



FOOTT PRINTTS: Focus on Teacher Training

Practical Guidelines for In-Service Teacher Trainers

GUIDEBOOK

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FOOTT PRINTTS

is an Erasmus+ co-financed cooperation partnership with seven European educational training institutions and organizations, ensuring a comprehensive approach to in-service teacher training.

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FOOTT PRINTTS Guidebook

Introduction

FOOTT PRINTTS, which stands for *Focus on Teacher Training Practical Guidelines for In-Service Teacher Trainers*, is an Erasmus+ cooperation partnership that brings together experts and practitioners from across Europe to strengthen the role of continuing professional development in education. The project is based on the conviction that professional development is not a peripheral add-on to teaching but rather the central mechanism through which teachers sustain their professional identity, adapt to change and remain motivated throughout their careers (Day et al., 2006; Sachs, 2005). The guidebook you are holding is a core outcome of this project. It seeks to offer practical support for teacher trainers while also providing a framework that can inform policy decisions on a national and European level.

The project builds on two foundations. The first is the European commitment to high quality and inclusive education as expressed through the priorities of the Erasmus+ programme and the wider European Education Area. The second lies in the strong evidence base provided by international research, notably the current Erasmus+ FOOTT PRINTTS project—within the framework of which extensive research has been conducted—and the OECD's Teaching and Learning International Survey. The latest TALIS 2024 survey confirms what teachers and trainers across Europe have long experienced. Teacher shortages are acute in many education systems, recruitment remains difficult and retention is an urgent concern (OECD, 2025). Teachers frequently report high workloads

and insufficient time for preparation, collaboration, or professional learning. Access to high-quality continuing professional development is uneven, with considerable inequities between schools and countries (OECD, 2025; European Commission, 2023b). At the same time the digital transformation of education and especially the rapid rise of artificial intelligence, is reshaping the skills teachers need. Yet many teachers feel ill-prepared in this area. TALIS 2024 also highlights the importance of teacher well-being and social-emotional learning (OECD, 2025; European Commission, 2023a; Freedman & Appleman, 2009). Elements that are increasingly recognised as central to professional identity but that are not yet systematically embedded in CPD offers.

FOOTT PRINTTS responds directly to this landscape. The project has developed a research-informed and practice-oriented framework that identifies six interrelated factors which together shape the quality of professional development. These factors are Professional Identity, CPD Satisfaction, Professional Support, School Development and Participation, Organisation and Delivery and CPD Design Elements. Each factor is supported by both the findings of our project research and the wider international literature. Taken together they provide a comprehensive view of what matters for effective professional learning. They also serve as a bridge between individual professional growth and system-level reform. By starting and ending with professional identity, the framework reflects the conviction that teachers' sense

of who they are and how they contribute to society is the anchor of all meaningful professional development.

While the guidebook provides conceptual grounding, it is designed primarily as a practical framework. Each chapter connects research evidence with actionable principles that can support the design, delivery and evaluation of CPD. In addition, a dedicated Trainer Companion Card translates the framework into a quick-reference planning and reflection tool for everyday use.

Increased importance is being placed on CPD because it is now widely acknowledged that professional development is not only about improving classroom practice, but also about ensuring the sustainability and resilience of the teaching profession as a whole. High-quality CPD can increase teachers' job satisfaction and fulfilment; it can help them cope with the pressures of workload and change, and it can strengthen their resilience in the face of new demands. In turn, this has direct effects on teacher motivation and retention, which are among the most pressing challenges identified by TALIS 2024. At the same time CPD contributes to the resilience of entire education systems, equipping them to respond to demographic change, technological innovation and social diversity.

This guidebook therefore addresses two audiences which are closely connected in shaping professional development. It is written for teacher trainers, who will find practical guidance on how to design, deliver and evaluate continuing professional development in ways that are relevant, evidence-based and sustainable. It is also written for policymakers who will find frameworks and evidence that can help shape national strategies, support governance and remove systemic barriers to access and equity. Throughout the guidebook, sec-

tions are marked to indicate whether they are particularly relevant for trainers or for policymakers, allowing readers to follow the pathways that speak most directly to their needs while sharing a common foundation of research and conceptual analysis.

Alongside the guidebook, teacher trainers will find a dedicated Trainer Companion Card. This one-page tool translates the six FOOTT PRINTTS factors into a practical session planner and self-reflection checklist, structured around three simple questions: what to consider before a session, what to do during it, and what to reflect on afterwards. The card is designed to be used independently of the guidebook once the framework is familiar — carried into training sessions, revisited after them, and used as a prompt for ongoing professional self-evaluation.

In its design the guidebook also recognises that professional development is a dynamic field. By bringing together the insights of international research, the lived experiences of teachers and trainers and the shared commitment of European partners, FOOTT PRINTTS aims to contribute to a professional development culture that strengthens teachers, supports schools and sustains education systems for the future.



Picture 1. How to use this guide

Chapter 1.

The Landscape of CPD

This chapter explains why CPD has become a strategic priority across Europe and what teachers and trainers identify as the main needs and barriers. It also introduces the FOOTT PRINTTS framework as a shared lens for both practice and policy. Teacher trainers may use this chapter to ground course design in evidence and teacher realities, while policy makers may use it to identify systemic barriers and governance priorities. The chapter ends by clarifying why professional identity is the anchor point of sustainable professional learning.

FOOTT PRINTTS, *Focus on Teacher Training Practical Guidelines for In-Service Teacher Trainers*, was created in response to a clear European need: to strengthen the relevance, quality and sustainability of continuing professional development. The project combines insights from international research and policy with evidence gathered from more than 5.000 teachers and trainers (FOOTT PRINTTS Consortium, 2023–2025). This dual perspective allows us to validate findings from practice against the wider body of literature and to build a comprehensive framework for professional learning.

