire group to share some of the key ideas shared.

Jigsaw

This is an alternative to lecture that involves participants teaching each other the lecture content. Each participant in a team is assigned a different piece of material on which to become an expert. Participants meet with members from other teams who are assigned the same topic and discuss how to effectively teach the topic to their teams. They then return to their teams and each person in turn teaches their material to their team. Each person is responsible for learning all pieces of material through this method.

Agree/Disagree/Deflect Technique

When you disagree with a participant’s remarks or arguments you can find something you agree with, then stress what is the point of disagreement, and then deflect to the group for comments
Example: “Yes, we could agree that this situation is extremely challenging. I’m not sure that this is the only way to handle it. Has anyone else found another way to deal with it?”

The critical incident technique, (adaptation)

Participants are asked to think about a positive or negative event that happened during the training. They describe the event, indicate why it was particularly positive or negative, and the insights they gained. Pair participants and let them share what they’ve learned, and why it is so important for them and how this will influence their practice/behaviour in the future - what change they will make.



Additional resource:

- Transformative learning for teachers handout, <https://www.mo-mtds.net/adult-learning-theories.html>.

Building Block 4: Sustainable Professional Growth

Theme 9: Professional Development and Self-Care

This section emphasises the importance of CPD educators' own professional growth and the need for self-care practices to sustain long-term teaching careers. It refers to (P8) active contribution and professional engagement. It entails awareness of the need to actively contribute to professional discussions within the CPD community (informal and formal) to share expertise and contribute to policies on the quality of education, CPD and the profession's ethics. There is no specific knowledge or skill that is developed in this section of CPD of CPD educators, at least not in any way different than in CPD of any other educator. Like in theme 1, this section also refers to raising awareness for CPD educators to stay experts in the subject and continuously improve on other aspects of their work covered by the quality principles. In the topic of self-care, however, many useful competencies can be supported so that CPD educators can cherish their own resilience and mental health and promote self-care among their learners.

- **Topics:** Self-assessment techniques, self-improvement strategies, self-care.
- **Concepts/Theories:** Reflective practice, CPD models.
- **Methods:** Exercise of self-assessment and planning, action projects, self-care workshop.

SUGGESTED CONTENT:



Activity: Self-assessment exercise

This self-assessment exercise uses *PIQET Principles* as quality principles in recruiting, selecting and supporting CPD educators and assuring the quality of their work. The self-assessment and self-improvement process based on the PIQET principles of quality does not exclude peer or external evaluation as a part of recruitment, selection and support to CPD educators. In fact, it is more effective for CPD providers to use quality principles in supporting their staff systematically, using the shared meaning of quality. But it can also be used as an assessment tool by individuals, professional learning communities or other peer groups. [The table below](#), also available in [PIQET web resources](#), helps organise content of the principles and indicators that point at the areas of competence in order to self-assess. It also helps in planning the training programme based on those areas that the participant marked as in need of improving.

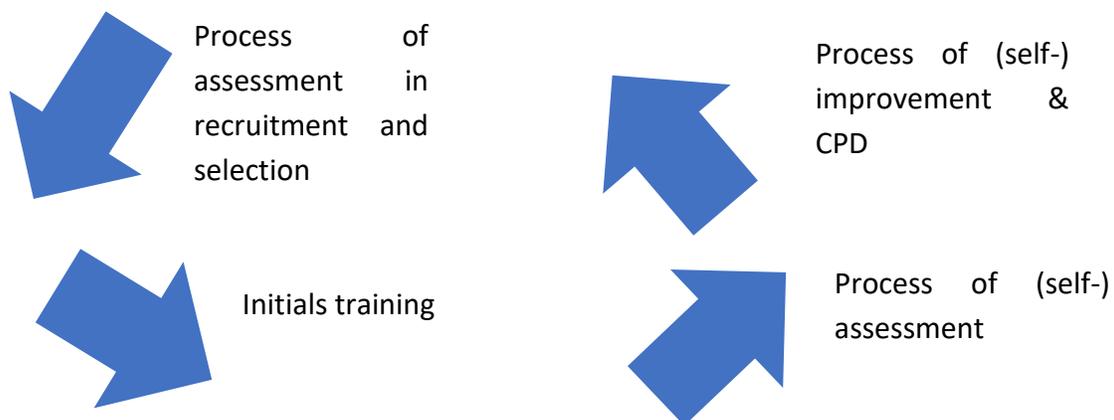
Please rate the extent to which you implement each indicator on a scale from 1 to 5, and enter your rating in column D.

