



FOOTT PRINTTS: CPD Quality Framework for In-Service Teacher Trainers



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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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Section 1: Purpose of the Framework

This document presents a model for high-quality Continuous Professional Development (CPD) for in-service teacher trainers. It outlines six interrelated Key Factors that support meaningful, relevant, and impactful professional learning. The goal is to guide decision-making, strengthen institutional CPD structures, and empower educators to engage as democratic professionals. FOOTT PRINTTS research shows that

CPD must be embedded in broader professional and institutional strategies to support meaningful change. The research was divided into two strands: an extended literature review that mapped existing knowledge and discourses on CPD quality, and an empirical component that captured the lived experiences and practices of teachers, teacher trainers and policy makers across diverse contexts and countries.

Section 2: Underlying Assumptions

Quality CPD depends on the dynamic interaction between individual motivation, professional support, governance, and well-designed learning experiences. Teachers' participation in CPD should be supported by enabling structures, equitable access,

and recognition of professional identity. According to the FOOTT PRINTTS research, CPD is most effective when it is personalised, context-sensitive, and aligned with teachers' own development goals.

Section 3: Conceptual Foundations

This framework builds on the validated theoretical and empirical findings of the FOOTT PRINTTS Erasmus+ project.

To reduce the large number of variables collected in the questionnaire to a smaller set of superior factors, exploratory factor analysis was applied as a central method of multivariate statistics. The factor analysis resulted in 18 factors that describe teachers' perceived competence development in CPD. These 18 factors were synthesized into the 6 FOOTT PRINTTS key factors in a

theory based interpretation, including feedback cycles to ensure cultural accuracy for each educational region.

Each **Key Factor** includes descriptive indicators and practical elements to support implementation by trainers, institutions, and policymakers. The literature highlights a lack of common quality criteria across CPD systems in Europe, affirming the need for coherent frameworks that promote both personal growth and system-level development.

Section 4: Using the framework

This model lists all key dimensions for designing, facilitating, and evaluating high-quality, sustainable, and profession-oriented CPD. The six **Key Factors** reflect the interaction of motivation, support, governance, and didactics within a democratic and inclusive educational culture. The framework is grounded in European

comparative research and offers tools for reflection and improvement.

The framework serves as a planning, quality, and reflection tool for trainers, school leaders, and educational authorities. Each Key Factor is supported by observable practices for effective CPD delivery.

Section 5: Key Factors and Observable Aspects

The six key factors present a summary of the research results on CPD quality as perceived by teachers, teacher trainers and decision makers:

1. Professional Identity
2. CPD Satisfaction
3. Professional Support
4. School Development & Participation
5. Organisation & Delivery
6. CPD Design Elements

Each **Key Factor** is described in detail below.

1. Professional Identity

This factor explores how CPD supports professional self-understanding, motivation, teacher interaction, role clarity, and career development. FOOTT PRINTTS' findings show that teachers are more engaged in CPD when it resonates with their values, enhances professional autonomy, and provides room for reflective practice.

Descriptive Factors:

1.1 CPD helps teachers in their everyday practice

Professional development is effective when it provides tools, strategies, or insights that

teachers can immediately apply in their classrooms. This includes solving real challenges, adapting new methods, or improving lesson quality.

1.2 Teachers learn something meaningful

CPD is valued when it deepens teachers' understanding, introduces new perspectives, or challenges existing beliefs. Learning is considered meaningful when it builds confidence and fosters professional growth.

1.3 Teachers engage in professional dialogue

Sharing experiences, reflecting with peers, and discussing teaching practices strengthens teachers' identities. Such structured dialogue promotes collaboration, critical thinking, and a sense of belonging in the profession.

1.4 CPD is connected to career advancement (e.g. certificates, monetary rewards, ECTS)

Teachers are more motivated to participate in CPD when it contributes to formal recognition, qualification upgrades, or access to new roles. Visible career links enhance the long-term relevance of professional learning.