Teachers consistently report that professional development should be practical, relevant to their classroom reality and connected to their sense of professional identity. Yet they also highlight barriers such as lack of time, insufficient resources and

weak institutional support (Darling-Hammond et al., 2017; Guskey, 2000; OECD, 2025). It is useful to distinguish between two types of barriers. Structural barriers include workload, scheduling, funding and unequal access across regions or school contexts. These require governance and resource decisions (OECD, 2025; Timperley et al., 2007). Design barriers include unclear relevance, passive delivery, limited interaction and the absence of follow-up or transfer to practice (Darling-Hammond et al., 2017; Guskey, 2000). These can often be improved directly through better CPD design. FOOTT PRINTTS addresses both levels by linking course quality to systemic enabling conditions. Trainers see innovation emerging, especially through digital and hybrid approaches, but they also describe a fragmented and inconsistent field. These findings align with European research and confirm that the challenges identified by FOOTT PRINTTS are not isolated but systemic.

Across contexts, teachers' needs tend to cluster around a small set of recurring themes. These include:

- **Immediate classroom relevance** (strategies that work tomorrow, not only concepts),
- **Time-efficient learning** (short cycles with follow-up rather than one-off events),
- **Support for complex classrooms** (diversity, inclusion, behaviour and well-being),

- **Digitalisation and AI** as pedagogical and ethical challenges, not just technical skills,
- **Opportunities to learn with colleagues**, especially through guided collaboration and mentoring.

For teacher trainers, these findings suggest that effective CPD should prioritise relevance, interaction and transfer to practice. Courses that focus only on theoretical input risk low engagement and limited impact. Instead, trainers are encouraged to design CPD that is collaborative, iterative and grounded in classroom realities.

The FOOTT PRINTTS framework identifies six interconnected factors that together explain what makes CPD effective (FOOTT PRINTTS Consortium, 2023–2025).

- I. Professional identity is both the starting point and the outcome of professional learning. This means CPD should connect learning to teachers' sense of purpose, agency and role in a changing profession. Professional identity is tied to teachers' intrinsic and extrinsic motivation to engage in CPD and reflects their needs in daily professional practice, knowledge transfer and collaboration.
- II. CPD satisfaction reflects whether teachers experience professional development as meaningful and rewarding. This means satisfaction is treated as an indicator of relevance, quality and professional meaning—not as a “soft” outcome.
- III. Professional Support refers to encouragement from peers, mentors and school leaders. This means mentoring, peer support and leadership encouragement are considered core conditions for impact.

IV. School Development and Participation connect individual growth to institutional improvement. This means CPD should not end at the individual level but link to collective improvement and shared practices in schools.

V. Organisation and Delivery highlight the importance of accessible, flexible and responsive provision. This means access, time, flexibility and inclusive design are quality issues—not just logistics.

VI. CPD Design Elements describe the methods and principles that give programmes depth and impact, such as active learning, reflection and collaboration. This means active learning, reflection, collaboration and sustained engagement are built into the learning architecture.

FOOTT PRINTTS positions professional identity as both the starting point and the outcome of CPD because teachers' learning is not only about acquiring new strategies but also about negotiating their role, values and agency in a changing educational landscape (Beijaard et al., 2004; Day et al., 2006; Sachs, 2005). When CPD ignores identity, participation may still occur, but transfer to practice and sustained motivation are less likely. When CPD strengthens identity—through relevance, recognition, support and professional voice—it becomes more than training: it becomes a driver of professional resilience and retention.

The FOOTT PRINTTS survey results and TALIS 2024 report confirm the urgency of addressing these dimensions. Across countries, teachers report that barriers such as scheduling, workload and limited funding restrict their participation in CPD. These barriers are not evenly distributed: teach-

ers in disadvantaged contexts or remote areas often face the greatest constraints and the least access to high-quality provision. Many feel that the professional development they do receive does not focus on the areas where they need it most, including digitalisation, artificial intelligence and strategies for social and emotional learning. Equity gaps are also visible: those working in disadvantaged schools or at early career stages are least likely to benefit from high-quality CPD. At the same time, TALIS shows that teachers who engage in relevant and sustained professional learning report higher levels of job satisfaction and competence and are more likely to remain in the profession (OECD, 2025; Ingersoll & Strong, 2011).

These findings demonstrate why CPD matters. It improves job satisfaction, motivation and fulfilment. It supports resilience, helping teachers adapt to change, manage their workloads and respond to diversity. It contributes to retention and career sustainability. At the system level, CPD underpins the resilience of schools and education systems, ensuring they can adapt to demographic, technological and social challenges.

Taken together, the evidence suggests a clear direction: improving CPD is not simply a matter of increasing participation rates, offering more courses or moving provision online. Quality depends on the interaction between teachers' professional identity and motivation, the design of learning processes, the presence of support structures and the system conditions that make participation realistic. The next chapters translate this landscape into a conceptual foundation, design principles and practical pathways that can be applied across contexts.

Trainer Focus Box

- Understand how professional identity shapes growth and learning.
- Use FOOTT PRINTTS and TALIS evidence to design CPD content that is relevant and engaging.
- Recognise the practical barriers teachers face when planning and delivering training.
- Distinguish between barriers you can address through design (relevance, interaction, follow-up) and barriers that require system support (time, workload, funding).

Policy Maker Focus Box

- Identify and address systemic barriers, such as time, funding and equity of access.
- Apply evidence from FOOTT PRINTTS and TALIS 2024 report, to shape governance and resource allocation.
- Position CPD as a central strategy for teacher retention and system resilience.
- Treat CPD equity as a governance issue: systemic oversight must ensure that access to and quality of professional development are prioritised where teacher and school needs are greatest, including in under-resourced or high-disadvantage settings, rather than where provision is logistically convenient.

Chapter 2. Conceptual and Theoretical Framing

This chapter clarifies how Continuing Professional Development is understood in contemporary research and policy and why these definitions matter for practice. Rather than presenting theory as an abstract layer, it explains how concepts such as teacher cognition, reflection, collaboration and identity translate into concrete design and delivery choices in CPD. The chapter provides the conceptual foundation for the practical guidance developed in the chapters that follow.

Continuing Professional Development (CPD) is recognised in international and European frameworks as a core component of teaching quality and professional identity. The OECD defines CPD as structured activities that enable teachers to deepen their knowledge, skills and professional characteristics (OECD, 2009, 2025). The European Commission situates CPD within a lifelong continuum of professional growth, stretching from initial teacher education to in-service training and career-long development (European Commission, 2023a, 2023b).