Principles	Indicators	Rating from 1 to 5	Average
EXPERTISE IN THE SUBJECT	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		
	translates theory into practice or/and can provide appropriate examples		
	fosters collaborative learning and learns from participants		
	is aware of own assumptions, values, and cultural perspectives related to the subject area		
EMBRACING PARTICIPANTS' DIVERSITY AND UNDERSTANDING THE CONTEXT	recognises and prepares in advance for a specific context (political, policy, community, institutional, group, and individual specificities) of the CPD event/opportunity		
	respects the diversity of participants on different levels (group and individual, identity and learning differences) and applies this in all the conditions for learning		
	uses appropriate language, resources and strategies to this end		
	demonstrates intercultural skills and awareness		
PLANNING AND MANAGING CPD OPPORTUNITIES BASED ON PARTICIPANT-CENTRED APPROACH	reflects on own prejudices and encourages others to do so too		
	understands how adults learn		
	gets an insight into participants' diverse needs and interests, develops and implements curriculum based on it		
	regularly asks for feedback on learning strategies and gives participants choices in learning;		
	prepares ahead diverse and interactive activities and resources but exhibits flexibility and adjusts based on feedback, context or constraints;		
	builds on different experiences and knowledge of participants;		
PROMOTING PARTICIPATORY METHODS	uses participant-appropriate technologies (including ICT), resources, materials and tools;		
	manages time and space well according to participant needs and intended learning outcomes.		
	fosters collaborative and non-hierarchical relationships towards and among participants		
	engages all participants in active participation and contribution		
	encourages two-way and democratic communication		
FOSTERING CHANGE-ORIENTED APPROACH	fosters interactions constructive for learning		
	promotes respect for diverse experiences, knowledge, opinions and explanations		
	takes into account participants' complex professional, personal, and social needs when planning		
	initiates and advocates for change at multiple levels: individual, group, institutional, community, supports participants in reflection and (self-)identifying areas for change in their own practices		
TAILORED SUPPORT AND EMPOWERMENT	encourages and equips participants as individuals and as a group to be reflective change agents		
	provides tailored support that addresses individual participants' needs		
	demonstrates empathy, active listening and motivational abilities		
	creates a safe and supportive environment that encourages participants to share their challenges		
	encourages peer-to-peer support and collaboration among participants		
MONITORING PROGRESS AND PROVIDING FEEDBACK	builds participants' self-confidence and self-appreciation and encourages their leadership		
	implements appropriate, consistent, and unbiased assessments or evaluations to assess the		
	provides individualised feedback that is tailored to each participant's specific needs,		
	ensures that feedback is clear, specific, and actionable and given promptly after assessments or		
ACTIVE CONTRIBUTION AND PROFESSIONAL ENGAGEMENT	utilises a variety of feedback methods, such as one-on-one discussions, written comments, peer		
	promotes self-reflection and self-assessment to cater to different learning preferences and needs		
	actively contributes to professional discussions within the CPD community (informal and formal)		
CONTINUOUS SELF-DEVELOPMENT AND REFLECTION	shares expertise and contributes to research (publishes professional articles, participates in		
	contributes and influences policies on the quality of CPD and the ethics of the profession		
	follows the most recent research from the field		
	is self-aware and self-critical in terms of their own competences		
	has a plan for own CPD and regularly enacts it through different CPD opportunities		
	is engaged in self-initiated learning		
	implements and documents action research and make changes accordingly		
continuously reflects on own practice individually and in groups of peers			
is ready to share his knowledge with other CPD educators			
is aware of the importance of self-care and is regularly enacting it			

