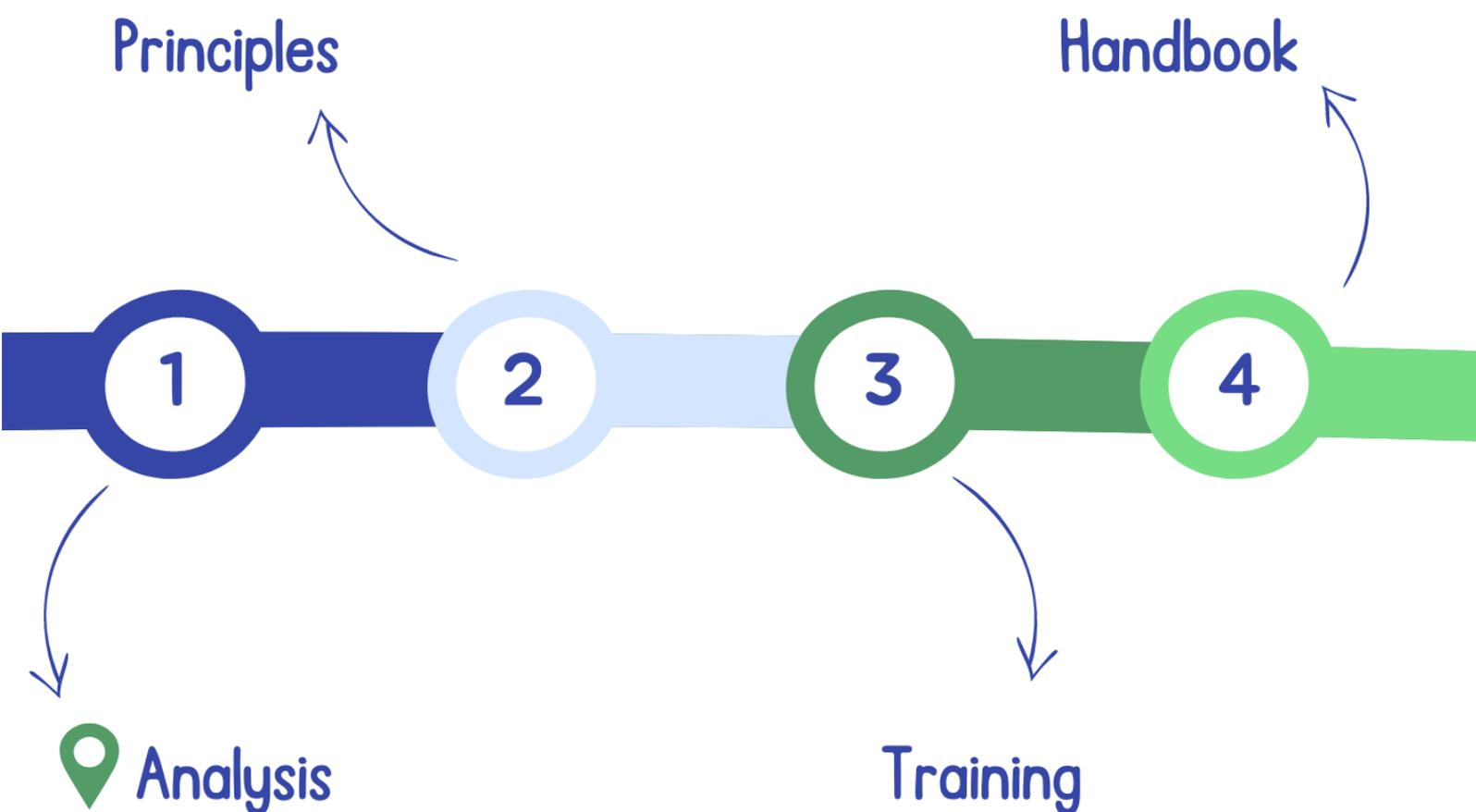


piqet *Country analysis*

Existing Practices for the Recruitment and Professional Development of Continuous Professional Development Educators in Slovenia



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Published: 2023

Disclaimer: PIQET - Principles of Quality in Education of Teachers is an Erasmus+ project implemented in partnership between the Educational Research Institute Slovenia, Open Academy Step by Step in Croatia, and the International Step by Step Association.

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I. INTRODUCTION

In the document *Existing Practices for the Recruitment and Professional Development of Continuous Professional Development Educators in Slovenia* we firstly present how continuous professional development (CPD) of ECEC staff is framed and defined at the country level. Then, we focus on CPD of CPD educators, working in the field of ECEC. This was done through literature review and a survey. Results of both activities are presented hereinafter.

