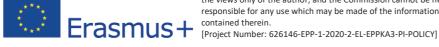


D2.1 Intervention Design (Training Manual for Pro-W)















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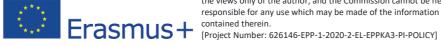


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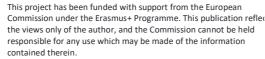






School-Wide **Positive Behaviour Support** (Training Manual for SW-PBS) Part A





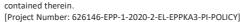














Table of Contents

The SW-PBS framework	3
Introduction	7
Section 1: Common Philosophy and Purpose	9
Section 2: Leadership	.12
Section 3: Clarifying Expected Behaviour	.17
Section 4: Teaching Expected Behaviour	.22
Section 5: Encouraging Expected Behaviour	.26
Section 6: Discourage Inappropriate Behaviour	.31
Section 7: Ongoing Monitoring and Assessment	.36
Section 8: Training, Development and support of Preschool Staff	.39
References:	.41
Appendices:	.43
Tables	.57

The SW-PBS framework

Children spent a large amount of time in preschool and subsequently the preschool context may influence deeply their social skills development and their behaviour. Particularly, for young children, who are spending in preschool settings more and more time due to the increasing participation rate in preschools settings and as their development rate is rapid and malleable, the preschool context may have an important impact on their behaviour. Several experts have recommended that preschool-wide interventions promoting positive behaviour and the development of social skills seem to have a number of advantages, because they are comprehensively implemented throughout the preschools by all teaching and non-teaching staff and involve all children and their families (Bloomquist & Schnell, 2005). It has been documented that educational programs focusing on the entire preschool have the biggest impact on a number of important preschool-related agents such as improving child behavioural and academic outcomes, preschool climate, teacher work satisfaction (Bradshaw et al., 2009).

During the last 20 years the School-Wide Positive Behaviour Support (SW-PBS) has been developed, an organizational framework or approach that enables preschools to act proactively and in a comprehensive way for supporting all children's academic, social and behavioural skills. Specifically, the SWPBS is a three-tier framework, aiming to (a) prevent problem behaviour from occurring and (b) intervene effectively with evidence-based strategies when problem behaviour occurs. Tier 1 requires a school-wide implementation that involves all children, staff, and families in order to support children's positive behaviour and social skills. In other words, Tier 1 acts as a primary prevention strategy and is usually sufficient for promoting positive behaviour for 80% of the children. Tier 2 is the secondary prevention that focuses on an additional 15% of children at risk for academic and/or socioemotional problems who have not benefited from Tier 1 activities. Lastly, the third tier is the tertiary prevention that targets individually an approximately 5% of children with chronic and severe behavioural and socio-emotional problems. It should be noted that the implementation of the SWPBS approach in the Pro-W project would remain only to Tier 1 intervention during the 2021-2022 and/or 2022-2023 school year.

SW-PBS approach is based on the general educational approach of Positive Behaviour Support (PBS), which focuses on the re-orientation of teachers' attention from a child's inappropriate behaviour to an increased use of praise, attention and encouragement of a child's positive behaviour. Teacher's attention is considered a powerful reinforcer of a child's behaviour and the PBS approach emphasizes the sustained encouragement of positive and "expected" behaviour. School-Wide PBS is a a systemic approach of dealing with problem behaviours, which is shared by all preschool members (staff, children) and by parents and is implemented within preschools through "the use of data to understand issues related to problem behaviour, the adoption of evidence-based intervention practices, and a focus on the instruction" (Fox, Jack, & Broyles, 2005, p. 4).

Theoretical background

SW-PBS is based on the idea that successful schools with a vision to provide high quality of school climate, should be restructured themselves and not the children. Theoretically, SW-PBS framework is founded around the theory of Applied Behaviour Analysis (ABA). According to ABA theory, each person's behaviour is determined by past and current experiences within the environment they live. Every behavioural sequence proceeds from an Antecedent, to a respective Behaviour and then to a Consequence. The Antecedent is an event that occurs immediately before and triggers a specific behaviour. The Behaviour is every observable and measurable action and Consequences are the outcomes (positive or negative) that follow immediately the respective behaviour. Therefore, this theory posits that the main aim for changing one's behaviour is to make changes in his/her environmental context. Subsequently, the theoretical context of SW-PBS framework focuses on changing the adults' behaviour with respective modifications within the preschool environment in order to encourage a positive change in children's behaviour. This framework is displayed in Figure A and is described shortly below in the preschool context of the Pro-W porject. SWPBS is a systems-change framework that includes four interconnected elements:

Outcomes: this element refers to the measurable, expected goals that preschools
have set to achieve, and they are related to social, behavioural and academic
outcomes.