Observable aspects for trainers:

- Align CPD topics with teachers' everyday practice and professional values.
- Design CPD with clear objectives, conceptually rich content, and reflective tasks that connect new knowledge to classroom practice.
- Facilitate structured peer dialogue and collaborative reflection.
- Embed CPD in regionally/nationally/internationally recognised qualification frameworks
- Providing certification linked to incentives

Key Dimensions of Effective Practice:

- CPD links to teachers' everyday practice as well as professional values and identity (e.g. values to commitment to student learning, inclusion, and collaboration)
- Peer dialogue supports identity formation, role clarity, and shared reflection.
- Opportunities for career progression reinforce sustained CPD participation.

2. CPD Satisfaction

This factor addresses perceived quality, usefulness, and the sense of professional fulfillment resulting from CPD. FOOTT PRINTTS' research confirms that satisfaction is highest when CPD is relevant, timely, and practical.

Descriptive factors:

2.1 CPD is necessary for professional advancement

Teachers view CPD as an essential component of sustained career development. It enables them to build and update their expertise, remain informed about new peda-

gogical and subject-related developments, and fulfill institutional or policy-related requirements for progression within the profession.

2.2 Content meets the needs of educators

Effective CPD addresses the actual challenges, interests, and teaching contexts of participants. Teachers value content that is relevant to their subject areas, student needs, or current pedagogical priorities.

2.3 Participation improves professional practice

Teachers are more satisfied when they experience concrete improvements in their work – such as better classroom management, new strategies and methods that were modelled and tested during CPD, working effectively with learning materials, or stronger student engagement – as a direct result of CPD.

2.4 Overall job satisfaction is high

Well-designed CPD contributes positively to teachers' professional wellbeing. It enhances motivation and confidence, reduces the risk of burnout, and supports long-term job satisfaction. By reinforcing commitment and professional identity, CPD also strengthens teacher retention within the profession.

Observable aspects for trainers:

- Offer CPD formats that visibly support professional growth and career progression.
- Design CPD around current teaching challenges and conduct needs assessments to tailor content to subject areas, contexts, and career stages.

- Embed tangible classroom applications into each session to ensure practical improvements in teaching and learning.
- Include elements that strengthen teachers' motivation, confidence, and morale.

Key Dimensions of Effective Practice:

- Satisfaction increases when CPD responds to teachers' professional needs and immediate classroom challenges.
- CPD is valued when it leads to observable improvements in teaching practice and student learning.
- Teachers appreciate CPD that supports long-term professional growth and career advancement.
- High-quality CPD contributes to job satisfaction, motivation, and professional confidence.

3. Professional Support and Collaboration

This factor emphasises mentoring, coaching, collaboration, and networks. Sustainable professional development depends on ongoing peer interaction and support structures. FOOTT PRINTTS highlights the importance of professional learning communities and shared leadership.

Descriptive factors:

3.1 Mentoring by experienced colleagues

Mentoring provides structured guidance from experienced colleagues to those newer to the profession. It builds trust, offers role models, and supports the practical integration of new knowledge into daily teaching practice.

3.2 Coaching to improve performance

Coaching involves targeted, ongoing support tailored to individual goals that improve professional and personal competences. It helps teachers reflect on their practice, receive constructive feedback, and make focused improvements over time.

3.3 Peer observation and feedback

Observing colleagues and receiving feedback fosters mutual learning and critical reflection. It promotes a shared professional language and deeper understanding of teaching practices.

3.4 Professional networks and material sharing

Access to professional communities and networks strengthens CPD by enabling teachers to exchange ideas, share teaching materials, and collaborate beyond individual training events, thereby ensuring sustainability of professional learning.

Observable aspects for trainers:

- Use structured mentoring groups or peer-led modules to provide follow-up guidance and role modelling.
- Introduce coaching formats with ongoing individual feedback and goal-setting to support reflective practice and professional growth.
- Embed reciprocal peer observation and feedback cycles into CPD design to promote mutual learning and shared professional language.
- Establish cross-school or digital professional networks that enable collaboration, material exchange, and sustained knowledge transfer.

Key Dimensions of Effective Practice:

- Mentoring provides structured guidance that supports teachers at different career stages and facilitates reflective transfer of new knowledge into practice.
- Coaching enables personalised learning tailored to teachers' goals and contexts.
- Peer observation and feedback foster mutual trust, reduce professional isolation, and deepen shared understanding of effective practice.
- Professional networks sustain motivation, innovation, and resource exchange beyond training events.