We found out that the majority of surveyed organizations do not offer CPD opportunities for their CPD educators and that most of them do not uphold or use any kind of principles or standards to ensure the quality of their CPD educators' work. There is also very little relevant literature on this topic, which points to a clear need for developing a relevant support system for CPD educators and quality CPD programmes.

However, some organizations' practices and procedures in the context of CPD of CPD educators were identified as inspiring, therefore we invited them for a detailed interview. The results are presented in a form of vignettes (annexed to this report).

2. CONTINUOUS PROFESSIONAL DEVELOPMENT

2.1 Framing and defining continuous professional development at the country level

The continuous professional development (CPD) framework for ECEC staff is guided by general national regulations regarding in-service training for all educational professionals, i.e., also for schoolteachers (Official Gazette of the Republic of Slovenia 64/2004, 42/2009). The overall aims of CPD are the provision of professional competences for carrying out specific specialist work, supporting a professional education system and thus improving its quality and efficiency.¹

The legislation does not expect preschool teachers and preschool teachers - teachers' assistants to attend training based on their work positions, but according to their professional needs. The idea is that both of them, who work with a group of children, need to have the same knowledge to plan and realise improvement in their professional practice – work with children and their parents/families. In Slovenia, awareness and the care for permanent professional development is built into the legislation regulating the area of education.²

ECEC staff have the right to continuous professional development and further education and training. To this end, the employer must provide at least 5 days of training per year or 15 days every 3 years for staff in jobs requiring at least secondary education (*which applies to both, a*

¹ Vonta, T. and J. Jager. 2017. "Slovenia – ECEC Workforce Profile." In *Workforce Profiles in Systems of Early Childhood Education and Care in Europe*, edited by P. Oberhuemer and I. Schreyer, p. 19. Accessible at: http://www.seepro.eu/English/pdfs/SLOVENIA_ECEC_Workforce.pdf (10. 11. 2022).

² The Collective Agreement for the Education Sector in the Republic of Slovenia. Official Journal of the Republic of Slovenia, 52/94 /.../ 136/22. Accessible at: <http://pisrs.si/Pis.web/pregledPredpisa?id=KOLP19> (10. 11. 2022).

preschool teacher and a preschool teacher - teacher's assistant; author's note), and at least 2 days per year or 6 days every 3 years for other staff.³

CPD is in Slovenian ECEC context carried out in many different programs and forms. According to *Rules on the selection and co-funding of further education and training programmes for educational professionals*,⁴ CPD is implemented through (1) further education and training programmes and (2) career advancement programmes.

Further education and training programmes

Further education and training programmes build on, deepen and extend the education acquired through a degree programme.⁵ Further education and training programmes include:

- *publicly valid study programmes for further education* in accordance with the law governing higher education,
- *further education and training programmes* in accordance with the law governing the organisation and financing of education,
- the programme for *education and training for the principalship examination*, in accordance with the law governing the organisation and financing of education and training.⁶

Career advancement programmes

Career advancement programmes enable the CPD of staff, training in the implementation of new publicly valid education programmes and the achievement of the objectives of new curricula or catalogues of skills and examination catalogues, the continuous updating of disciplinary, professional and professional knowledge, the familiarisation with effective educational practices and successful approaches for the professional management of the educational process and the enhancement of its efficiency.⁷ Career advancement programmes include:

- *professional training programmes* (shorter forms of career advancement programmes aimed at the professional and disciplinary development of an individual educational staff or professional assembly, selected through a public call for tenders),

³ The Collective Agreement for the Education Sector in the Republic of Slovenia. Official Journal of the Republic of Slovenia, 52/94 /.../ 136/22, Article 53. Accessible at: <http://pisrs.si/Pis.web/pregledPredpisa?id=KOLP19> (10. 11. 2022).

⁴ *Rules on the selection and co-funding of further education and training programmes for educational professionals*. Accessible at: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13060> (10. 11. 2022).

⁵ *Rules on the selection and co-funding of further education and training programmes for educational professionals*. Official Journal of the Republic of Slovenia, 190/20, Article 3. Accessible at: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13060> (10. 11. 2022).

⁶ *Rules on the selection and co-funding of further education and training programmes for educational professionals*. Official Journal of the Republic of Slovenia, 190/20, Article 4. Accessible at: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13060> (10. 11. 2022).

⁷ *Rules on the selection and co-funding of further education and training programmes for educational professionals*. Official Journal of the Republic of Slovenia, 190/20, Article 3. Accessible at: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13060> (10. 11. 2022).

