

СЕКЦІЯ IV. ГЕОЕКОЛОГІЧНА ОСВІТА І ПРОСВІТНИЦТВО, ЕКОТУРИЗМ: СУЧАСНІ ТРЕНДИ

FOOTT PRINTTS: RESULTS OF THE QUALITATIVE SURVEY ON CPD OF TEACHERS

Rudloff Christian, Gesierich Christiane

christiane.gesierich@phwien.ac.at christian.rudloff@phwien.ac.at

University College of Teacher Education Vienna

Motivation and Innovation. The importance of teacher training is growing. Initial teacher training is no longer sufficient to meet today's challenges [1]. Continuous professional development (CPD) is necessary because teachers' professional experience alone is not enough to improve the quality of teaching and student outcomes [2]. For this reason, the research project 'FOOTT PRINTTS' (Focus on Teacher Training: Practical Guidelines for In-Service Teacher Trainers) was submitted and approved as part of Erasmus+. This research project is therefore co-funded by the European Union. Public organisations and private institutions specialising in teacher training (CPD) are participating in this research project. These are the Arnsberg District Government (Germany), the University of Teacher Education Vienna (Austria), 21Knowledge (Portugal), the University of Rzeszów (Poland), EIESP (France), Educom+ (Greece) and Børn og Unge Aalborg (Denmark).

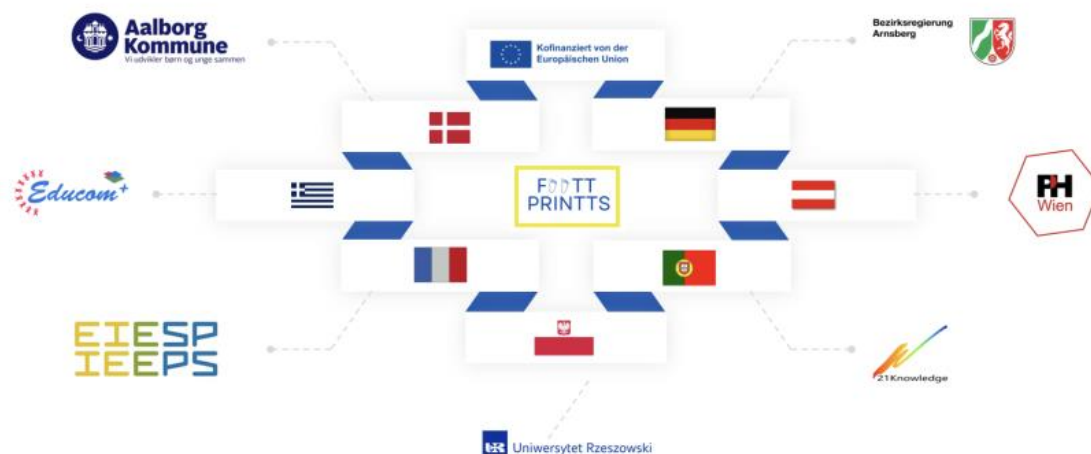


Fig 1. Seven partner institutions [Author's work]

Figure 1. Presents a visual representation of the participating partners hailing from diverse geographical locations.

Using a quantitative research approach, the research team from the seven European countries mentioned above succeeded in creating a framework for successful CPD training for teachers. This framework consists of six factors known as FOOTT PRINTTS KEY FACTORS. These key factors are equally important and are not ranked in any particular order. To obtain these six factors, exploratory factor analysis was used as the central method of multivariate statistics [3]. The six FOOTT PRINTTS KEY FACTORS are: Professional Identity, CPD Satisfaction, Professional Support, Governance and Participation, Organisation and Delivery, CPD Design Elements.

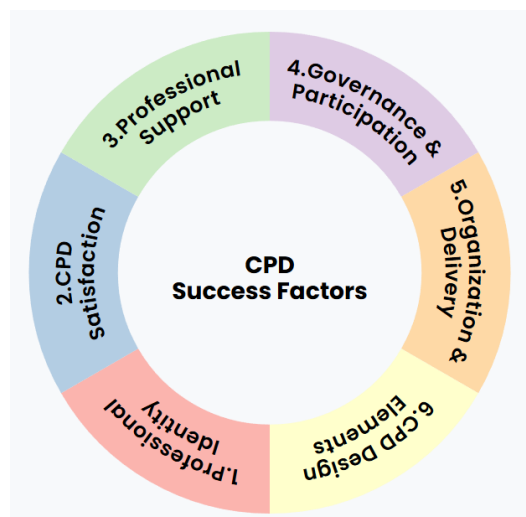


Fig. 2. CPD Success Factors [<https://footprintts.eu/framework/>]

Figure 2 shows the CPD Success Factors.

