

FOOTT PRINTTS | Trainer Companion Card

Factor	<input type="checkbox"/> BEFORE the session <i>Ask yourself:</i>	<input type="checkbox"/> DURING the session <i>Concrete move:</i>	<input checked="" type="checkbox"/> AFTER the session <i>Reflect:</i>
Factor 1 Professional Identity	<i>Have I connected today's topic to what teachers value about their own professional role and purpose?</i>	Open with a brief reflective prompt — e.g. 'Think of a moment this week when you felt like a real professional.' Let teachers share in pairs before introducing new content. Return to this at the end.	Did participants talk about their own practice, not just the content? Did the session feel personally meaningful, or did it remain abstract?
Factor 2 CPD Satisfaction	<i>Does today's content respond to something teachers actually find difficult or care about? Have I checked what they need?</i>	Be transparent early about why you chose this topic. Halfway through, pause and ask: 'Is this useful for your classroom?' Be willing to adjust. End with: 'What will you try tomorrow?'	Did teachers leave with something concrete they can use? If asked, would they say this session was worth their time?
Factor 3 Professional Support	<i>Have I built in structured peer interaction — mentoring, feedback, or collaborative discussion? Is it built into the design, not added as an afterthought?</i>	Use small groups for at least one core activity. Encourage more experienced teachers to guide newer colleagues. Create space for genuine exchange, not just parallel working.	Did participants speak to each other, or mainly to you? Was there a moment of real professional dialogue that would not have happened outside this room?
Factor 4 School Development & Participation	<i>Do participants know how today's session connects to their school context or wider goals? Have I given them any voice in shaping what we do together?</i>	Ask teachers how the topic relates to their school reality. If possible, let them choose between two tasks or approaches. Acknowledge the institutional pressures they work within.	Did teachers connect the learning to something bigger than their individual classroom? Did anyone feel heard and valued as a co-designer, not just a recipient?
Factor 5 Organisation & Delivery	<i>Is the timing, format and length of this session genuinely convenient for participants? Have I thought about who might struggle to engage and why?</i>	Offer at least one moment of choice — in format, pace or activity. Acknowledge time pressures openly. Do not try to cover everything; depth matters more than breadth.	Did the format serve the content, or get in the way? What would make this session easier to attend and more useful to participate in next time?
Factor 6 CPD Design Elements	<i>Is there at least one activity where teachers create, adapt, or test something — rather than just listen or take notes?</i>	Use microteaching, lesson planning, scenario work, or material adaptation. Prioritise dialogue and hands-on tasks over slides. Leave time for informal sharing and storytelling.	Did participants leave with something tangible they made themselves? Were there moments of genuine debate, laughter, or storytelling? Those are signs of real professional engagement.

This card is a companion to the FOOTT PRINTTS Guidebook. Use it as a session planner and self-reflection tool. After any training session, run through the six rows and ask yourself: which factors did I address well? Which did I neglect? That reflection is itself a CPD act. footprints.eu