- *thematic conferences* (shorter forms of career advancement programmes aimed at the educational staff of a particular educational establishment. In agreement with the school or kindergarten organising the thematic conference, it may also involve the educational staff of other kindergartens or schools);
- *extraordinary programmes* (due to unforeseeable circumstances which give rise to the need for a particular programme, they are organised as a rapid, concrete, and operational response to a sudden or unforeseeable educational problem. The content and organisation of the emergency programme shall be determined by a decision of the Minister); and
- *project programmes* (career advancement programmes designed to implement new pedagogical practices and implemented in accordance with the regulations governing the use of European Cohesion Policy funds).⁸

3. CONTINUOUS PROFESSIONAL DEVELOPMENT OF CPD EDUCATORS

3.1 Framing continuous professional development of CPD educators at the country level

In ECEC and primary education, there is no specific definition regarding CPD of CPD educators. However, there exists a definition for CPD of educators in *adult* education:

“Adult education is an extremely complex and heterogeneous area; it covers the very diverse educational needs of a very heterogeneous population. Adult education “includes education, upgrading, training and learning of people who have been involved in education at any time after completion of initial education with the intention to acquire, update, expand and deepen their knowledge”.

Adult education does not take place only in organisations and institutions that are specifically set up for education. In particular, non-formal education, which is less structured and standardised, and focuses more specifically on the specific interests and needs of individual environments and target groups, takes place in very different ways and in different organisational forms.”⁹

Based on the definition of an adult education, one could say it is relevant for the researched context (CPD of CPD educators in the ECEC field), but it is not completely since *an adult* is understood as *“a person who fulfills his/her individual and collective roles. In this sense, andragogy uses a definition that an adult is a person who has left regular schooling – when education was still his/her main task and when the pupil’s social role occupied the largest part of his/her time and activity – and now, when the person has assumed other social roles, he/she*

⁸ *Rules on the selection and co-funding of further education and training programmes for educational professionals.* Official Journal of the Republic of Slovenia, 190/20, Article 5. Accessible at: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13060> (10. 11. 2022).

⁹ Mikulec, B., and Stanovnik Perčič, A. (2019). *Professional development of adult educators and the role of the EU programme.* Ljubljana: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes. Accessible at: <https://www.cmepius.si/wp-content/uploads/2021/04/Professional-development-of-adult-educators-and-the-role-of-the-EU-programme.pdf>, p. 5 (18. 11. 2022).

*is returning to organised education, continues with his/her studies independently or learns in a different way.*¹⁰

Regardless of the previously written, the following could be understood as a form of CPD of CDP educators in the ECEC field. Namely, CDP for ECEC staff can be internally (within a kindergarten) provided by qualified workers who do not have regular contact with children in the classrooms (such as psychologists, pedagogues, social workers etc.). The forms of CPD for them (psychologists, pedagogues, social workers etc.) are the same as for ECEC staff working directly with children (Vonta and Jager, 2017, p. 20).¹¹

In the Slovenian context, one of the options on how to possibly talk about CPD of CPD educators in the field of ECEC is then the CPD of psychologists, pedagogues, social workers etc., who organize CPD activities for their colleagues, ECEC staff, within their kindergarten.

As in Croatia, also in Slovenia there is no mention of selection, recruitment or CPD of CPD educators neither in legal or policy documents, nor is it publicly accessible how quality of CPD educators is assured or what kind of support they are receiving. As it could be seen from the results of the survey carried out (see below), if any documents/regulations exist, these are internal ones.

3.2 Continuous professional development of CPD educators in literature review

‘Continuous professional development of CPD educators’ term was reviewed also in the existing literature of Slovene authors. Literature review was conducted using Cobiss.si database. Keywords that gave the most relevant results were ‘*professional development*’ and ‘*educator*’ (combined). The search gave 53 relevant results, the oldest from 2007, the most recent from 2022. 23 of them were master’s degree thesis, 12 bachelor’s degree thesis, 3 doctoral dissertations, 3 original scientific papers, 2 professional articles, 1 published scientific conference contribution, 1 professional monograph. 3 of them are categorized as treatise, preliminary study, study, 2 as independent scientific component part or a chapter in a monograph, 1 as review, book review, critique, 1 as dictionary, encyclopedia, lexicon, manual, atlas, map, and 1 as other monographs and other completed works. 50 hits are published in Slovenian, 3 in English.