- 2. Systems: include all the possible culturally adapted strategies that are put in place in order to support teaching and non-teaching staff of a preschool setting to develop and implement precisely and accurately the SW-PBS framework. Specifically, for Tier 1 implementation in the Pro-W project an external coach provides on-site support consultation and training to the SWPBS preschool team. Training includes defining a preschool vision; desired social values and expected positive behaviours; designing lesson plans for teaching social skills; setting up a praise system to reinforce child positive behaviours; designing a hierarchy of consequences to manage challenging behaviours, and collecting data to make informed-based decisions with respect to child needs and procedural issues. The preschool team, with the assistance of the external coach, trains and engages the rest of the non-teaching staff of a preschool setting in putting the above elements in place. Preschool administration is actively involved and guiding the implementation process and ensuring for staff buy-in. In general, it is important to consider and adopt a strong and sustainable system to implement SW-PBS practices adjusted to the cultural context of each preschool setting (see more on MO SW-PBS, 2019-2020).
- 3. Data: this element is used for supporting decision making particularly around the important preschool goals that are set in each setting, such as the successful adaptation and application of common preschool values. Data is collected (a) for monitoring children's social and behavioural skills as well as academic performance and (b) for examining the fidelity of the SW-PBS implementation.
- 4. Practices. This element focuses on implementing evidence-based strategies to support children's behaviour. For Tier I, such practices include culturally relevant teaching and learning activities implemented by teachers to support all children in a preschool setting. Specifically, practices include teaching, rewarding, correcting, reminding, and re-teaching children's social skills and agreed expected behaviours. All adults in a preschool setting are expected to follow a common instructional approach to promote a preschool's vision and values.

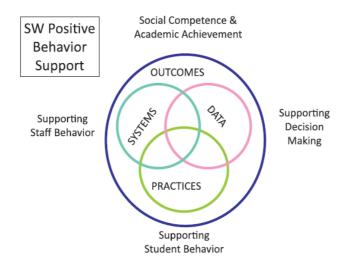


Figure A: The core elements of SW-PBS framework (adopted from : Lewis, McIntosh, Simonsen, Mitchel & Hatton, 2017) can you change student to children in fig A? and behavior to behaviour?

The SW-PBS in ProW Project

SWPBS is built on the assumption that all children can exhibit appropriate behaviour. As a result, preschool staff is trained, coached and supported to assess the contextual setting events and environmental conditions and incorporate evidence-based practices and resources to increase the probability of such appropriate behaviour. Preschool teachers work to effectively teach, encourage and model school-wide values (e.g., respect, safety, responsibility) and appropriate behaviours (e.g., respect means use kind words and actions) to all children across all areas of a preschool setting (e.g., classroom, hallways, playground). Staff engage families and children to develop and adopt a universal positive and inclusive language about preschool's vision and mission, identifying school-wide social values, teaching explicitly expected behaviours and routines, recognizing children's and teachers' positive behaviours, and providing corrective feedback on children's social inappropriate behaviour inside and outside of classrooms. Teachers are trained and supported by an active leadership team and an external coach. Families are encouraged to use the common language and social expectations at home. SWPBS support is significant- in that it -moves the structural framework of each preschool setting from being reactive and using punitive or negative approaches to proactive systems of performance and relational building. This effort cohesively unites all the adults in using 1) common language, 2) common practices, and 3) common procedures. This cohesive approach supports children's socio-emotional development by offering stability in the way their behaviour is supported by adults both at preschool settings and at home.

Introduction

Eight basic elements comprise the SW-PBS implementation at the first level of prevention (Tier 1), (MO SW-PBS, 2018, 2019-2020). In the next sections of this manual, the elements are thoroughly described and examples are provided in both the text and in Appendices. To ensure implementation fidelity, each one of the elements described in the following sections must be adhered to. Elements 1-7 refer to actions for children 's support, whereas the last one is relevant to the professionals and preschool staff. These elements are displayed in Figure B and described accordingly in the training manuals of Greece, Cyprus, Portugal and Romania.



Figure B: The basic elements of Tier 1 SW-PBS framework (Source: Sugai & Horner, 2008; MO SW-PBS, 2018)

One of the most important points for a successful implementation is the genuine consent and interest of the teaching staff, as well as their commitment for their participation in the Pro-W project. As soon as the preschool principal/Head Teacher expresses an interest for the implementation of the Pro-W project at his/her preschool setting, the teaching staff is informed by the external coach about the philosophy, the purposes and all the important elements of the project. Specifically, within the framework of the Pro-W project, partners across Greece, Cyprus, Portugal and Romania, presented the SWPBS approach to all the preschools that expressed an interest to participate in the Pro-W project. During the presentation, the theoretical framework of the implementation was described, together with the 8 basic elements and the way those would be implemented in a preschool unit. The next step required was the anonymous vote by teaching staff in order to identify the percentage that would consent and commit their active participation to the project. A 70-80% consent was set as the minimum requirement for each preschool in order to begin with the implementation of Pro-W.

Section 1: Common Philosophy and Purpose

It is very important to have a common vision and a shared philosophy in every participating preschool and kindergarten to develop a common language, among all members of the setting (teachers, support staff, administration, parents, visitors), so that the actions of all could be shaped by the same guidelines. Every preschool or K-preschool develops a common vision that reflects how everyone members can interact in the preschool environment in a positive and proactive manner. A vision is the specification of one's needs desires, values and beliefs. A vision focuses on the end-result and values and not specifically on the process of how a setting manages to achieve it. A vision is idealistic, clearly articulated, and a results-oriented picture of the future preschool settings intends to create. A shared vision in any learning organization such as preschool settings guides the work and pull members towards a shared goal. The vision motivates people by answering the question: "What do we want to create?" Visions derive their power from the desire to be connected in an important undertaking, to become a part of pursuing a larger purpose. When a preschool collectively develops and owns a vision, staff's relationship to preschool is changed. It is no longer "their preschool," it becomes "our preschool."