FOOTT PRINTTS builds on this foundation by recognising that CPD is not limited to competences but also extends to teachers' attitudes, beliefs and professional identity. A narrow view of CPD focuses primarily on skills acquisition and compliance with reform priorities. An expanded view, which FOOTT PRINTTS adopts, understands CPD as a process that shapes how teachers think, decide and position themselves pro-

fessionally over time. This broader perspective is essential for addressing complex challenges such as digital transformation, inclusion and teacher well-being.

Research on CPD has shifted significantly in recent decades. Early studies tended to focus on identifying the features of effective programmes: subject-specific focus, active participation, collaboration and sustained duration. While these features remain important, more recent approaches emphasise that CPD must be understood as an ongoing process rather than a collection of isolated events (Timperley et al., 2007; Desimone, 2009). This shift has practical consequences. When CPD is treated as a process, emphasis moves from single workshops to learning cycles that include preparation, experimentation, reflection, feedback and follow-up. Effectiveness is judged not by attendance, but by how learning is sustained and integrated into professional practice. This process orientation reflects the idea that professional learning is cumulative and situated, shaped by reflection, collaboration and identity-building. TALIS 2024 reinforces this view by showing that teachers who engage in collaborative and sustained CPD report higher levels of job satisfaction and professional confidence (OECD, 2025), as well as greater willingness to implement changes in classroom practice.

Teacher cognition has emerged as an important dimension of this shift. Cognition

refers to the beliefs, knowledge and understandings that shape how teachers interpret and apply new learning. Teachers do not approach CPD as blank slates (Fang, 1996; Pajares, 1992). Prior experiences, values and professional beliefs influence not only how new ideas are adopted, but also why some initiatives are resisted or reinterpreted (Pajares, 1992; Korthagen, 2004). Recognising teacher cognition allows CPD to engage critically with beliefs rather than bypassing them. Reflection acts as a bridge between theory and practice, allowing teachers to connect new insights to their professional context. Reflection also connects learning to professional identity, as teachers reassess not only what they do, but who they are and who they are expected to be in evolving educational contexts (Schön, 1983; Korthagen, 2004). TALIS 2024 data confirm that teachers increasingly demand CPD in areas such as digitalisation, artificial intelligence and social and emotional learning. These domains cannot be reduced to technical training; they require critical reflection and adjustments in professional identity, as teachers reconsider their role in classrooms shaped by diversity and technological change.

Conditions for effective CPD are consistently highlighted in both literature and the FOOTT PRINTTS research. Teachers benefit most from professional learning when it is interactive, extended over time, collaborative in structure and closely linked to their real classroom needs. When these conditions are absent, CPD risks becoming superficial, disconnected from practice, or experienced as an additional burden rather than professional support. These conditions resonate directly with the FOOTT PRINTTS six factors: professional identity, CPD satisfaction, professional support, school development and participation, organisation and delivery and CPD design elements. Together,

these factors provide a holistic model for CPD design and evaluation.

The expansion of digital and hybrid modes of professional learning adds both opportunities and challenges. Hybrid and online CPD are effective only when they are pedagogically redesigned; simply transferring face-to-face content into digital formats rarely produces meaningful professional learning (Means et al., 2013; Darling-Hammond et al., 2017). TALIS 2024 indicates that participation in online and blended CPD has increased substantially. Such formats can expand access, particularly in systems facing teacher shortages and geographical inequalities. Yet the quality of digital CPD is uneven. Hybrid CPD must be carefully structured to ensure that collaboration, reflection and active participation remain central. Without these, there is a risk that online CPD becomes superficial, disconnected from practice, or even exacerbates inequalities of access.

Finally, the question of quality assurance is central to conceptual and theoretical debates. Quality assurance in CPD is not only a mechanism for accountability, but also a way of protecting teachers from ineffective, fragmented or low-impact provision. While many European countries have developed teacher competence frameworks, fewer have robust quality assurance mechanisms for CPD. TALIS confirms that teachers value professional development most when it is aligned with standards, recognised within career structures and monitored for quality. FOOTT PRINTTS positions CPD as a systemic investment that should be governed by clear standards, transparent evaluation and a shared vision of teacher professionalism (Hargreaves & Fullan, 2012; European Commission, 2023b).

This chapter establishes that effective CPD depends on how teachers learn, not only what they are taught. Concepts such as cognition, reflection, collaboration and identity are not abstract ideas but practical design principles. When CPD is aligned with these principles, it supports sustained professional growth and resilience. When it is not, even well-intentioned initiatives may fail to produce meaningful change.

Trainer Focus Box

- For trainers, the conceptual framing of CPD provides guidance for turning abstract principles into concrete practice. Teacher cognition highlights that learning begins with teachers' prior knowledge and beliefs, which means training must allow participants to connect new ideas with their existing classroom experience. Reflection should be a continuous thread throughout CPD, giving teachers structured opportunities to question assumptions, relate insights to their professional identity and plan next steps. Collaboration, another core element, can be fostered through group tasks, peer observations and professional learning communities, which transform individual learning into shared professional growth.
- Hybrid CPD demands careful design. Trainers can combine asynchronous tasks such as preparatory readings or online discussions with synchronous sessions that prioritise dialogue and interaction. In this way, online tools extend flexibility while live sessions preserve depth and relational learning. Maintaining principles of active participation, sustained duration and professional reflection ensures that hybrid CPD supports teachers not only in acquiring competences but also in strengthening resilience and identity.
- Anticipate resistance or disengagement as signals of misalignment with teacher beliefs or identity, not as lack of motivation.

Policy Maker Focus Box

- For policy makers, the conceptual framing of CPD has direct implications for system governance and resource allocation. When CPD is embedded in national frameworks and professional standards, teachers view it as career-relevant and meaningful. TALIS 2024 shows that teachers value professional development that is recognised in career progression and competence frameworks, reinforcing the need to integrate CPD into pathways of professional recognition.
- Quality assurance is a core policy responsibility. Without consistent standards and monitoring mechanisms, CPD provision risks fragmentation, superficiality and inequality. Effective frameworks should define what constitutes meaningful CPD, set minimum expectations for duration and depth, and monitor outcomes at school, regional and national levels. Such systems create coherence and accountability while protecting teachers from ineffective provision.
- The way CPD is defined in policy also shapes its culture and funding. Narrow definitions that equate CPD with one-off training sessions tend to generate underinvestment and reduce professional learning to compliance. Broader definitions, such as those advanced in FOOTT PRINTTS, which include identity, collaboration and resilience, create space for long-term investment in structures that support sustainable teacher growth. Policy makers therefore play a strategic role in shaping not only CPD provision but also the wider professional culture of teaching.
- Ensure quality assurance frameworks evaluate CPD depth, coherence and follow-up, not only participation or delivery mode.