Despite the relatively surprisingly high number of hits, there are only a few works that are relevant for our research focus. The most interesting one for our context is B. Žarkovič Adlešič’s

¹⁰ Mikulec, B., and Stanovnik Perčič, A. (2019). *Professional development of adult educators and the role of the EU programme*. Ljubljana: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes, p. 6. Accessible at: <https://www.cmepius.si/wp-content/uploads/2021/04/Professional-development-of-adult-educators-and-the-role-of-the-EU-programme.pdf> (28. 11. 2022).

¹¹ Vonta, T. and J. Jager. 2017. “Slovenia – ECEC Workforce Profile.” In *Workforce Profiles in Systems of Early Childhood Education and Care in Europe*, edited by P. Oberhuemer and I. Schreyer. Accessible at: http://www.seepro.eu/English/pdfs/SLOVENIA_ECEC_Workforce.pdf (10. 11. 2022).

article (2010)¹² *Who are the educators who train teachers*, in which the author notes that the education, career and background of CPD providers (individuals, lecturers and similar) is very diverse. Some are experienced teachers, other consultants, coaches, researchers, supervisors.

B. Žarkovič Adlešič (2010, p. 19)¹³ also notes that "*this is a neglected area of study /.../. In recent /.../ years, there has been a growing body of research on the induction and professional development of teachers' educators (European Journal of Teacher Education 2008), but there is still a paucity of empirical evidence on their professional development*".

The lack of relevant work on this topic was one of the reasons that partners in PIQET project conducted a survey, the results of which are presented below.

4. CPD EDUCATORS' PATHWAYS: FROM RECRUITMENT TO EXCELLENCE

In order to better understand the factors contributing to a quality implementation of CPD opportunities by CPD educators and further explore their in-service professionalization in the role of CPD educators, an in-depth survey was done in PIQET partner countries, Slovenia and Croatia (besides the wider international survey, described in the [PIQET Analysis: Existing Practices for the Recruitment and Professional Development of Continuous Professional Development Educators](#)).

Below, we present the key findings for Slovenia.

4.1 Methodology

The national survey aiming at mapping existing practices and mechanisms contained was built, as the international survey, based on the following topic and themes:

1. *Continuous Professional Development Events and opportunities for professionals*
2. *Profile and titles of CPD Educators*
3. *Recruitment and Selection of CPD Educators*
4. *Support and Continuous Professional Development for CPD Educators*
5. *Monitoring and Evaluation of work of the CPD Educators*
6. *Principles or Standards to Ensure Quality of CPD Educators' Work*

¹² Žarkovič Adlešič. B. (2010). Kdo so izobraževalci, ki usposablajo učitelje / Who are the educators who train teachers. *Studies in Adult Education and Learning*, 16(3), 10-21. Accessible at: <http://www.dlib.si/stream/URN:NBN:SI:doc-KY3ZGYDB/d9e0d6a4-63d9-4646-ba22-b0b76bd41aee/PDF> (25. 11. 2022).

¹³ Žarkovič Adlešič. B. (2010). Kdo so izobraževalci, ki usposablajo učitelje / Who are the educators who train teachers. *Studies in Adult Education and Learning*, 16(3), 10-21. Accessible at: <http://www.dlib.si/stream/URN:NBN:SI:doc-KY3ZGYDB/d9e0d6a4-63d9-4646-ba22-b0b76bd41aee/PDF> (25. 11. 2022).

In the sample we included organizations listed in the KATIS system,¹⁴ which is administered by the Ministry of Education. In the sample we included all providers of further education and training for preschool and schoolteachers (without self-employed persons).

The e-questionnaire was then sent to all organisations from the chosen sample (60) and 22 of them completed the questionnaire (36,6 % response rate).

4.2 Key findings

4.2.1 Continuous Professional Development Events and opportunities for professionals

Regarding types of CPD events and opportunities, there were most frequently mentioned trainings (22) that seems to be one of the most common and frequently used form of CPD, followed by supervision (4) and counseling (4), then workshops (3), mentoring (3), intervision (2) and observation of practice (2). Least frequent were the answers coaching (1), reflective discussion (1), consultations (1), study visits (1), demonstration (1) and implementation of practice in laboratories (1).

4.2.2 Profile and titles of CPD Educators

Most frequently mentioned profiles and titles of CPD educators were lecturers (14), followed by mentors (5), education providers (4) and trainers (3), then teacher/university teachers (2), supervisors (2), intervizors (2), coach (2), facilitators (2), pedagogues (2) and the least frequent were pedagogues - therapists (1), moderators (1), mobile (pre)school counselors (1), assistants for children with special needs (1), project managers (1) and professionals from the sport field (1).

4.2.3 Recruitment and Selection of CPD Educators

Most organizations have in place criteria for recruitment and selection (18) and only few (4) do not have them.