Examples of preschool visions

"Our vision is to create a preschool setting which reinforces positive behaviour to help educate, support, and prepare democratic citizens."

"We want to create a preschool that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every child."

"In our preschool we demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do."

We recognize that the purpose, the mission of a preschool is twofold: it addresses both the cognitive and the socio-emotional development of each child. All members of a preschool community with their different roles participate in this process. If there is agreement and coordination in these efforts, it is necessary for the basic principles of the preschool to be known and accepted by all participants. Through them, both the vision of the preschool and the educational processes are formed. Ensuring social and academic development of each and every child whilst creating a positive preschool climate can be that purpose. Along with the vision and the new philosophy that each K-preschool and preschool follows, they can also choose three (3) values, which will be promoted in parallel. Based on these, educators, parents, and the wider preschool community will shape their behaviour.

These values could be:

Be inclusive The main axes for relevant actions can be the following:

- Design of suitable preschool spaces
- Differentiated pedagogy
- Intercultural education (I would change this to Cross cultural diversity)
- Equal treatment of all children and staff
- Knowledge and understanding of all children's strengths and challenges
- Support for families

Compensate for any challenges (cognitive, emotional etc.) that children may have. The main axes for relevant actions can be the following:

- Providing rich and relevant stimuli in the preschool space
- Supporting at risk of underachieving their full potential and those
- Supporting parenting needs.

Development of children's critical thinking. The main axes for relevant actions can be the following:

- Offer valid knowledge ?
- Development of a preschool culture of reflection and exploration
- Emphasis on dialogue and argument building (debate)
- Connection of theory with their practical application



Based on these values, activities and ways of actions of educators, children, parents and community organizations inside and outside the preschool are shaped and planned, by always focusing on the preschool life.

Activity for teachers:

- 1. What kind of actions could you use to support in your preschool the inclusion of children with different educational needs (children with special needs, children from immigrant families etc.)?
 - 2. What would you do to provide extra cultural stimuli to your children?
 - 3. How would you promote the development of young children's critical thinking?

Section 2: Leadership

A project team formed in every K-preschool or preschool setting has an important role to play for the effective implementation of the project. It consists of five members:

- Chairperson/coordinator: Coordinates the meetings of the preschool team and sets the schedule of the action plan.
- Internal coach: Monitors the good implementation of SW-PBS in the preschool setting, reminds teachers to collect data approximately every 10 days for their classroom and to monitor their children's behaviour. Informs about the SW-PBS practices any newly recruited members of staff (teaching and non-teaching staff alike) in the preschool setting.
- **Timekeeper**: Ensures time keeping of each meeting, and is responsible for the timely implementation of the SWPBS activities.
- Secretary/recorder/notetaker: Keeps records during the meetings and saves / files them in a digital form.
- **Contact person**: responsible for communication with parents, children, society, coaches.

In case of preschool settings with less than 5 members of teaching staff, the preschool team may not use all of these roles. In this case the team could consist of the following three key roles:

- (a) chairperson (includes the responsibilities of both the coordinator and the contact person),
- (b) secretary (includes the responsibilities of both the internal coach and the notetaker) and
 - (c) timekeeper (same responsibilities as above).

The group includes all the educators (teaching staff) of the K-preschool or preschool. The tasks of the group include the formulation and management of an implementation plan, the development and maintenance of a positive pedagogical climate in the preschool, the guidance and support of the staff, but also their continuous information and training.

13

Creating partnerships with all stakeholders, staff, children, families and the community, is a critical component to consider throughout the implementation of the Pro-W project. This partnership should be built around the concept that preschools (staff/educators and children), families, and communities all share the responsibility for children's learning and success, and all have a shared vision for what that learning and success could look like and how it is best to accomplish it. In this section more emphasis will be given to the teams, their formation and operation and to the promotion of cooperation between educators and parents.

Formation and operation of the team

Basic operating conditions of the team are the following:

- A) Trust between its members. Creating a safe climate for all participants regarding their challenges is a key starting point for all team members.
- B) Acceptance of the teams' goals. All team members, face more or less the same concerns about the children in their care, identify the same goals for the group, which are common to all and, in essence, are the reason for joining this team.
- C) Providing honest communication. Communication between team members is a key element of its operation and affects the achievement of its goals. It must be substantial, unobtrusive and exploit empathy.
- D) Climate of democratic dialogue. Dialogue and discussion are the main forms of linguistic communication. Opinions are supported by arguments and examples and are rejected by counter-arguments and counter-examples, recognizing and promoting the right of everyone to formulate and express their point of view.
- E) Culture of cooperation, open communication and support of its members. It is about creating an atmosphere of recognition, interest, reinforcement between the members of the team, which depends to a large extent on the pre-existing relationships between its members, but may also strengthen them positively.

The basic principles of team operation will be the following:

Equality: All participants are equal partners.

<u>Choice:</u> Educators have the opportunity to choose both to participate in the Community and to decide what and how they learn.

14

Dialogue: Dialogue between team members is a key mean of communication and exchange

of ideas and practices.

Reflection: Reflection is an integral part of team operation.

Application: Team members apply in practice what they learn.

Reciprocity: All team members share knowledge and experiences, concerns and other

feelings.