Chapter 3. Designing CPD

This chapter translates the FOOTT PRINTTS framework into concrete principles for designing Continuing Professional Development. It focuses on how CPD can be structured as a meaningful learning process for adult professionals, while remaining feasible within real system constraints. The chapter addresses design choices that trainers can make directly, as well as the conditions that systems must enable for those choices to be effective.

Designing Continuing Professional Development requires attention to both pedagogical principles and systemic conditions. The FOOTT PRINTTS framework provides six interlinked factors that can serve as a guide for structuring professional learning in ways that are relevant, sustainable and impactful. This chapter outlines the principles of effective CPD design by focusing on adult learning, needs analysis, course structuring and delivery.

Training Adult Learners

Effective CPD recognises that teachers are adult learners. Andragogy emphasises that adults learn best when professional development is relevant to their needs, grounded in their daily practice and when they are actively engaged in the process (Knowles et al., 2015). Teachers bring prior knowledge, experience and identity to every CPD activity, which means that professional learning must connect to these starting points. Motivation plays a critical role: CPD should

offer clear value, demonstrating how new knowledge and skills can support classroom challenges and professional growth. Reflection and peer learning are also central, allowing teachers to learn not only from facilitators but also from one another, building communities of practice.

Designing CPD for adult learners also requires avoiding approaches that treat teachers as passive recipients of information. Transmission-based sessions that rely primarily on lectures or generic materials are unlikely to engage teachers' experience or support meaningful transfer to practice. Adult learning principles therefore demand active participation, professional dialogue and opportunities for choice and agency.

Building resilience is a key priority in the design of CPD. Professional learning should strengthen teachers' ability to cope with workload, adapt to change and sustain their motivation. Resilience is enhanced when CPD affirms professional identity, creates supportive peer networks and provides strategies for managing stress and change. By embedding resilience-building into CPD design, trainers and systems can ensure that professional learning supports not only knowledge but also well-being and career sustainability.

In this framework, resilience is understood not as individual endurance, but as a collective and systemic capacity (Day & Gu, 2014; Beltman et al., 2011). CPD contributes to

resilience when it strengthens professional identity, builds supportive peer relationships and is embedded in organisational practices that value teacher well-being.

Needs Detection and Analysis

CPD design must begin with a clear understanding of teachers' needs. Factor 3 of the FOOTT PRINTTS framework highlights that professional development is effective when it is based on accurate needs detection. This requires combining teacher self-assessment, school-level diagnostics and policy priorities (Guskey, 2000; Timperley et al., 2007; FOOTT PRINTTS Consortium, 2023–2025). TALIS 2024 shows that teachers often feel that CPD does not address their most pressing challenges, particularly in areas such as digitalisation, artificial intelligence and social and emotional learning. Needs analysis should therefore be a participatory process, ensuring that CPD responds to teachers' realities while remaining aligned with broader educational goals. Needs detection only becomes meaningful when it feeds back into visible design decisions. Teachers are more likely to engage with CPD when they can recognise how their expressed needs have shaped content, methods or focus areas. Transparent feedback loops between needs analysis and course design therefore increase both relevance and trust.

Structuring a Course

The way CPD is structured determines its accessibility and impact. Factor 5 emphasises organisation and delivery, which includes decisions about timing, format, duration and sequencing. These are not

merely logistical choices; they signal to participants whether their time and working conditions have been taken into account. A well-structured course reduces friction and increases engagement before a single activity begins.

When structuring a course, trainers should consider the following practical principles:

Start with what participants already know and need. The opening phase of any CPD course should create a connection between the content and teachers' existing experience. This can be achieved through a brief needs check, a reflective warm-up or a short discussion about current classroom challenges. Beginning from teachers' reality, rather than from the trainer's agenda, signals relevance from the outset.

Build in a clear learning arc. Effective CPD moves from awareness to understanding to application. A session or course that only presents information without giving teachers the opportunity to try, adapt or reflect on it is unlikely to produce lasting change. Each stage of the course should build on the previous one, with explicit links drawn between sessions if the course runs over multiple meetings.

Balance depth with feasibility. One of the most common structural mistakes in CPD is trying to cover too much. A course that touches briefly on ten topics leaves teachers with less than one that explores three topics thoroughly, with time for dialogue, experimentation and reflection. Trainers are encouraged to make deliberate choices about what to leave out, rather than defaulting to comprehensiveness.

Incorporate flexibility. Not all participants arrive with the same level of prior knowledge, the same workload pressures or the

same institutional context. Where possible, course structure should offer moments of choice — in the format of tasks, the depth of engagement or the way outputs are shared. This does not require redesigning the entire course; even small moments of agency make a meaningful difference to how teachers experience professional learning.

Plan for transfer, not just completion. A course ends in the room, but professional learning continues in the classroom. Structuring CPD to include a concrete transfer task — such as a micro-experiment to try before the next session, a brief peer observation, or a reflective journal entry — increases the likelihood that learning will move from the training context into daily practice. Follow-up moments, even brief ones, reinforce this connection and signal that the CPD is part of a longer professional journey rather than a one-off event.

Delivering CPD

Delivery is captured in Factor 6 of FOOTT PRINTTS, which highlights the modes and methods of professional learning. Effective delivery combines multiple approaches: hybrid learning environments, mentoring structures, peer networks and the integration of digital tools, including artificial intelligence (Darling-Hammond et al., 2017; Wenger, 1998; European Commission, 2023a). In delivery, pedagogical purpose should guide the choice of methods. Technology, mentoring or peer networks are not goals in themselves, but means to support interaction, reflection and professional meaning. Delivery choices should therefore be evaluated in terms of how well they support learning processes rather than how innovative they appear. Hybrid models expand

access and flexibility, while mentoring supports novice teachers and ensures continuity. Peer networks create collaborative environments in which teachers can exchange practice and sustain learning beyond formal sessions (Wenger, 1998; McLaughlin & Talbert, 2006). Digital tools can extend reach and support innovation, but they must be integrated thoughtfully to ensure they enhance, rather than dilute, professional identity and collaboration. Delivery methods that allow teachers to share experiences, articulate challenges and co-construct solutions contribute directly to the strengthening of professional identity.