Organizations that have criteria in place, listed the following ones: experience (10), education (7), additional knowledge/skills (4), title/academic title (3), personality traits/values (3), teacher certification exam (2), references (1), specific knowledge (1), license (1), high level of English proficiency (1), drivers license (1), positive emotional attitude towards specific population (1), competences (1).

4.2.4 Support and Continuous Professional Development for CPD Educators

Organizations offer following support for continuous professional development of their CPD educators: trainings (5), preparation meetings (4), reflective discussion (3), mentoring (2), intervision (2), evaluation (2), supervision (1), providing detailed feedback (1) and participation in a round table with a lecture (1).

¹⁴ KATIS - Catalogue of Further Education and Training Programmes. Accessible at: <https://paka3.mss.edus.si/katis/Uvodna.aspx> (28. 11. 2022).

On the other hand, few of the organizations do not offer any support regarding CPD development of their CPD educators, as these persons are regularly employed by another employer and receive such opportunities there (3), or they perceive CPD is their (CPD educators') own responsibility (2).

4.2.5 Monitoring and Evaluation of work of the CPD Educators

Most organizations monitor and evaluate the work of their CPD educators with evaluations of participants (14), followed by reflective conversations (7), reports of CPD educators (6), in person evaluation with CPD educator (4), observation of CPD educator's practice (3), joint planning (3) and least frequently with annual staff interviews (1) and information/opinions they obtain about their CPD educators in advance (1).

4.2.6 Principles or Standards to Ensure Quality of CPD Educators' Work

19 organizations do not uphold or use any kind of principles or standards to ensure the quality of their CPD educators' work, while only 3 organizations do. The latter listed following examples:

- quality is ensured according to POKI¹⁵ standards for quality education to adults (quality system based on self-evaluation and supplemented by external quality assessments) developed by Slovenian Institute for Adult Education (1);
- quality standards for youth work (quality youth work) (1);
- internal standards (developed within the organization) (1).

5. CONCLUSIONS

From our survey, in which 22 providers (organizations) of further education and training for preschool and schoolteachers participated, it is evident that organizations offer different kinds of CPD opportunities for their CPD educators, however most of them do not uphold or use any kind of principles or standards to ensure the quality of their CPD educators' work, not have any criteria for recruitment and selection in place.

The survey revealed also that the most frequently mentioned profile of CPD educators was a lecturer, and the most common and frequently used form of CPD was training. This could indicate a significant reliance on formal and structured teaching methods used in providing CPD, as well as the form of CPD, that could be considered as a traditional form of transferring knowledge only.

As a PIQET consortium, we believe a comprehensive approach to the quality of CPD should be put in place. This approach should include quality principles for recruitment and selection of CPD educators, as well as quality principles of CPD of CPD educators, to which end we offer this and other results of the PIQET project.

¹⁵ POKI - Ponudimo Odraslim Kakovostno Izobraževanje (Offering Quality Education to Adults - OQEA). Accessible at: <https://kakovost.acs.si/en/content/projects-and-activities/offering-quality-education-to-adults-oqea> (28. 11. 2022).

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5. Vonta, T. and J. Jager. 2017. "Slovenia – ECEC Workforce Profile." In *Workforce Profiles in Systems of Early Childhood Education and Care in Europe*, edited by P. Oberhuemer and I. Schreyer, p. 19. Accessible at: http://www.seeepro.eu/English/pdfs/SLOVENIA_ECEC_Workforce.pdf (10. 11. 2022).
6. Žarkovič Adlešič, B. (2010). Kdo so izobraževalci, ki usposablajo učitelje / Who are the educators who train teachers. *Studies in Adult Education and Learning*, 16(3), 10-21. Accessible at: <http://www.dlib.si/stream/URN:NBN:SI:doc-KY3ZGYDB/d9e0d6a4-63d9-4646-ba22-b0b76bd41aee/PDF> (25. 11. 2022).

Annexes

Below we present the practices of three different organizations, all working with and supporting CPD educators. They were selected for an interview, based on the results of the survey conducted. The results are presented in a form of vignettes.