Self-improvement plan

Based on self-assessment, a CPD educator can do the following activities to improve their competencies and monitor their progress:

- ⇒ List plans for improvement and group similar intended outcomes (e.g. improve teaching skills to achieve greater participation, participant-centered approach, include diverse viewpoints, motivate engagement)
- ⇒ Share ideas with peers and mentors.
- ⇒ Once intended learning outcomes are defined, plan how to improve them.
- ⇒ Use visual management tools such as portfolios or tables such as suggested above for plans for achieving learning outcomes, means how to achieve them (self-engaged learning, training, expert/mentor, peer or a peer group, experimenting in practice), tools needed (research literature, professional journals, web research, material for experiments, courses available), timeframe, measurement of success/completion.
- ⇒ Keep a reflective CPD diary /journal.
- ⇒ Share intentions, ideas and progress with a group of peers or a mentor.
- ⇒ Observe and work with peers.
- ⇒ Ask peers to observe them.
- ⇒ Carry out small-scale experiments in their next training.
- ⇒ Always keep the CPD action plan flexible and susceptible to changes.
- ⇒ Always keep the CPD process alive. It is a never-ending but also a happy-end story!



More on transformative pathways within the PIQET initiative, check out the [PIQET Handbook](#).



Workshop: Self-care

Understanding self-care and its significance in maintaining overall well-being. Self-care can be defined simply as the practice of taking care of oneself, encompassing physical, mental, and spiritual aspects. Despite its importance, self-care is often neglected, especially during challenging times such as health issues, financial crises, or personal upheavals. However, it is precisely during these difficult periods that prioritizing self-care becomes paramount to ensuring resilience and well-being are preserved (Glowiak, M., 2024).

	<p>Key Points:</p> <ul style="list-style-type: none"> Definition of self-care: Caring for oneself physically, mentally, and spiritually. Importance of prioritizing self-care, especially during challenging circumstances. Recognition that neglecting self-care can exacerbate difficulties and undermine overall well-being.

Source: Foundational training on psychological first aid and trauma-informed practices with young children and their caregivers - Training package. ISSA (Ionescu, M., Rudaš, A., Trikić, Z., 2022).

Glowiak (2024) continues explaining that engaging in a self-care routine has been clinically proven to reduce or eliminate anxiety and depression, reduce stress, improve concentration, minimise frustration and anger, increase happiness, improve energy, and more. From a physical health perspective, it has also been clinically proven to reduce heart disease, stroke, and cancer. Spiritually, it may help keep us in tune with our higher power as well as realise our meaning in life.



Activity: Self-care Word Cloud

Ask participants to take 1 minute to reflect on what they did nice for themselves this morning. Then, ask them to write it down on a piece of paper. Once everyone has written down her/his self-care action, create a physical word cloud and display it on a flat surface (wall/flipchart, or similar).

Invite participants to read the word cloud, pick one that they got inspired by, and try to implement it in their daily routine.