The ‘Definitions’, the ‘Descriptive Factors’, the ‘Key Dimensions of Effective Practice’, and the ‘Observable Aspects for Trainers’ are described on the homepage [<https://footprintts.eu/framework/>]. Good practice examples and hands-on examples will be published in the final phase of the research project.

In order to better understand and interpret the results of the quantitative research, additional expert interviews were conducted in the countries participating in the project: Austria, Germany, Poland, Denmark, Portugal and Greece.

Methodology. Following a detailed literature review conducted by the European Institute for Education and Social Policy (EIESP) in Paris, a quantitative study was carried out based on these findings, with a total of 5,215 fully completed questionnaires. The third research step involved qualitative research in the form of expert interviews in the regions of the six participating partner organisations in Austria, Germany, Poland, Denmark, Portugal, and Greece.

The interview guide was developed by the project members from Poland and Austria based on the literature review and the results of the quantitative research. In April 2025, the topics and questions for the qualitative interviews were presented to the team members of the partner countries at a meeting of all research partners. The feedback from the research partners was incorporated by the end of May 2025. After completion of the final interview guide, three expert interviews were conducted per partner country: one interview at the micro level and two at the macro level.

Empirical Results. The expert interviews were conducted by members of the research teams from Poland and Austria in German or English. A total of 19 people took part in the interviews. At the micro level (CPD participants), a total of 6 pedagogues were interviewed, and at the macro level (decision-makers for CPD for teachers), 13 people were interviewed. Decision-makers for CPD for teachers can be, for example, policy-makers or planners for CPD training. The individual expert interviews lasted between 45 and 60 minutes. The interviews were transcribed and evaluated using MAXQDA qualitative data analysis software. For this purpose, text passages were assigned to categories that had been previously formed deductively. The participants in the expert interviews were between 29 and 66 years old. Both men and women took part.

Three of the six FOOTPRINTTS KEY FACTORS are briefly discussed below as short examples: Regarding the factor of Professional Identity, the interviewees confirm that continuing professional development is meaningful and relevant to their professional self-image. Continuing professional development is valued when it deepens professional understanding, opens up new perspectives and is relevant to practice. This was evident, among other things, in the following statements by the experts interviewed:

“[...] when teachers are satisfied with the progress when the matters are practical and not only theoretical, this is the first and most important. They don't need to hear only theories about this or the other thing. They need to participate actively and to discuss for practical issues and see what the theory can become in their classroom.” (Interview Y104, macro, Pos. 23).

“The content must be directly applicable to my professional context-offering tools, strategies, or insights I can implement in my daily work with teachers and schools” (Interview J165, macro, Pos. 15)

“[...] when teachers subsequently realize that what they have learned in continuing education [...] can be effectively applied in their own school [...] and that the system can change their own teaching [...]”. (Interview Q206, macro, Pos. 118)

For CPD Satisfaction, transferability into everyday teaching practice is of enormous importance. New methods, strategies, theoretical findings and practical teaching content must be suitable for use in schools so that they are well received and meet the needs of pupils, supporting them in their daily learning. This is clearly illustrated in the following interview statement, for example: *“Teachers need ready-to-use materials, strategies, and examples they can adapt to their students' needs.” (Interview J165, macro, Pos. 31).*

The exchange of experiences, reflection with colleagues and discussions of methods are considered important. This is demonstrated both by the results of the literature review conducted as part of the project [4] and by interview statements such as the following: *“I think that these professional dialogues with each other is very important and very qualifying.” (Interview F238, macro, Pos. 179).*

The desire for Professional Support, such as mentoring, was also evident in the expert interviews: *“Follow-up support through mentoring or peer collaboration helps reinforce implementation.” (Interview J165, macro, Pos. 31).*

Further results can be found on our homepage. The website presents the results of the literature review and quantitative and qualitative research. It is intended to serve continuous professional development trainers and policy makers across Europe and to support the implementation of effective and practical teacher training programmes. For more information, visit the project's homepage: <https://foottprintts.eu/>



Fig. 3. FOOTT PRINTTS LOGO

Fig. 3 Shows the logo of the FOOTT PRINTTS project. This project is co-financed by the European Union.

References:

1. Darling-Hammond, L., Hyler, M., & Gardner, M. (2017) Effective Teacher Professional Development. Learning Policy Institute. <https://doi.org/10.54300/122.311>
2. T. Kini & A. Podolsky, Does Teaching Experience Increase Teacher Effectiveness? A review of the research. Palo Alto Learning Policy Institute, 2016.
3. Moosbrugger, H.; Hartig, J., Factor analysis in personality research: Some artefacts and their consequences for psychological assessment. Psychologische Beiträge 44, 136-158, 2002.