Vignette of existing practices no. 1	
Country	Slovenia
Name of the organization	ISA Institute Institute for Psychological Counseling and Educational Development Projects
Type of organization	Private organization
Short description of the organization	<p>The main goals of their work are good interpersonal relations, health, and people's satisfaction.</p> <p>They conduct education and training of experts and the lay public and carry out psychological counseling and psychotherapy.</p> <p>An important part of their attention is dedicated to the preventive programs for successful stress management, strengthening of resilience and violence prevention with the aim of strengthening the protective factors of children and adults and ensuring their mental health and satisfaction.</p> <p>They strive to respond to the current needs of our clients with high quality services.</p>
Website	https://isainstitut.si/isa/?lang=en
Types of CPD providing	<p>They implement trainings for preschool and schoolteachers (on the topic of violence prevention, coping with stress, strengthening personal resilience and others content from the field of positive psychology).</p> <p>They also implement regular group supervision meetings, which preschool and schoolteachers can attend voluntarily.</p>

<p>Profiles/roles of CPD educators implementing CPD events</p>	<p>They have lecturers, education providers and supervisors. They can be either permanently employed in their organization or working as external contractors.</p> <p>Supervision is implemented by supervisors and trainings are implemented by lecturers and education providers. Quite often the last two titles are equated, but the title lecturer is used in case of conducting a plenary session or presentation on training and the education providers for all other more interactive methods of work on trainings (e.g., workshops, round tables)</p>
<p>Requirements for becoming a CPD educator</p>	<p>tender conditions, professionalism, ethical attitude, relevant knowledge, competences, and practical experience</p>
<p>Recruitment and selection procedures</p>	<p>How they target them?</p> <p>By announcement on their website, in the past once or twice also by a tender at the Employment Agency, they also spread the tender in their internal network, they ask colleagues from other organizations for their suggestions. They are more focused on internal announcement than on official tender. They also participate also with students (e.g., Faculty of Philosophy).</p> <p>How they select them?</p> <p>Candidates send them their CV, present their references, knowledge, and experience. Then they conduct interviews with them. If a candidate already participated with someone who they know, they also check with them and they also contact their previous employer. For now, they don't have an official selection in terms of the assessment center, but they may introduce this in the future.</p> <p>An employment contract is first signed for a certain period. If after the expiration of the contract, the need for work and there is also a financing resource available, the contract can be extended, otherwise the new contract cannot be signed. Some CPD educators they cooperate with come from partnership organizations in the framework of a project (e.g., from kindergartens, primary schools, faculties).</p>

<p>Onboarding/d employment professional development for selected CPD educators</p>	<p>In the process of hand onboarding and deployment of new employees (permanently employed), they define working areas, working assignments, what to pay special attention to, with whom to participate in certain working tasks and projects, on who they can turn to, if they need help etc. With CPD educators – external contractors, they agree on the content and the manner work and deliver them all necessary information for successful cooperation. New CPD educators are present on activities that are held for preschool and primary school teachers to become acquainted with the content, innovations, and adaptations, they also invite them on conferences, supervision meetings, they informed them on research findings, studies etc.</p>
<p>Quality assurance mechanisms (delivered content, strategies, approaches, attitudes0)</p>	<p>Feedback from participants of CPD events After conducting a training, participants fill in a short anonymous online questionnaire in which they evaluate certain categories on a numerical scale: their satisfaction with the training, CPD educator, the content, materials, pace, time framework, organization of the training, what did they like the most, what did they not like, which topics are they still interested in, add additional information, comments and suggestions.</p> <p>Feedback from CPD educators Also, CPD educators fill in a short online questionnaire in which they mark how they were satisfied with their performance, by cooperating with other CPD educators, which topics they covered, what they did well, what they could do better next time etc. This questionnaire is anonymous, but they can recognize each CPD educator, because they fill in the content they had covered.</p> <p>After conducting the training, they also check with CPD educator how it went - they ask what the group was like, how successful were individual methods and also give feedback or suggestions for improvement. If the CPD event is included in national Katis system – catalogue of further education and training programs, participants fill out two questionnaires (their own and from Katis) and CPD educators get an insight into findings from both.</p>

Shapes support their professional development CPD of CPD educators:

how is it organized and carried out?

Supervision, reflective discussion and intervision

They take care of regular and open communication between them and their CPD educators. They offer them support and help with implementation of the CPD events and with working with participants of trainings and other events.

CPD educators who participate on trainings and other events are offered to join their intervision meetings (in group) and reflective discussions (individual), on which they discuss current matters, address possible challenges (at content, implementation, and personal level) and exchange experience and ideas for work and future cooperation. Intersivision meetings take place 1-3 times a year, in person or online. Reflective discussions are more informal and are either initiated by CPD educator or ISA institute (in person, online or by telephone). Frequency depends on themes or content, CPD educators are covering, as well as on the length and scope of cooperation with the CPD educator (reflective discussion can be conducted only once or in other cases several times a year).