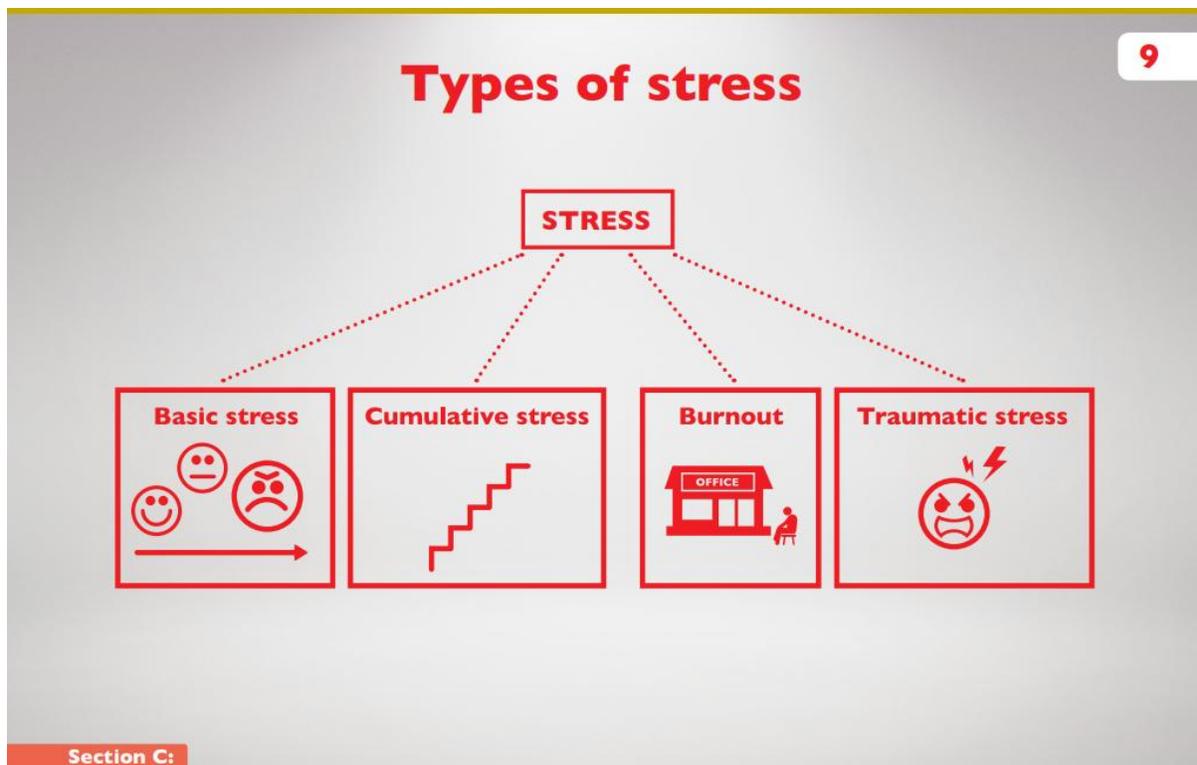
Understanding stress and its effects

Self-care practices and habits strengthen our overall well-being, and they serve as very effective preventive measures to cope with stress.

Stress is an intricate phenomenon that affects nearly every system of the body, influencing how people feel and behave. It manifests in various ways, including palpitations, sweating, dry mouth, shortness of breath, fidgeting, accelerated speech, and prolonged stress fatigue (APA, 2018).

According to Dybdal et al. (2012), stress, in general, can be categorised as good and bad stress. It is important to understand that stress in small doses is good for us as it motivates us to focus, be active, and react quickly to protect others or ourselves. The so-called ‘fight or flight’ response enables us to dash to avoid being hit by the car, to be extra focused and concentrated when learning new skills, and to create the energy it takes to deal with the new job or child. While the more negative stress outweighs resources to cope and makes us feel overwhelmed, unable to live up to our own and others’ expectations, and we feel out of balance.

Unpacking further different types of stress leads us to four main types of stress: **basic stress, cumulative stress, burn-out, and traumatic stress**. Most people experience **basic stress** from time to time, or even daily. This is the kind of stress, as mentioned earlier, that can be motivating and good for us, but if there is too much of it, it can disrupt our balance, functioning and well-being. We can try to overcome basic stress by physical and psychological adjustments. If we succeed, the stress symptoms will go away, but if we don’t, the stress symptoms will remain or grow. This is the kind of stress that can disrupt your life in a harmful way. **Cumulative stress** is the most common type of stress and occurs when there is an accumulation of basic stress and we are no longer able to overcome the stress by physical and psychological adjustments. Examples of cumulative stress are ongoing exposure to distress during an emergency or an unhealthy working environment which doesn’t improve (Dybdal et al., 2012, p. 90).