The voluntary and strong participation of the preschool staff and the formation of a

strong team are necessary to ensure the long-term viability and success of the program. Key

points for building a strong team are that all participants:

a) understand the issues and share a common point of view,

b) receive information from a common pool of text-resources,

(c) provide a strong argument for the implementation of SWPBS? for SWPBS,

(d) develop skills and knowledge,

(e) acquire a common vision,

(f) consider themselves owners of the program.

It is important that the strategies chosen are guided by the assessment of the needs of the

participants and that there is flexibility in their implementation. Teams should be encouraged

to use their members' ideas as a framework to stimulate discussions about what might work

best for their preschools.

Preschool-family partnership

Parental involvement in their children's education and partnerships between preschools and

families can take several forms and extend to various aspects. Some basic axes with

corresponding actions aim to promote a more active involvement of the family in the

education of the children:

A) Family involvement in preschool life

This type of involvement includes activities that take place mainly in the preschool and

kindergarten settings and are characterized by the participation of parents in preschool

activities:

- Parents participate in activities related to raising money for kindergarten (lottery, bazaar, etc.).
- Parents participate in preschool trips with their children.
- Parents work together to implement a group event (e.g. celebration, outing, etc.) of their child's class.
- Parents participate in planned classroom activities (e.g. presentation of their profession, storytelling, reading fairy tales, etc.).
- Parents offer voluntary work to deal with problems of landscaping or maintenance of the kindergarten area (e.g. repairs, painting, landscaping, etc.).

B) Informing parents about life at K-preschool and preschool

This includes activities organized by the people in charge of the kindergarten and the daycare center, addressed to all the parents in groups and concern specific issues of preschool life in the specific institution. These are updates that are made at the beginning of the preschool year, but also whenever needed:

- Discussion with parents about the rules of preschool life in kindergarten.
- Discussion with parents about goals and activities of the kindergarten curriculum.
- Discussion with the parents on administrative issues of the kindergarten.

C) Informing parents about education and development issues

These are updates that are addressed to all parents and relate to broader issues of development, education and children's development. Many of these issues may be present in the specific preschool, but these updates avoid focusing the problem on the preschool or specific children:

- Organizing training meetings with experts on issues of development and education of children (e.g. psychologist, doctor, speech therapist, etc.).
- Organize group meetings with all parents, to discuss issues related to kindergarten and their children.
 - D) Informing the parents of each child separately about the life of the child at K-preschool and preschool

These are meetings of the educators with the parents of each child separately, since they focus on the abilities, challenges and specific needs of each child.

- Meetings with the parents of each child, to discuss their child's learning abilities or behaviour.
- Informing parents about the material contained in their child's portfolio.
- Informing parents about their child's relationship with his classmates in kindergarten.
 - E) Discussion and support parents to engage with their child's activities at home

These actions are more targeted for each child and are carried out in separate meetings with the parents:

- Discussion about the child's strengths.
- Discuss the child's daily activities at home (e.g. sleep, diet, play, leisure, habits).
- Discuss discretely their personal or family issues that may affect the child.
- Advise parents on how they can practice with their child at home similar tasks similar to those s/he does in kindergarten.

F) Ways of communicating with parents

Different ways can be used to communicate with families. It is important to ensure that material are available in many languages as not all families speak at home the language of the host country:

- Live meetings
- Contact via phone
- Communication via email
- Use of the social networks of the K-preschool or preschool.

Preschool-community cooperation

By "community" we refer to all those bodies of the community in which the preschool or kindergarten operates: municipal authorities, cultural, social, professional sports clubs, scientific organizations, church, etc. The K-preschool or preschool can organize various events (speeches, outings, visits, joint actions, participation in joint programs, etc.) of similar content with the respective institution each time. The relationship with the municipal authority is always very basic for the K-preschool or preschool, as the municipalities talk about issues of logistics infrastructure, maintenance of licensed buildings, etc. Cooperation with the local community can provide financial assistance, social recognition, wider support of the pedagogical project in K-preschool or preschool.

Section 3: Clarifying Expected Behaviour

Preventing behavioural problems is a key point, in order to avoid them in the future in preschool classroom, outside of classroom (e.g. hallway), in the family, but also in the community. Preschool teachers report managing behaviour problems as one of the most important issues they face in classroom (Alkon, Ramler, & MacLennan, 2003⁻ Mahon, Gunning, Holloway, & Lydon, 2020). Early intervention and its importance has been pointed out by many researchers and is well documented (Kornilaki, Kypriotaki, & Manolitsis, 2010⁻ Kypriotaki, 2009 - Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017⁻ Stormont, Lewis, & Beckner, 2005), with a special emphasis on preschool age (Webster-Stratton, 1997).

Preschool children with behavioural problems are more likely to experience rejection from peers (Stormont, 2001), and as noted by other authors: "If children have disruptive behaviour in preschool they are less likely to develop relationships with peers, receive less positive feedback from their teachers, spend less time on-task and receive less instruction" (Fox, Jack, & Broyles, 2005, p. 3). In fact, it is necessary to implement early supportive intervention programs that promote and highlight expected behaviours for all children (Sugai & Horner, 2001), by preventing problem behaviours in the classroom (Floress & Jacoby, 2017). Children with behavioural problems exhibit such behaviours early on at the preschool age (Manolitsis, 2013), so intervention programs to prevent behavioural problems at this age are considered beneficial (Nordquist & Twardosz, 1990).