They also offer supervision meetings to their CPD educators that work in preschools and schools. Supervision takes place 2-3 times a year for an individual group of institutions (i.e. 2-3 times a year for employees in kindergartens and 2-3 times for employees in primary schools). At meetings they exchange their experience with the implementation of the program, address current challenges and problems, share good practices and ideas for further work in the field of violence prevention and for upgrading the program. If CPD educators encounter also personal challenges associated with implementation, they are also offered support and additional information. They also inform their CPD educators about the further/additional trainings and different events organized by ISA Institute or other organizations, that ISA Institute recognize as ones that conduct quality professional events and trainings.

Employees of the ISA Institute, who are also CPD educators are offered reflective discussions. Those are led by the director of the ISA Institute and take place during the year as needed (at least 2-4 times a year). Their employees can also attend intersivision and supervision meetings that are otherwise held for external contractors.

Vignette of existing practices no. 2

Country	Slovenia
Name of the organization	Social academy
Type of organization	NGO
Short description of the organization	<p>Their work is focused on civil literacy, and they target three levels:</p> <ul style="list-style-type: none"> - through trainings they help individuals to acquire civil competences and connect into groups; - they help groups to develop innovative social initiatives and respond to the needs in society; - via articles, publications, advocacy, and participation in professional they form society with more human's dignity.
Website	https://socialna-akademija.si/
Types of CPD providing	Training (Slovenian and international), coaching and mentoring

Profiles/roles of CPD educators implementing CPD events

Trainer, coach, mentor, lecturer, moderator, facilitator.

These roles appear in various forms:

Trainer – the widest term, it is connected with group shapes of work (the umbrella expression which include also coach, mentor etc.). A typical form of training for them is a multi-day seminar - trainer is planning the whole process, in some topics also include a guest, in certain parts their dominant role is a lecturer, in some moderator etc.).

Coach – this term is often used for working one on one, sometimes also for working with a group (when it comes to small team).

Mentor - also in this example it goes mainly for working one on one, less often with a smaller group (for mentor - the emphasis is more on content, for coach – the focus is on asking the right questions).

Lecturer - because they use participatory methods of work, lecture it is not their main method, but is often part of a wider process.

Moderator - almost synonym to the facilitator, but the term moderator is more widely known and used in more formal contexts (round table, panel), while the term facilitator is used when all the participants are included in the process.

Facilitator – this term is used for constructivist approach - participants are seen as a source of knowledge and the facilitator enables the process of learning from each other (holding the space).

Requirements for becoming a CPD educator

Knowledge of the content of the training, working experiences with concerned target group (e.g. pedagogical workers), the methodology they use (e.g. art of hosting, digital skills, experiential learning, biographical learning etc.), knowledge of quality standards, e.g. for youth or community work (except in the case of lecturers who covers only a specific content).

<p>Recruitment and selection procedures</p>	<p>As a rule, they do not have permanently employed CPR educators, but external contractors. They have collaborated with more than 100 CPD educators, with some they participate more often, with others less often. They get to know new CPD educators personally on events and some of them also form through their trainings.</p>
<p>Onboarding/deployment professional development for selected CPD educators</p>	<p>Preparatory meeting take place on the level of each individual event - it is a settled procedure, where their organisation together with chosen CPD educators together discuss and agree on the goals and objectives, time framework, chosen methodology, specifics of the target group etc.</p> <p>As other similar non-governmental organizations they train their CPD educators on trainings for trainers. On such trainings participants gain competences on working with adults, leading experiential learning, facilitating the process, methods suitable for certain stages of group development, how prepare the space etc. Such training usually last from a few days to a few weeks. Sometimes them perform the training themselves and sometimes several NGOs unite for this occasion.</p>
<p>Quality assurance mechanisms (delivered content, strategies, approaches, attitudes)</p>	<p>Evaluations for participants</p> <p>They evaluate each event individually (they don't use uniform forms). They often use oral evaluations (comparable to focus groups), also written, which they implement via different methods on the spot (e.g. on posters). Often participants also use personal evaluations on progress (they reflect longer time at the end of the training for example in silence or listening to the music). In case of trainings, which are included in national Katis system - catalogue of further education and training programs, the participants besides the evaluation, described above, fill in also the evaluation form in Katis.</p>
<p>CPD of CPD educators: how is it organized and carried out?</p>	<p>A discussion with CPD educators. Joint evaluation with CPD educators. Preparatory meetings. Meetings at the end of the school year. Sending CPD educators to (basic and advanced) trainings for trainers in Slovenia or abroad.</p>