Source: Dybdal, A.-S., Melin, M., Terlonge, P., Schafer, A., Rawal, B., Bøgh, C., Madsen, C., & Plateau, D. P. (2012).

Signs of Stress ¹⁵

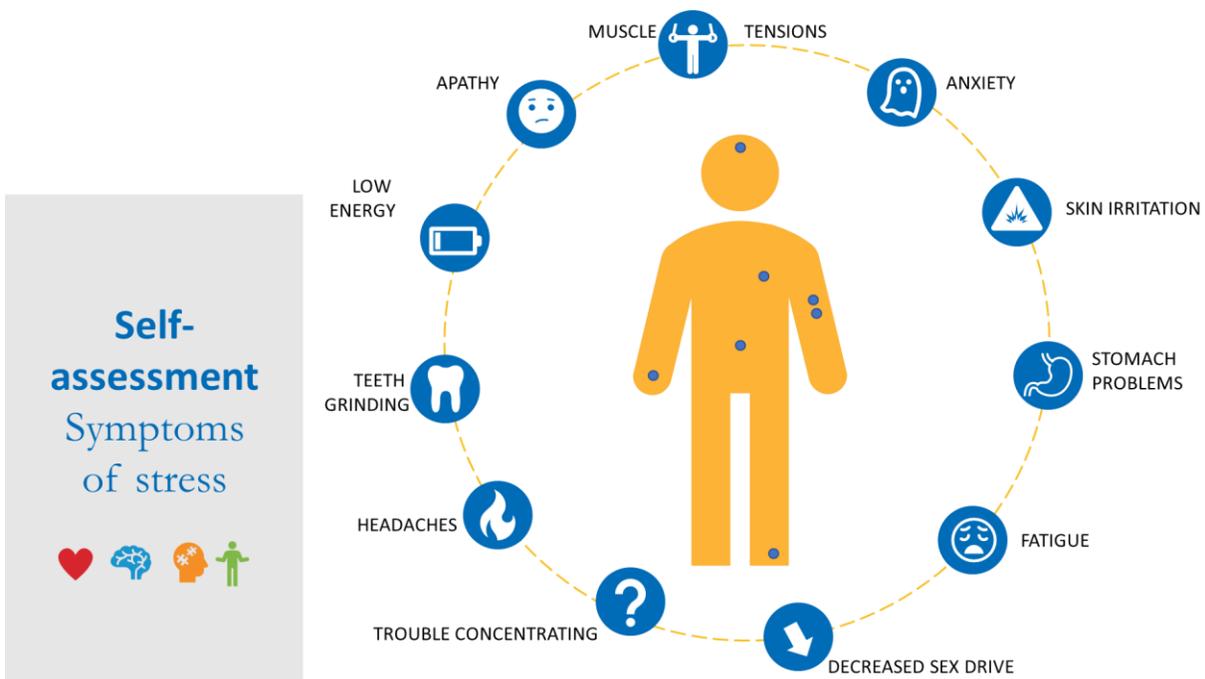
The sensations and behaviours that signal stress erupt along a continuum from the tingle of excitement to crippling symptoms of fight, flight, or freeze—which are three common reactions to significant traumatic events. Depending on the cause, duration, and the response of the person feeling it, the effects of stressful experiences can produce personal growth or do damage.

¹⁵ National Center on Safe Supportive Learning Environments. (n.d.). Module 3: Self-care guide for all staff [PDF file]. <https://safesupportivelearning.ed.gov/sites/default/files/BuildResilToolkit-Mod-3-508.pdf>



Foundational training on psychological first aid and trauma-informed practices with young children and their caregivers - Training package. ISSA (Ionescu, M., Rudaš, A., Trikić, Z., 2022).