Taken together, these design principles ensure that CPD is not a one-off intervention but a sustained, identity-driven process that strengthens teachers and systems alike.

Design integrity check

Before implementing a CPD programme, trainers may reflect on the following questions:

- Does the design clearly connect to teachers' professional identity and expressed needs?
- Are interaction, reflection and collaboration structurally embedded rather than optional?
- Is the learning sequence coherent and sustained over time?
- Are delivery methods chosen for pedagogical reasons rather than convenience or trend?

Trainer Focus Box

- For trainers, the design principles outlined in this chapter translate directly into strategies for practice. Adult learning theory provides the foundation: CPD should

build on teachers' prior knowledge, engage them actively and demonstrate clear relevance to their professional lives. Reflection activities, collaborative tasks and peer observation can be embedded throughout to ensure that learning connects with identity and practice. Trainers can also play a crucial role in embedding resilience into CPD by addressing workload management, stress coping strategies and professional motivation as part of training activities.

- Practical tools are available for each stage of design. Needs analysis can be conducted using surveys, interviews, or collaborative workshops with teachers and school leaders. Structuring a course requires balancing input and practice, allowing sufficient time for application and follow-up. Delivery should make use of hybrid formats, integrating asynchronous preparatory tasks with synchronous collaborative sessions. Mentoring and peer networks can be included as extensions of formal CPD to ensure continuity. By using the FOOTT PRINTTS six factors as a checklist, trainers can design courses that are comprehensive, relevant and resilient.
- Treat time, structure and interaction as pedagogical design choices, not merely organisational constraints.
- National mentoring and induction systems are critical in this regard. Early-career teachers are often the least likely to access high-quality CPD, yet they are also the group most vulnerable to attrition. Supporting induction and mentoring through policy ensures that professional learning is sustained and equitable.
- Funding policies also shape the possibilities for design and delivery. Hybrid and AI-enhanced CPD requires investment in infrastructure, training for trainers and equitable access to digital tools. Without systemic support, innovations in CPD risk deepening inequalities rather than broadening access. By ensuring adequate funding, setting frameworks for mentoring, and embedding CPD into workload structures, policy makers can enable trainers to design and deliver the kinds of professional learning that strengthen both teachers and systems.
- Recognise that high-quality CPD design requires protected time, stable funding and institutional trust in professional learning processes.

Policy Maker Focus Box

- For policy makers, designing effective CPD requires creating the enabling conditions in which trainers and schools can operate. Systems must allow teachers the time and resources necessary to participate meaningfully in professional learning. TALIS 2024 shows that time and workload remain the most frequently reported barriers to participation, highlighting the need for policies that embed CPD within teachers' working conditions rather than treating it as an optional extra.

Chapter 4. Assessing and Reflecting on CPD

This chapter focuses on how assessment and reflection can be used to strengthen the quality and impact of Continuing Professional Development. Rather than treating evaluation as an end-point, it presents reflection as a continuous process that supports learning, adaptation and improvement at individual, organisational and system levels. The chapter introduces the FOOTT PRINTTS factors as an integrated evaluation framework that captures both outcomes and professional meaning.

Assessment and reflection are vital to ensuring that Continuing Professional Development (CPD) has a meaningful and sustainable impact. The FOOTT PRINTTS framework highlights six factors that can be used as a comprehensive evaluation tool: professional identity, CPD satisfaction, professional support, school development and participation, organisation and delivery and CPD design elements. Used for evaluation, these six factors function as an interpretive lens rather than a checklist. They support holistic judgement by capturing how CPD is experienced, supported and sustained, rather than focusing solely on immediate outputs or satisfaction scores. By assessing CPD through these interlinked dimensions, systems and trainers can move beyond narrow measures of content knowledge and capture the broader professional and institutional effects of learning.

Reflection is not an isolated activity but a continuous process that can take place before, during and after CPD (Schön, 1983; Korthagen, 2004; Guskey, 2000). Before professional learning, reflection helps teachers identify their goals and needs. During CPD, reflection allows participants to connect new knowledge to their practice and professional identity. After CPD, reflection provides space for consolidation, evaluation of relevance and planning of next steps. Embedding these reflective stages transforms CPD from a one-off event into a sustained learning process. Each phase serves a different function. Reflection before CPD supports intentional participation and goal-setting. Reflection during CPD supports sense-making and professional dialogue. Reflection after CPD supports consolidation, transfer to practice and informed decisions about further learning.

The evidence from TALIS 2024 shows that teachers' perceptions of CPD quality are strong predictors of its impact. Teachers who report that their CPD was relevant, collaborative and sustained are more likely to feel satisfied with their work, confident in their professional skills and motivated to stay in the profession (OECD, 2025). Conversely, when teachers view CPD as irrelevant or poorly delivered, it has little or no positive effect on their professional lives. This underlines the importance of systematically monitoring both satisfaction and

perceived quality. It is important to distinguish between teachers' immediate experience of CPD and its longer-term impact. While satisfaction alone does not guarantee change in practice, research consistently shows that perceived relevance, quality and support are strong predictors of whether professional learning is taken up, adapted and sustained. Evaluation frameworks should therefore capture both experience and follow-up effects (Guskey, 2000; Day & Gu, 2014; FOOTT PRINTTS Consortium, 2023–2025).

The FOOTT PRINTTS results complement this international evidence. Evaluating CPD therefore also requires attention to organisational and systemic conditions. Barriers such as time constraints, lack of leadership support or limited opportunities for follow-up should be treated as evaluation findings rather than external excuses, as they directly shape the effectiveness of professional learning. Teachers and trainers reflected positively on CPD that included opportunities for collaboration, identity work and resilience-building, but also reported that organisational barriers often limited the effectiveness of professional learning. These findings point to the need for more systematic tools to capture both the successes and shortcomings of CPD.