Two important aspects of PBS are identifying the expected behaviours, developed in this section and teaching these expected behaviours both in the classroom and in other contexts outside the classroom (Lewis & Sugai, 1999) which is the subject of the next section.

The basic aspects of PBS can be applied in preschool classrooms (Stormont et al., 2005). Each kindergarten and all stakeholders in the learning process for example teachers, assistants, school psychologists, parents and others (Stormont et al., 2005) co-decide (as mentioned in previous sections), choose to "cultivate" and to "demonstrate" expected behaviours that are consistent with the values that have been selected from all and implemented in the preschool

setting. Specifically, one or two social skills are targeted that lead to expected behaviours and all participants should work in this direction, watch visualized material posted in the classroom and in various areas of the kindergarten (e.g. hallway) and jointly contribute to the successful implementation of these expected behaviours.

It is also important to take into account the needs of the kindergarten (Lewis & Sugai, 1999), to involve everyone in the selection of expected behaviours and above all, these chosen behaviours need to be observable, measurable, positively expressed, understandable and simple (Missouri SWPBS, 2018-2019). In addition, the objectives of the kindergarten program should also be taken into account (Stormont et al., 2005). It is necessary to define expected behaviours in a simple way because all children are taught to use a common 'language' and that all children aim to meet the same goals. More specifically, these expected behaviours can be part of a 'behavioural curriculum', that has benefits for all and:

- ✓ Aims at the empowerment of preschool children.
- ✓ Supports preschool children and educators by providing a framework for discipline.
- ✓ Helps staff and children to 'speak' a common language.
- ✓ Allows children to success and develop socially.
- ✓ It is the base for social skills and behaviours you expect from all parties to understand, follow, learn and display.
- ✓ Secures consistency in your everyday efforts with children.
- ✓ Provides discipline with positive aspects.
- ✓ Provides evaluation of educators' and other staff's progress, procedures etc.
- ✓ Comes out of decisions that all preschool classes have made (programme-wide).
- ✓ Promotes and enhances success for all.

Through these procedures, the methods used in preschool classroom and out of classroom areas, children learn how to behave and minimize the need for staff to intervene when they misbehave; this cultivates a positive climate and empowers children to take decision for their own learning environment that further supports self-regulation and self-discipline.

Between 3-5 chosen expectations of behaviour are usually set for older children but for preschool age children a smaller number of chosen expectations has to be established. The next step is the definition of rules in order to achieve the expectations and also to clarify the behaviours and rules for all settings (e.g. inside and outside of classrooms).



In addition, 1-2 routines (procedures that are defined and taught many times) (see figure 3.2 and Annex 2) have to be established. Kindergarten may include matrices such as the following in Figure 3.1 (see Annex 1) that are related to expected behaviours and rules and that would be useful to have in different rooms, as in kindergarten, as already mentioned, there may be other specialties that offer their services in different rooms. It is helpful teachers to express rules positively (e.g. be nice and share toys), to teach them to children, to provide opportunities for children to apply these rules, by teaching that there are consequences for our behaviour.

Classroom matrices can be of different sizes and located on a wall at eye level for children, have to be to the wall no higher than 3-4 feet and have to be free from other materials and furniture. Expectations, rules and routines have to be depicted on matrices.

Figure 3.1: Sample matrix of program rules and expected behaviours				
	Classroom	Outside	Hallway	Toilets Table time All settings
Be Safe	 Use walking feet Sit on your spot Pretzel legs Keep hands and feet to self Listen to the teacher 	 ♣ Listen to teachers ♣ Slide on your bottom ♣ Play in allowed areas 	Use walking feetEyes forwardHands to your side	↓ Wash hands ↓ Chair legs walking feet ↓ Close the tap well ↓ Knees and feet under table ↓ Keep hands and feet to self
Be Kind	✓ Share toys✓ Quiet hands✓ Use kind words with friends	✓ Take turns ✓ Use kind words	✓ Use quiet voices✓ Smile at others	 ✓ Flush the toilet ✓ Take turns ✓ Throw papers in the basket ✓ Share with others ✓ people who are only at your table
Be Responsible	 Clean up Wash hands Go in the classroom when requested 	 Line up when called Put away toys Put the garbage in the basket 	Stay in lineKeep hands to yourself	 Wait your turn and feet and feet under table door 3 times and wait ★ Keep legs and feet under table together ★ Push in chair when done ★ Eat over your box ★ Keep legs directions ★ Clean up

The next step is the acceptance of these rules by the whole team of stakeholders and teaching children these social skills through "Lesson plans" (see section 4).

It is therefore important to consider what our goals are, what kind of problem behaviours we want to address and what we can do about it, if we are confident that the OMPUA way

of planning)¹ is being followed, if all staff members are included and whether we have taken into account children's perspectives and that of their families.