The long-term activation of the stress response system and the overexposure to cortisol and other stress hormones that come with it can disrupt almost all of your body's processes. This can put you at increased risk for a variety of physical and mental health problems, including anxiety, depression, digestive issues, headaches, muscle tension and pain, heart disease, heart attack, high blood pressure, stroke, sleep problems, weight gain, and memory and concentration impairment (APA, 2021)



Source: Foundational training on psychological first aid and trauma-informed practices with young children and their caregivers (Ionescu, M., Rudas, A., Trikić, Z., 2022)



Activity: Self-assessment Checklist¹⁶

Here are some of the more common effects of stress on the body, mood, and behaviour. Check the effects that you recognise in yourself and note the type of situation that caused it. If an effect you experience is not listed, list it under “Other” and explain.

1. Body
 - Changes in sex drive
 - Chest pain, rapid heartbeat
 - Clenched jaw, grinding teeth
 - Dry mouth
 - Fatigue, low energy
 - Forgetful or muddled thinking
 - Frequent illness
 - Headache
 - Muscle tension or pain
 - Sleep problems
 - Unusual shakiness or clumsiness
 - Upset digestion
 - Other
2. Mood
 - Anxiety, worry, agitation
 - Difficulty relaxing
 - Feel bad about yourself
 - Feel overwhelmed
 - Humourless (nothing is funny)
3. Behaviour
 - Irritable or angry
 - Pessimism
 - Poor judgment
 - Racing thoughts
 - Sadness or depression
 - Unmotivated or unfocused
 - Other
4. Overall, what situations or experiences do you tend to find stressful or overwhelming?
5. How can you tell when you’ve absolutely lost it?

¹⁶ Adapted from: National Center on Safe Supportive Learning Environments. (n.d.). Module 3: Self-care guide for all staff.

Give participants enough time to check the above list and reflect on it. You might want to decide to allocate 15 minutes (or more) for participants to assess the effects of stress on their bodies, mind, and behaviour.

After participants are familiar with the list and have already done self-reflection, you might invite them to share their reflections and insights, as well as reflect on how helpful such a checklist could be in their day-to-day work. The overall aim of this activity and self-reflection checklist is for participants to understand the different domains of stress manifestation as well as events (triggers) that cause their manifestation. This leads us to a statement that in order to address the issue of stress and to reduce the levels of stress first effectively, we have to identify what causes the stress.



Activity: Stress-release Activity – Lemon Juice

Invite participants to form a circle or any other formation. Follow the instructions from the image of the activity card below. Encourage participants to repeat the action at least three times.

Use this activity to start the conversation about activities, routines, and other support mechanisms that help us keep our mind and body in balance. You might want to do a quick round of brainstorming on effective strategies for coping with stress.

Lemon Juice

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- Participants should pretend they are standing under a lemon tree
- Standing on tiptoes, they should reach their hands up, toward a branch full of lemons and pick a lemon in each hand
- Then, participants should squeeze the lemons as hard as they can to get all the juice out – squeeze, squeeze, squeeze!
- When there is no juice left in the lemon they may throw the lemons on the floor with all their might and relax their hands
- They should repeat until their glass is full of lemon juice
- After the last squeeze, participants should shake out their hands to relax

Stress Release Activities

Source: "Let's Play" Activity Cards - Play-based activities for healing and learning, ISSA (Rudas, A., Trikić, Z., 2022).

Stress management

According to the World Health Organization (2023), engaging in the following activities and following specific routines might help us keep the balance and reduce our levels of stress:

1. Keep a daily routine

Having a daily schedule can help us use our time efficiently and feel more in control. Set time for regular meals, time with family members, exercise, daily chores, and other recreational activities.

2. Get plenty of sleep

Getting enough sleep is important for both body and mind. Sleep repairs, relaxes, and rejuvenates our bodies, and it can help reverse the effects of stress.

Good sleep habits (also known as sleep hygiene) include:

- Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends.
- If possible, make your sleeping area quiet, dark, relaxing and at a comfortable temperature.
- Limit your use of electronic devices, such as TVs, computers and smartphones, before sleeping.
- Avoid large meals, caffeine and alcohol before bedtime.
- Get some exercise. Being physically active during the day can help you fall asleep more easily at night.