Resilience is an especially important dimension in evaluation. Professional learning should be assessed not only in terms of knowledge or skills but also by its contribution to teachers' capacity to adapt, manage stress and sustain motivation (Beltman et al., 2011; Freedman & Appleman, 2009; OECD, 2025). By asking whether CPD supports resilience, evaluations can move closer to capturing the real impact of professional learning on teachers' careers and on education systems. Assessment questions may include whether CPD helps teachers

feel more confident in managing change, more connected to colleagues, and more able to sustain their motivation over time.

Practical tools can support this evaluative process. Reflection checklists, self-assessment surveys and participant feedback templates can help trainers and schools gather structured evidence. Digital tools, including QR-linked templates and dashboards, make it easier to collect and analyse feedback systematically. Visualisations such as graphs on satisfaction, barriers, mentoring participation and the use of digital tools can make evaluation results accessible and actionable.

Evaluation becomes most powerful when it informs redesign. Evidence gathered through reflection tools, feedback and visualisations should feed directly into decisions about content, structure and delivery in future CPD cycles. In this way, assessment supports continuous improvement rather than retrospective judgement.

Evaluation integrity check

When assessing CPD, trainers and systems may reflect on the following questions:

- Are we evaluating what matters for professional growth, not only what is easy to measure?
- Do evaluation tools capture both learning processes and perceived impact?
- Are organisational conditions included as part of evaluation findings?
- Is evaluation evidence used to inform future design and policy decisions?

The Trainer Companion Card, included in the Appendices, brings together the six FOOTT PRINTTS factors in a format designed for everyday use. While the guidebook provides the conceptual foundation

and design principles that underpin each factor, the card offers a quick, practical reference for trainers who want to keep the framework present during sessions without returning to the full text. Trainers are encouraged to use it as a planning tool before sessions, as a prompt during delivery, and as a structured reflection instrument afterwards. Over time, working with the card regularly is itself a professional development practice.

Trainer Focus Box

- For trainers, assessment and reflection provide concrete opportunities to improve practice. Using structured reflection tools and checklists enables trainers to adapt and refine sessions in real time. Collecting participant feedback systematically ensures that courses respond to teachers' needs and remain relevant. Trainers can also broaden the scope of evaluation to include resilience and well-being, asking whether CPD activities help teachers cope with challenges, maintain motivation and strengthen professional identity. By focusing on both outcomes and processes, trainers can build CPD that is responsive, resilient and aligned with the FOOTT PRINTTS framework.
- Use evaluation findings as formative feedback to adapt content, methods and pacing during and after CPD.

Policy Maker Focus Box

- For policy makers, evaluation is essential for monitoring the effectiveness of CPD across schools, regions and national systems. Data from participant satisfaction, resilience indicators and professional support can be integrated into policy evaluation frameworks, ensuring that professional learning is measured in terms

of impact rather than just participation rates. TALIS and other international comparisons provide benchmarks that can guide national monitoring and reveal equity gaps across contexts. Aligning national evaluation with international frameworks enables systems to situate their progress in a wider European and global context. By embedding resilience and satisfaction into policy evaluation, governments can ensure that CPD contributes not only to skill development but also to teacher retention, professional motivation and system sustainability.

- Treat evaluation data as system intelligence that informs workload policy, resource allocation and CPD governance, not only programme accountability.

Chapter 5. From Evidence to Action: CPD Pathways and Examples

This chapter demonstrates how evidence and conceptual principles can be translated into concrete CPD pathways. It offers a sequencing template that operationalises the FOOTT PRINTTS framework and illustrates its application through practical examples. The focus is on supporting trainers and policy makers in moving from understanding what works in CPD to implementing coherent, adaptable and sustainable professional learning designs.

The FOOTT PRINTTS survey results and the findings from TALIS 2024 provide strong evidence of what makes CPD effective (FOOTT PRINTTS Consortium, 2023–2025; OECD, 2025; Darling-Hammond et al., 2017). The challenge now is to translate these insights into concrete action. This chapter presents a sequencing template that links directly to the six FOOTT PRINTTS factors and provides practical examples of how the framework can be applied in CPD design. The aim is to offer both trainers and policy makers clear models that can guide professional development at classroom, school and system levels.

The Trainer Companion Card complements this chapter by providing a session-level tool that aligns with the sequencing tem-

plate. While this chapter presents programme-level design logic, the card supports implementation during individual training sessions.

Sequencing Template

The sequencing template (see picture 2), is a core practical tool of the FOOTT PRINTTS guidebook. It can be used for planning individual CPD courses, designing school-wide professional learning pathways or communicating CPD logic at system level. While presented here as a linear sequence, the template supports iterative use and adaptation across contexts.

Designing CPD can be understood as a step-by-step process in which each stage corresponds to one or more FOOTT PRINTTS factors:

1. **Engage with Professional Identity** → This step ensures that CPD connects with teachers' motivation, agency and sense of purpose.
 - Clarify how CPD strengthens teachers' sense of self and professional motivation.

2. **Analyse Needs (Factor 3: Professional Support and Needs Detection)** → This step grounds CPD design in real professional challenges rather than assumed deficits.
 - Collect data from teachers and schools about professional needs and challenges.
3. **Design Structure (Factor 5: Organisation and Delivery)** → This step aligns learning goals with time, format and accessibility constraints.
 - Plan content, scheduling and format with flexibility and inclusivity in mind.
4. **Deliver CPD (Factor 6: CPD Design Elements)** → This step ensures that learning processes support interaction, reflection and collaboration.
 - Use active learning, reflection, collaboration and hybrid delivery.
5. **Embed in School Development (Factor 4)** → This step links individual learning to collective practices and institutional change.
 - Link CPD outcomes to school-wide goals and collaborative practices.
6. **Evaluate Satisfaction and Resilience (Factors 2 and 1)** → This step captures both professional experience and sustainability of impact.
 - Gather teacher feedback, assess relevance and monitor impact on identity and resilience.

This cycle reflects CPD as both a process and a system, ensuring that professional learning is embedded, sustainable and responsive.

The sequencing template is designed to be adaptable rather than prescriptive. Trainers and systems may place greater emphasis on particular steps depending on context, such as prioritising mentoring in induction phases or focusing on delivery and evaluation in large-scale programmes. What remains essential is maintaining coherence across the steps and aligning design choices with the FOOTT PRINTTS factors.