4. School Development & Participation

This factor concerns CPD governance, participation, and policy alignment. According to FOOTT PRINTTS, meaningful teacher involvement in CPD planning improves ownership and effectiveness. Governance structures must balance national mandates with institutional autonomy.

Descriptive factors:

4.1 Teachers can choose CPD within available options

Participation is strengthened when teachers have autonomy to select CPD activities within a structured framework. Choosing opportunities that align with their professional goals and school responsibilities increases motivation, ownership, and meaningful engagement.

4.2 Teachers want more say in CPD planning

Teachers' participation in the design and planning of CPD ensures that activities are

relevant and responsive to real teaching needs. Involving educators through surveys, committees, or working groups enhances acceptance, promotes shared responsibility, and strengthens links to school development priorities.

4.3 CPD is aligned with school development goals

Professional learning is more effective when it is directly connected to wider school development strategies. Linking CPD to institutional improvement plans fosters coherence, shared responsibility among staff, and collective progress towards common educational objectives.

4.4 Authorities and institutions also influence content

Participation in CPD is also shaped by external actors such as ministries, school leaders, and employers. Their guidance through regulations, funding, and strategic vision can support school development, but is most effective when balanced with teachers' professional agency and local needs.

Observable aspects for trainers:

- Offer teachers structured options for CPD and communicate learning goals clearly to support informed choice and ownership.
- Involve participants in co-design of CPD content or delivery modes.
- Ensure coherence between participants, school goals and regional strategies.
- Align CPD content with school development priorities and ensure coherence with institutional and regional strategies.
- Clarify governance mechanisms and funding structures.

Key dimensions of effective practice:

- Autonomous and locally contextualised CPD formats enhance teacher agency, motivation, and meaningful engagement.
- Transparent governance structures strengthen CPD legitimacy and alignment with institutional goals.
- Reflective and autonomous learning formats enhance teacher agency.
- Transparent governance and awareness of the wider policy landscape increase legitimacy and teacher engagement in CPD.

5. Organisation & Delivery

This factor addresses logistics, format, and accessibility of CPD. The FOOTT PRINTTS research stresses the importance of timing, modality, and relevance in supporting inclusive participation—especially for rural or under-resourced schools.

Descriptive factors:

5.1 CPD takes place during work hours or preparation time

Scheduling CPD within regular working hours or preparation time reduces workload pressure and promotes equitable access for all teachers. It demonstrates institutional support and signals that professional learning is an integral and valued part of the teaching profession.

5.2 External venues (e.g. universities, museums)

Holding CPD in external environments such as universities, museums, or cultural centres fosters creativity and inspiration. These settings promote interdisciplinary learning and strengthen connections be-

tween schools and wider educational and cultural institutions.

5.3 Formats include face-to-face, blended, hybrid, and online

Offering a variety of delivery modes increases access and flexibility across different teaching contexts. Online formats expand opportunities and reach, while face-to-face formats support practical testing, interaction, and reflection. Hybrid and blended approaches combine the advantages of both, accommodating diverse preferences and levels of digital readiness.

5.4 Flexible scheduling and varied durations

Providing CPD in short workshops, multi-day courses, or longer-term programmes enables teachers to choose formats that best fit their needs and time resources. Flexible scheduling supports sustained participation, encourages continuous professional learning, and accommodates the varying rhythms of teachers' professional lives.

Observable aspects for trainers:

- Schedule CPD within working hours or preparation time and align formats with teaching timetables
- Use external educational and cultural venues (e.g. universities, museums) to foster creativity and interdisciplinary connections.
- Provide diverse delivery modes, including face-to-face, blended, hybrid, synchronous, and asynchronous formats, adapted to CPD content.
- Offer flexible pacing and varied durations (short workshops, multi-day courses, ongoing programmes) with opportunities for self-directed engagement.

Key Dimensions of Effective Practice:

- Flexible scheduling and timing promote equity and remove access barriers.
- External venues such as universities or cultural institutions inspire creativity, foster interdisciplinary learning, and build institutional links.
- A variety of delivery formats (face-to-face, blended, hybrid, online) ensures relevance across diverse contexts and alignment with CPD content.
- CPD format reflects CPD content and subject.
- Co-located or online CPD options enhance cost-efficiency and broaden participation.
- Cost-efficient and accessible formats broaden participation and sustain engagement across teaching communities.