Figure 3.2: Routines		
Routine 1	Moving in hallway	
Routine 2	Moving outside	

¹ **Observable** (behaviours that somebody can watch)/ **Measurable** (behaviours that can be measured in a defined way)/ **Positively stated** (to motive children to success)/ **Understandable** (clarified in a simple way)/ **Applicable** (can be used all the time and in different settings)



Section 4: Teaching Expected Behaviour

Teaching social skills and routines is a key aspect of PBS and those involved in the learning process must use it in order to have the optimum results for preschool children and for the proper functioning of the kindergarten. According to the PBS approach, social skills can be taught systematically like cognitive skills. Each kindergarten (or some kindergartens) develops a program for teaching social skills based on its needs and it is decided by all involved that the same social skills will be taught, in order to emphasize specific behaviours that can be challenging for both teachers and children. Children at risk of developing behavioural problems can be supported in kindergarten, but also in all settings (Stormont et al., 2005), with a focus on teaching new skills to manage and replace challenging behaviour. This brings significant benefits to all settings and children become more accepted members of the community (Fox, et al., 2005). Teaching social skills has benefits for all because it clarifies situations, gives common knowledge, enhances self-regulation, recognizes misbehaviour, cultivates personal values and clears up expectations.



Once expected behaviours are clarified, educators teach children how these behaviours can be implemented in the various contexts. Preschoolers can learn what it means to be safe in the classroom, on the hallway, in the yard, etc. Also important for the kindergarten is that the development of social skills is included in the Curriculum. For the success of such programs,

all parties should focus on social skills, so that children are able to express their feelings, develop interactions and friendships with peers and adults, with the help of various means such as supervision material, story-telling, songs and even throughout the day teachers focus on learning social skills so that children are able to utilize them in their daily lives (Fox et al., 2005).

How to teach a social skill:

- Planning activities to meet the needs of preschool children.
- Teaching children to acquire social skills.



Supporting maintenance of a social skill.

All parties work together to ensure that preschool children completely recognize expected behaviours, are taught social skills and receive assistance when needed in order to experience success.

Some social skills that we can target are: share and take turns with peers, participating in simple turn-taking social games, greet peers and /or adults, play next and with other children without causing problems, initiate interaction with peers, initiate or maintain interaction with adults, participate in group activities (small or large); also useful social skills to be taught are following rules and directions, identifying feelings in self and others, controlling anger and impulse, share other materials, help others, give compliments, understand how and when to give an apology, empathize (Binder & Fox, 2016).

In order to make the teaching of social skills possible, the following steps could be included by teachers in this process:



- 1. Names and describes the social skill, until it is understood and / or by all preschool children.
- 2. Starts dialogue with the children about this skill and its benefits.
- 3. Prepares and presents with supported material this social skill / behaviour.
- 4. Starts dialogue with children and makes examples of such behaviours, but also behaviours that are not desirable.
- 5. Role play follows.
- 6. Praise is determined, etc.
- 7. Tries to generalize this behaviour and to show the children through reminder and feedback that it is something that they should use daily in their social interactions.

The implementation of the teaching of a social skill requires appropriate preparation from the point of view of the teachers with the guidance of the whole group of specialists (leadership team). Meeting the needs of children has to be the priority of lesson plans (see Figure 4.1); teachers have to be precise about the goal, use themselves and peers as models, ensure inclusion of all children and provide feedback throughout. As soon as teachers understand that children have assimilated the social skill, the procedures, the rules that govern it, then they can go to the maintenance phase and then the generalization phase, while providing the children with pre-corrections/reminders, supervision and feedback in order to use and to maintain the expected behaviours in all contexts (Missouri SWPBS, 2018-2019).

Figure 4.1: Early childhood Lesson Plans for one Rule (i.e., share toys) for the Expectation "Be Kind"

Social Skills Lesson Plan

Classroom Skill: Be Kind-share toys

Steps

- 1. Introduce the concept: a way to be kind is to share toys.
- 2. Ask children, "When do we need to share toys? (Possible answers).
- 3. Discuss with children why it is kind to share toys instead of keeping for oneself.
- 4. Have children exchange toys that they like or dislike.
- 5. Use pre-corrects all day every day that week before changing activities.
- 6. Remind children to share toys.

Modeling and role play:

- 1. Model sharing and keeping toys for oneself
- 2. Have children practice sharing toys with peers

Possible materials:

Storybooks about animals (who are fond of sharing and make others happy)

Homework:

Send home an e-mail suggesting that parents ask their children about sharing toys with siblings, friends etc.

Other information:

Review at the end of the week.

It would be also useful to post some photos/pictures of the expectations in the classroom and out of classroom settings in order that all messages are clear and simple for all parties and especially for preschoolers (see examples in Annex 3). Everybody has to participate in decision making and in the cultural change in the classroom by using a collaborative decision making/problem-solving process and visual cues for acceptable behaviour. Children can also create their own PBS mascot.

The Leadership team has also to decide with the collaboration of kindergarten staff lesson plans, their duration, the reviewing process after holidays etc.

Section 5: Encouraging Expected Behaviour

For most teachers children's behaviour is the primary challenge they face in preschool. Many educators however, who are trained in Positive Behaviour Support (PBS) learn to appreciate positive behaviour, to introduce changes in the class environment, to adopt proactive strategies and to use strategies for teaching new behavioural skills.

Before implementing PBS teachers need to determine whether their children have the skills and the knowledge to behave appropriately. Very often children act out in order to seek more attention, to achieve higher levels of physical contact, or avoid work. Other children need to be safe and they lack the ability to conform to group norms because of their poor social skills, especially the ability to read social situations. To assess whether a child has the skills to behave properly, teachers should first observe carefully focusing on when, how and why challenging behaviour occurs with prevention in mind. The focus should be on changes that should be introduced into the classroom practices and the child's needs in order to provide ways for him/her to learn socially appropriate ways to meet these needs and become more independent.