Hands-on Examples

AI Literacy in Education

A training module structured around the Engage–Create–Manage–Design model introduces teachers to artificial intelligence in the classroom (Beijaard et al., 2004; Fang, 1996; European Commission, 2023a). The module begins by engaging teachers with discussions about their beliefs and concerns (identity). Teachers then create small-scale classroom projects using AI tools (active learning). Sessions focus on managing ethical and pedagogical challenges (support, delivery), before concluding with collaborative design tasks in which teachers integrate AI into their own teaching plans.

The same structure can be applied to other complex themes such as inclusive education, assessment literacy or multilingual classrooms, where professional beliefs, ethical considerations and practical experimentation must be addressed together.

Classroom Management and Mentoring for Novice Teachers

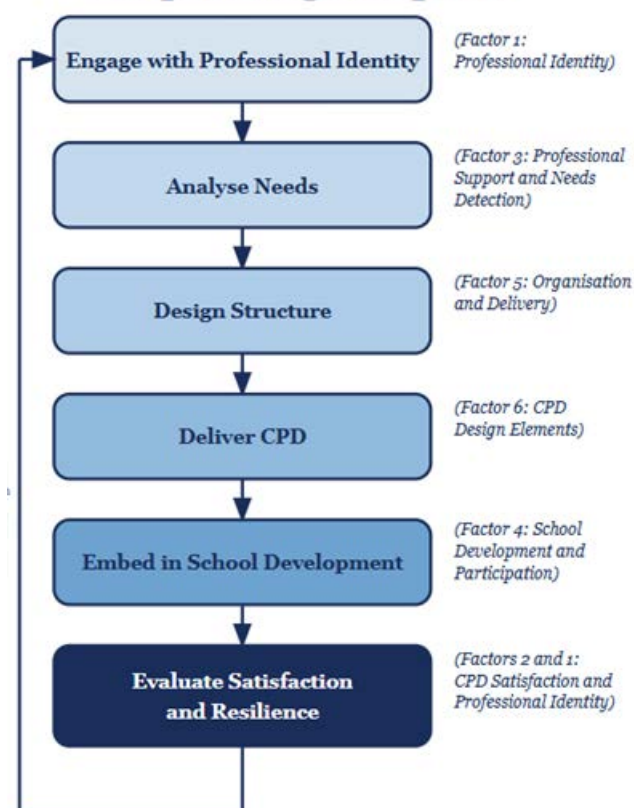
This CPD pathway begins with needs detection through early-career teacher surveys and focus groups. It then offers mentoring support, pairing novice teachers with experienced colleagues (professional support). The training is delivered in hybrid form, combining online modules with face-to-face mentoring and reflection. School leaders are involved in embedding outcomes into broader school development strategies. Evaluation focuses on satisfaction, identity and resilience, particularly in supporting teacher retention.

By combining mentoring, hybrid delivery and school-level engagement, this pathway illustrates how CPD can contribute directly to early-career teacher retention and professional confidence, addressing challenges highlighted in TALIS 2024 (Ingersoll & Strong, 2011; OECD, 2025; McLaughlin & Talbert, 2006).

Resilience in Design

Resilience is not an add-on but a design principle. Designing for resilience does not mean adding isolated well-being sessions to CPD programmes. It means ensuring that learning conditions, peer support and professional recognition are embedded throughout the CPD pathway. CPD can explicitly address stress management, adaptive teaching strategies and career sustainability (Day & Gu, 2014; Beltman et al., 2011; Hargreaves & Fullan, 2012). For example, a resilience-focused CPD programme may combine workshops on managing workload with peer support groups and reflective journaling. By linking these activities to the six factors, trainers ensure that CPD strengthens not only skills but also motivation, identity and well-being.

Sequencing Template



Picture 2. Sequencing template

The examples presented in this chapter are intended as models rather than templates to be replicated unchanged. Their value lies in illustrating how the FOOTT PRINTTS framework can be applied coherently across different themes and contexts. Trainers and policy makers are encouraged to adapt the structure, scale and emphasis of these pathways to local needs and system conditions.

Trainer Focus Box

- For trainers, the sequencing template provides a practical roadmap for designing CPD in any subject area. By following the six steps, trainers can ensure that professional learning is coherent, responsive and identity-driven. The examples of AI literacy and mentoring offer concrete models that can be adapted to different

contexts. Trainers are encouraged to use the QR-linked templates to plan their own courses step by step, integrating FOOTT PRINTTS factors into every stage. This approach makes it possible to design CPD that is not only technically sound but also resilient, motivating and sustainable.

- Use the sequencing template as a planning and reflection tool, revisiting it throughout the CPD cycle rather than only at the design stage.

Policy Maker Focus Box

- For policy makers, this chapter shows how evidence can be translated into scalable CPD pathways. The sequencing template can be used as a communication tool to explain to stakeholders what effective CPD looks like and how it can be structured. The examples of AI literacy and mentoring illustrate how specific themes can become national priorities supported by coherent frameworks. Visual templates can also be used at governance level to align CPD design with policy objectives and to show how system-level investment in mentoring, hybrid delivery and resilience pays dividends in teacher satisfaction and retention. By supporting trainers with resources and embedding CPD in broader school development, policy makers ensure that pathways from evidence to action are coherent across the system.
- While these pathways illustrate how evidence can be translated into practice, their implementation is always shaped by national and local contexts.
- Use sequencing templates and examples to communicate CPD logic clearly to stakeholders and to support coherence across initiatives.

Trainer's Companion Card

Factor	BEFORE the session <i>Ask yourself:</i>	DURING the session <i>Concrete move:</i>	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.

Appendices

Glossary

Active Learning

An approach to professional development in which participants engage directly with content through tasks, discussion, problem-solving or creation, rather than passively receiving information. In CPD, active learning increases the likelihood that new knowledge will be transferred into classroom practice.

Andragogy

The theory and practice of teaching adult learners, developed by Malcolm Knowles. Unlike pedagogy, which focuses on teaching children, andragogy emphasises that adults learn best when content is relevant to their experience, self-directed and connected to real-life challenges. It is the foundational principle behind effective CPD design.