3. Connect with others

Keep in touch with family and friends and share your concerns and feelings with people you trust. Connecting with others can lift our mood and help us feel less stressed.

4. Eat healthily

What we eat and drink can affect our health. Try to eat a balanced diet and to eat at regular intervals. Drink enough fluids. Eat lots of fresh fruits and vegetables if you can.

5. Exercise regularly

Regular daily exercise can help to reduce stress. This can include walking, as well as more intensive exercise.

6. Limit time following news

Spending too much time following news on television and social media can increase stress. Limit the time you spend following the news if it increases your stress.



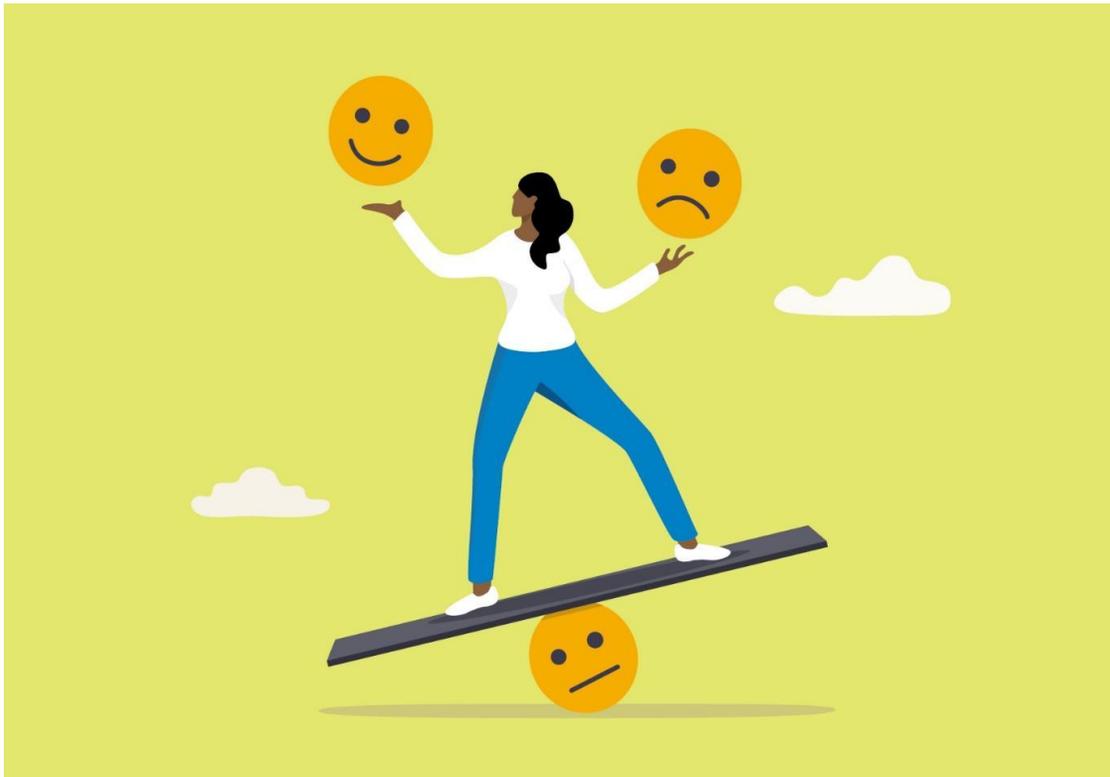
Additional resource:

- World Health Organization. (2020). Doing what matters in times of stress: An illustrated guide. <https://www.who.int/publications-detail/9789240003927>



Activity: Mapping Coping Resources – Nurturing Balance at Work

The aim of this activity is to individually and as a group reflect on available coping resources when experiencing stress at work.



Source: 8 tips for work-life balance. Health Essentials. Cleveland Clinic (2022).