Vignette of existing practices no. 3

Country	Slovenia
Name of the organization	Educational Research Institute, Step by Step Centre for Quality in Education
Type of organization	Public research organization
Short description of the organization	In the Step by Step Centre for Quality in Education they strive for high quality education and deployment of changes in education system through professional development of ECEC professionals. Their activities are based on the equal opportunities and principles of democratic civil society, children's and parents' rights, contemporary knowledge about the child development and learning. They pay a special attention to most vulnerable groups of children and their parents.
Website	https://korakzakorom.si/predstavitev
Types of CPD providing	<ol style="list-style-type: none"> 1. trainings 2. observations with reflective discussion 3. counseling 4. leading professional learning communities (PLCs) in kindergartens / primary schools
Profiles/roles of CPD educators implementing CPD events	<p>Education providers and lecturers for point 1</p> <p>Consultants for points 2 and 3</p> <p>PLC leaders point 4</p>

<p>Requirements for becoming a CPD educator</p>	<ol style="list-style-type: none"> 1. Permanently employed: <ul style="list-style-type: none"> - relevant level and field of education - knowledge of English language - work experience - drivers license (A category) 2. External contractors: <ul style="list-style-type: none"> - relevant knowledge (ISSA Quality Principles) - work experience (implementation of ISSA Quality Principles) - motivational letter 3. Individuals who work in kindergartens/primary schools, who leads PLCs <ul style="list-style-type: none"> - relevant knowledge (ISSA Quality Principles) - motivation to lead PLCs - the ability to lead a group of adults
<p>Recruitment and selection procedures</p>	<ol style="list-style-type: none"> 1. Tender at the employment agency, announcement on their website, inquiry through internal network. Selection according to the above listed conditions, interview with a candidate and possible internal consultations with previous employers 2. Internal tender in their Network for changing Quality (network of kindergartens and primary schools) Selection according to the above listed conditions and discussion/internal consultation with employers or other coworkers on the level of kindergartens/primary schools with which we have participated in the framework of various initiatives. 3. Managerial workers in consultation with ERI decide how many and which individuals they will invite to lead PLCs on the levels of their institution. They select them according to the above listed conditions.

Onboarding/deployment
professional development
for selected CPD educators

In their onboarding/deployment process all the candidates under the first and second point have completed a multi-day training for trainers (TOT), which included the following key content:

1. Characteristics of adult learning
2. How to consider processes that take place between participants
3. Creating cooperative climate
4. Communication disorders
5. What we have to know about professional development of preschool and primary school teachers
6. ERR framework system for learning and teaching
7. Planning the training (preparation, space, grouping, goals, reflection)
8. Preparation of the module for training
9. ISSA Quality Principles
10. Participatory leadership and trainers' role

Every candidate has a mentor, who is an experienced trainer and help the candidate to plan and implement a part of the training with participants at presence of a mentor. After that implementation with observation, the mentor leads a reflective discussion with a candidate, with a purpose of easier further independent implementation of trainings.

In their onboarding/deployment process of candidates under the point 3, they attend an introductory training on:

1. ISSA Principles of Quality
2. About the Network for Changing Quality
3. The importance of PLCs for professional development of ECEC professionals
4. Elements for successful functioning of PLCs
5. Phases of PLCs
6. Leadership of the group
7. Stages of PLC formation

<p>Quality assurance mechanisms (delivered content, strategies, approaches, attitudes)</p>	<p>The quality of the content of our activities for professional development of ECEC professionals we ensure with solid knowledge of ISSA Quality Principles of our CPD educators, but in the other hand we do not have any principles of quality for ensuring the quality of the implementation of the training (trainers' competences etc.).</p> <p>However, the overall quality of our activities is also ensured by written evaluation forms, filled in by participants and by reports, written by CPD educators, which include their reflections.</p>
<p>CPD of CPD educators: how is it organized and carried out?</p>	<p>The first target group is included in the following activities for their professional development:</p> <ul style="list-style-type: none"> - attendance on conferences, rounds table etc. - attendance on trainings - reflective discussions after implemented trainings <p>The second target group is included in the following activities for their professional development:</p> <ul style="list-style-type: none"> - regular group meetings of CPD educators (in the beginning, in middle and at the end of the school year) - individual consultations (before and/or after each implemented training) <p>For the third target group:</p> <ul style="list-style-type: none"> - attendance on 2-day training once a year - attendance on reflective meeting of PLC leaders once a year - individual consultations - attendance on final evaluation meeting of PLC leaders - written feedback at the end of a school year, based on reports of PLC meetings - observations of PLC meetings, followed by reflective discussions with PLC leaders