Blended Learning

See *Hybrid CPD*.

Communities of Practice

Groups of professionals who share a common field of work and engage in collective learning through regular interaction, shared experiences and the exchange of practice. In CPD, communities of practice extend professional learning beyond formal training sessions and help sustain change over time.

Continuing Professional Development (CPD)

Any structured or semi-structured learning activity that enables teachers and other education professionals to deepen their knowledge, develop their skills and strengthen their professional identity after initial teacher education. CPD encompasses formal courses, peer learning, mentoring, collaborative inquiry and reflective practice.

CPD Design Elements

The sixth factor in the FOOTT PRINTTS framework. It refers to the specific methods and principles that give a CPD programme its pedagogical depth and impact, including active learning, reflection, collaboration, dialogue and sustained engagement over time.

Equity

In the context of CPD, equity refers to ensuring that all teachers — regardless of their location, school context, career stage or personal circumstances — have fair access to high-quality professional development. Equity is distinct from equality: it recognises that some teachers face greater barriers and may need additional or differentiated support.

European Education Area

A European Union initiative aiming to make quality education and training accessible

to everyone across Europe by 2025. It provides a shared framework of priorities — including teacher professional development, digital education and inclusion — within which projects such as FOOTT PRINTTS are situated.

Governance

The systems, structures and processes through which decisions about education policy, including CPD, are made, implemented and monitored. In the context of this guidebook, governance refers to the responsibilities of national and regional authorities in creating the enabling conditions — such as funding, standards and quality assurance mechanisms — that allow effective CPD to take place.

Hybrid CPD

A model of professional development that combines face-to-face and online learning, either sequentially or simultaneously. Effective hybrid CPD is not simply a transfer of in-person content into digital formats; it requires deliberate redesign to ensure that interaction, reflection and collaboration remain central regardless of the mode of delivery.

Induction

The structured process of supporting teachers who are new to the profession or to a particular school context. Effective induction typically includes mentoring, reduced workload, observation opportunities and access to professional development, and is recognised as a key factor in early-career teacher retention.

Mentoring

A structured professional relationship in which a more experienced colleague sup-

ports the learning and development of a less experienced one. In CPD, mentoring provides personalised guidance, reflective feedback and professional encouragement, and is particularly effective for novice teachers and those navigating significant transitions in their careers.

Professional Identity

A teacher's sense of who they are as a professional — including their values, beliefs, sense of purpose and understanding of their role within the educational system. Professional identity is both the starting point and the intended outcome of meaningful CPD, as it shapes how teachers engage with new learning and how they apply it in practice.

Professional Learning Community (PLC)

A group of educators who engage in ongoing, collaborative professional learning within or across schools. PLCs are characterised by shared goals, mutual accountability, reflective dialogue and a focus on improving student outcomes through collective professional growth.

Professional Support

The third factor in the FOOTT PRINTTS framework. It refers to the encouragement, guidance and feedback that teachers receive from peers, mentors and school leaders. Professional support is treated as a structural condition for effective CPD, not an optional extra.

Quality Assurance (QA)

The processes and mechanisms used to monitor, evaluate and improve the quality of CPD provision. Quality assurance ensures that professional development meets defined standards, produces mean-

ingful outcomes and remains responsive to teachers' needs. It operates at programme, institutional and national levels.

Resilience

In the context of this guidebook, resilience refers to teachers' capacity to adapt to change, manage professional stress and sustain their motivation and commitment over time. Resilience is understood not as a purely individual trait but as something that is built and supported through professional relationships, meaningful CPD and enabling organisational conditions.

School Development

The fourth factor in the FOOTT PRINTTS framework. It refers to the processes through which CPD outcomes are embedded in collective school practices and contribute to institutional improvement, rather than remaining at the level of individual teacher learning.

Sequencing Template

A practical planning tool developed by FOOTT PRINTTS that organises the six factors of the framework into a step-by-step process for designing CPD. It guides trainers and policy makers from engaging with professional identity, through needs analysis, course design and delivery, to embedding outcomes in school development and evaluating impact. The template is intended to be iterative rather than linear.

TALIS (Teaching and Learning International Survey)

A large-scale international study conducted by the OECD that collects data on the working conditions and professional learning of teachers and school leaders across participating countries. TALIS 2024 is cited

throughout this guidebook as a key source of evidence on CPD participation, teacher needs, barriers and the relationship between professional development and teacher well-being.

Teacher Trainers' Companion card

A QR code linking directly to the FOOTT PRINTTS Trainer Companion Card is provided below. Trainers are encouraged to scan it with any smartphone or tablet camera to access and download a print-ready version of the card at any time. The card can be printed as a single sheet, kept on the desk during training sessions, or shared digitally with colleagues and co-trainers. Because it is accessed via QR code rather than embedded solely in this guidebook, it remains available independently — meaning trainers do not need to carry the full guidebook into the room with them.



Research appendix

(FOOTT PRINTTS methodology)

FOOTT PRINTTS Guidebook – Quick Reference Table

Chapter	Trainers – Practical Use	Policy Makers – System Level
Introduction	See why CPD is more important than ever; know how the guide helps your training work.	Understand the European rationale for prioritising CPD in education policy.
1. Landscape of CPD	Recognise teacher needs, barriers, and identity issues; use findings to design relevant, resilience-building CPD.	Remove structural barriers (time, cost, access); use evidence for equity and retention strategies.
2. Conceptual & Theoretical Framing	Translate theory into practice (reflection, collaboration, hybrid CPD).	Use definitions, QA frameworks, and standards to shape national CPD strategies.
3. Designing CPD	Apply adult learning principles; run needs analyses; structure and deliver effective CPD (incl. hybrid & mentoring).	Provide resources, time, and systems to enable high-quality, flexible CPD delivery.
4. Assessing & Reflecting	Use tools/checklists to improve training; collect feedback on resilience and well-being outcomes.	Integrate resilience and satisfaction indicators into QA and national monitoring.
5. From Evidence to Action	Use sequencing templates and examples (AI literacy, mentoring) for course planning.	See how evidence-based design can inform large-scale CPD programmes.
Appendices	Use the glossary, templates, and research for daily use.	Use methodology, TALIS data, and references to justify policy choices.

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