For this purpose, it is important to remember the A-B-Cs of behaviour. The focus of this chapter is at consequences, ensuring teachers give specific positive attention (contingent) on the performance of the expected behaviour. Contingent attention is attention given after a desired behaviour has taken place in order to increase the likelihood the behaviour will recur in the future.

A - B - C

Antecedent

Events that happen immediately before and trigger the behaviour.

Behaviour

An observable act.
What the child does.

→ Consequence

The resulting event or outcome that occurs immediately following the behaviour.

In general, preschools that are behaviourally successful, maintain a predictable, positive, and consistent environment. In order to create and maintain such predictable, positive, and consistent preschool wide atmosphere it's critical to use positive feedback for encouraging expected behaviour. The benefits of using positive feedback frequently are numerous. Behaviour specific praise may constitute the most powerful tool that teachers have in order to alter social behaviour (Maag, 2001).

"Specific positive feedback" or "Behaviour specific praise" refer to the positive statements that teachers use to praise a child's behaviour. As it has been previously discussed, behaviour expectations should capture the major social values of the preschool and reflect the language used in the preschool community. Reinforcement is focused at the expected behaviours of the preschool environment that children have already been taught. Children are expected to know and practice the preschool-wide behavioural expectations. This practice gives a clear signal of what is expected and encouraged, not only to a certain child, but to others who witness it.

In order to be effective, children need clear and specific feedback on their behaviours and not just general praise or commonly used phrases such as "good job".

General positive comments, they deliver a positive message and tell about positive attitude, but do not effectively teach children the expected behaviour.

In effective positive feedback:



- a) the teacher names the child showing individual attention
- b) describes the observed behaviour
- c) provides a rational for the act and refers to the value
- d) praises and rewards the child

Examples:

"Joanna, thank you for throwing your trash away. That shows cooperation and respect for our class. Great job!"

"Nicholas, you asked George to play with the puzzle game with you. That shows caring, and when you include others they will be more likely to include you. Bravo!"

Teachers should monitor the amount and frequency of their praise and acknowledgement of appropriate behaviour of their children. Researchers recommend a ratio of 4:1; that equals



to four positive responses to a desired behaviour versus one corrective feedback to an inappropriate behaviour (Reavis et al., 1993). If teachers' corrections outweigh their praise, they should consider modifying their classroom management practices and provide children with more opportunities to learn, practice, and internalize classroom rules and routines.

A good way to track positive feedback to recommended rate is to use tangible reinforcers instead of simple verbal statements. Providing tangible reinforcers could function as a great reminder to both children and teachers for acknowledging appropriate behaviour: children are reminded that expected behaviours have positive consequences, and teachers are reminded that they should maintain frequent and positive interactions with their children.

Tangible positive reinforcers —commonly referred as rewards include food, drink, sensations (listening to music), materials (stickers, badges, stamps, coupons, certificates, etc.), activities (working on a preferred activity or with a special friend), and privileges (extra free time, new seating arrangement).

In order to select good reinforcers, it is critical to find out what the children--not teachers or adults--view as rewards. Sometimes, asking children what would be a reward for them is a good way to start. If children seem unable to verbalize their choice, you could offer few alternatives for them to choose. Providing positive reinforcement for appropriate child behaviour should fit the age level of the children and the culture of the preschool setting. The menu of rewards should not be opposed to the existing preschool regulations and practices and should provide predictable as well as unexpected rewards, tangible as well as social rewards, small as well as substantive rewards, and frequent as well as infrequent rewards. However, it is important to remember that every time you provide a reinforcer to a child, you should accompany it with specific positive feedback explaining the reason and the value that is adhered. Regardless of the medium by which it is carried, the children should receive the message that their behaviour is valued and appreciated.

Verbal Praise	Tokens	Class Group Rewards
Vanishes immediately We expect that it will stay in memory	 they are concrete reminders of the praise (i.e. points, tickets/coupons, stamps, marbles, stickers, etc.) stay visible and holdable delivered with behaviour specific praise and also function as reminders for adults to notice expected behaviour and to give behaviour specific praise 	 the tokens are for the group (the class) collectively after obtaining agreed amount of tokens they are exchanged to tangible and/or non-tangible rewards they can be tangible prizes, social benefits or certain activities

Extending the reward system to the group/classroom-level, teachers often provide positive reinforcers to the whole class when children exhibit an expected behaviour as a whole class. When the certain predetermined number of tokens is collected, the class selects a reward from the menu of rewards, created for the purposes of the group-level rewards. Again, the goal is to create a positive environment where children have a high rate of positive contacts with teachers, where teachers are consistently reminding children that appropriate behaviour is valued, and where children experience the classroom atmosphere as positive and behaviourally predictable.

At first, rewards should be given immediately and frequently when the child exhibits proper behaviour. During this time, you could decide to ignore challenging behaviour unless it is dangerous or destructive. Later, rewards should be given less frequently as the behaviour becomes learned.