6. CPD Design Elements

This factor highlights didactic elements that make CPD practical and transferable. Effective CPD blends theory with classroom practice, fosters collaboration, and encourages experimentation. Caena (2011) and FOOTT PRINTTS literature review both emphasise the value of microteaching, peer dialogue, and iterative feedback.

Descriptive factors:

6.1 Practical application of content

CPD is more effective when teachers can directly apply what they learn to their own classrooms. This includes hands-on activities such as lesson planning, classroom simulations, or try-outs that promote real-world transfer.

6.2 Peer learning and group discussions

Collaborative formats enable teachers to co-construct knowledge, solve problems collectively, and reflect on diverse perspectives. Structured group dialogue enhances engagement, builds professional identity, and reinforces motivation and long-term commitment to professional learning.

6.3 Informal exchange and real-life examples

Teachers value CPD that creates space for authentic and informal exchange. Storytelling, discussion of teaching dilemmas, and sharing lived experiences ground theoretical input in everyday practice and foster a trusting, safe environment for learning.

6.4 Use of teaching materials and active participation

Actively working with teaching resources during CPD encourages creativity, adaptability, and ownership. When participants co-develop, adapt, and test materials, professional learning becomes more engaging and directly relevant to teachers' classroom practice.

Observable aspects for trainers:

- Include cycles of practice-reflection-action (e.g. design-based learning).
- Integrate microteaching, simulations, or scenario-based activities.
- Facilitate small-group design projects and collective material development.
- Encourage informal exchange through storytelling, teaching dilemmas, and lived experiences to connect theory with everyday practice.
- Prioritise dialogic and hands-on formats over lecture-based delivery.

- Facilitate small-group design projects and collective development, adaptation, and testing of teaching materials.

Key Dimensions of Effective Practice:

- Iterative and collaborative learning formats support deeper professional growth. Storytelling and authentic case examples foster emotional engagement and contextual learning.
- Practice-oriented experimentation enables transfer and ownership of new strategies
- Active co-creation and adaptation of teaching materials strengthen creativity, ownership, and classroom relevance.

Section 6: Outlook

This framework aims to support teacher educators and policymakers in designing CPD rooted in democratic professionalism. It does so by promoting participatory planning, recognising teachers' voices, and aligning professional learning with both individual agency and institutional goals. The six Key Factors reflect core democratic values: equity in access (5. Organisation & Delivery), shared decision-making (4. School Development & Participation), reflective autonomy (1. Professional Identity), and peer collaboration (3. Professional Support). In this way, the framework not only supports teacher development but also strengthens the role of educators as reflective, empowered, and responsible actors within inclusive school cultures.

By translating research into practice, it strengthens both individual and institutional professional learning with a commitment to quality, equity, relevance, and participation. Its structure builds on the theoretical and empirical insights performed by the FOOTT PRINTTS project, offering a validated foundation for quality CPD across diverse educational systems.

Overview table

1. Professional Identity	2. CPD Satisfaction	3. Professional Support	4. School Development & Participation	5. Organisation & Delivery	6. CPD Design Elements
1.1 CPD helps teachers in their every-day practice	2.1 CPD is necessary for professional advancement	3.1 Mentoring by experienced colleagues	4.1 Teachers can choose CPD within available options	5.1 CPD takes place during work hours or preparation time	6.1 Practical application of content
1.2 Teachers learn something meaningful	2.2 Content meets the needs of educators	3.2 Coaching to improve performance	4.2 Teachers want more say in CPD planning	5.2 External venues (e.g. universities, museums)	6.2 Peer learning and group discussions
1.3 Teachers engage in professional dialogue	2.3 Participation improves professional practice	3.3 Peer observation and feedback	4.3 CPD is aligned with school development goals	5.3 Formats include face-to-face, blended, hybrid, and online	6.3 Informal exchange and real-life examples
1.4 CPD is connected to career advancement (e.g. certificates, etc.)	2.4 Overall job satisfaction is high	3.4 Professional networks and material sharing	4.4 Authorities and institutions also influence content	5.4 Flexible scheduling and varied durations	6.4 Use of teaching materials and active participation

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