Divide participants into small groups. Provide each group with a flipchart, post-its, and a set of colorful markers. Instruct participants to divide the flipchart according to the following table layout below:

SOURCES OF STRESS AT WORK	PERSONAL COPING RESOURCES	INSTITUTIONAL COPING RESOURCES

Ask participants to (individually) list the **3 most frequent sources of stress at work** they are experiencing using Post-its. Allocate a few minutes for participants to complete the first step of the activity. Once participants listed the 3 most frequent sources of stress at work, instruct them to engage in a small group discussion. Each participant shares the listed 3 sources of stress with the peers at the table. Participants are asked to agree, as a group, on selecting a couple of sources of stress (that they have in common, or they think are the most relevant) and list them on the flipchart.

Once the sources of stress are listed, groups are asked to engage in a mapping exercise and to discuss how each listed source of stress could be addressed/approached using available coping resources at the personal and institutional levels. Participants in the groups are invited to use real-life examples from their work environment. In case limited coping resources are available in real-life contexts, participants can think of desirable solutions and make proposals of potential coping resources they would use at personal and work levels to mitigate the potential effects of stress sources on their personal and professional well-being.

When all the groups finish their work, organize an interactive poster presentation. You might want to consider using the gallery walk method, which is when participants are asked to walk around the room and learn about the work and content of the other groups.

Conclude the activity with a large group reflection. Make sure you stress the importance of coping resources that are available, both at personal and work levels. In addition, you might want to inspire participants with examples of rituals that could be used at the institutional level (look below).

Examples of activities that can be used by your team practice to support team reflection & regulation

Check in/out	Team meetings	"Shout out" meetings	Energizers
Rituals to invite team members to share how they are and any support needs	Team meetings to update and reflect on practice and actions	Celebrating successes, supporting each other's growth	Activities that invite bonding, fun and connection

Amna

Source: Foundational training on psychological first aid and trauma-informed practices with young children and their caregivers - Training package. ISSA (Ionescu, M., Rudaš, A., Trikić, Z., 2022).

Finish the session by inviting participants to a circle for a group reflection. Inspire the reflection with questions like:

- What did you learn today about the importance of self-care?
- What is one thing you got inspired by today that will support you in adapting your daily routine and maintaining the balance?

You might want to repeat the Lemon Juice exercise to close the session (look at the image of the activity card).

Conclusion

As we conclude this transformative journey through the principles of quality for CPD educators, we stand at the threshold of a new era in educational excellence. Our program, rooted in the rich soil of foundational knowledge, interactive teaching strategies, evaluative adaptation, and sustainable growth, has charted a course for CPD educators to excel in their noble profession.

In reflecting on the program, it's imperative to recognize the fluid nature of education. The domains we have explored—ranging from subject mastery to embracing diversity, from leveraging technology to fostering change-oriented learning—are not static. They are vibrant, evolving areas that demand our continuous engagement and intellectual curiosity. As CPD educators, we are called to be lifelong learners ourselves, constantly adapting and growing in tandem with the changing landscapes of education and societal needs.

The emphasis on self-care and professional development is not just a recommendation; it is a necessity. The path of an educator is as challenging as it is rewarding. To sustain our passion and effectiveness, we must invest in ourselves—intellectually, emotionally, and socially. Engaging in reflective practices, seeking peer support, and embracing new learning opportunities are not just beneficial but essential for our well-being and professional longevity.

Let us also remember that the strategies and skills we have developed do not end in themselves. They are tools and pathways to create more inclusive, dynamic, and effective learning environments. Our goal is to empower our learners, ignite in them a love for learning, and equip them with the skills to navigate their own educational journeys.

In moving forward, let's embrace flexibility and creativity. The principles and competencies we have discussed are guidelines, not rigid frameworks. They are meant to be adapted to diverse contexts, tailored to unique learner needs, and moulded by personal teaching styles.

As we step into the future, we carry with us a commitment to excellence, a dedication to our learners, and a responsibility to ourselves as professionals. The journey of learning never ends, and as CPD educators, we are both travellers and guides. Let's move forward with confidence, enthusiasm, and an open mind, ready to embrace the challenges and opportunities that lie ahead in our quest to shape the future of education.

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