Research shows that rewards are most effective in encouraging children's expected behaviour when teachers follow simple guidelines:

Guidelines for encouraging children' expected behaviours:



- Use small rewards frequently, rather than large rewards infrequently.
- Deliver rewards quickly after the desired behaviour is exhibited.
- Reward behaviour, not the individual, and communicate to children the specific behaviour that led to the reward.
- Use several different kinds of rewards selected carefully to ensure that they are reinforcing children.
- Gradually begin to reduce and then eliminate rewards.

Examples:

«Maria I saw you put away quickly all the toys by yourself. You came to circle quietly showing how responsible you are, You deserve a sticker!"

"Peter, you've been doing so well working independently for all this time showing great responsibility. You get to take a short break and play with the bricks that are your favorite toy

Teachers should remember that they reward the behaviour not the child. It is very important to deliver rewards unambiguously and as they are expected/promised and gradually to begin fading extrinsic rewards in favor of more intrinsic, naturally occurring reinforcements that come from positive academic and behavioural experiences (i.e. feeling satisfaction and pride, enjoying group work, having fun from learning activities, etc.). (Akin-Little, Eckert, Lovett & Little, 2004).

Section 6: Discourage Inappropriate Behaviour

Most educators know that some children will exhibit inappropriate behaviours despite the implementation of positive reinforcement practices as previously described. This section focuses on effective ways to discourage such behaviours and manage them when they occur.

The first measure for social behaviour errors is to act proactively through reminding and precorrecting in a similar way used to correct academic mistakes. Teachers who adopt proactive approaches have already identified problematic situations, periods, etc. and they anticipate difficulties before they occur through active supervision and supportive interactions. In challenging situations, they provide pre-correcting guidance and prompts for expected behaviour using visual cues, hand gestures, signs, etc. followed immediately by praise for appropriate responses.

In order to deal efficiently with the occurrence of misbehaviour and to achieve long-term reduction each preschool should develop a well-defined system for responding and managing incidents of behaviour problems. Preschool wide systems should provide choices, procedures and patterns of responses to be followed reliably by preschool administration, teachers, other staff and also parents. Most importantly, the preschool community should treat inappropriate behaviour as a teaching opportunity for providing direction, counseling and correcting social behaviour errors.

Examples of Behavioural Definitions for Behavioural Problems

Off-task behaviour

- Looking around the room or out the window, putting head on desk or face in hands,
 or playing with a toy when the teacher is providing group instruction to the class
- Engaging in any other activity except assigned seatwork when independent work or group activities are assigned (mainly in Kindergartens)

Disruptive behaviour

 Calling other children's names (e.g., "You're stupid") or yelling at other (e.g., "Shut up")



32

- Grabbing toys or materials from other children, running away with toys or materials,
 and/or blocking other children from accessing toys or materials
- Crying or sobbing
- Banging hands or feet on desks or other surfaces

Aggressive behaviour

- Making a fist and threatening to punch or hit another child
- Punching, pushing, shoving, or kicking (or attempting to punch, shove, push, or kick)
 another child

Systematic school-wide systems for discouraging inappropriate behaviour begin with an important distinction between minor and major misbehaviour. Major behavioural problems are considered all unsafe behaviours that pose danger to others or severely disrupt the learning environment (i.e. fighting/physical aggression, assault, theft, harassment/bullying, cheating, abusive language, etc.). Such behaviours require immediate attention by teachers and should be handled collaboratively with the preschool administrator for deciding the proper intervention. Misbehaviours that are minor but they are repeated often (considered chronic) should also be treated as major behavioural problems. All other brief or low-intensity problems that appear mostly as children fail to follow preschool rules or to respond to adult guidance are considered minor behavioural problems (i.e. refusal to follow directions/defiance, inappropriate language, scowling, yelling, etc.).

Teachers should respond quickly to inappropriate behaviour before it escalates and take the opportunity to re-teach giving the child immediately a chance to practice the expected behaviour followed by praise when he/she does so.

Major behavioural problems usually result to office referrals and require more intensive teaching, restitution activities, corrective consequences and strategies for the future or phone calls to home. On the other hand, minor problem behaviours are managed quickly by teachers during the instructional activity using specific evidenced-based strategies

hierarchically utilizing first a number of indirect strategies and then direct strategies (if indirect strategies were ineffective).

Indirect strategies					
Actions that teacher takes to reduce minor behaviours before they increase in frequency and					
<u> </u>	nteraction between teacher and				
Strategy	Explanation	Example			
Proximity	Standing near a child who	When Mike is off task talking and			
	has difficulties is an effective	disrupting the group next to her			
	way to control unwanted	the teacher moves toward Mike			
	behaviour.	while at the same time continues			
		talking to the class. Once Mike			
		stops briefly the teacher			
		acknowledges his attention.			
•Signal/	They include eye contact,	Four children became restless			
Non-Verbal Cue	hand gestures, visual or	during the independent group			
	picture cues, etc. and they	activity and begin to be loud			
	indicate that teacher is aware	demonstrating difficulty to work			
	and ready to intervene.	collaboratively. The teacher uses			
		a hand signal that has been previously taught to regain their			
		attention. Then points to the			
		posted board with visuals of the			
		expectations for independent			
		work time.			
• Ignore-	Minor misbehaviour is	Peter is off task refusing to share			
Attend-	ignored and positive	provided materials with his			
Praise	attention is given to another	classmate to complete the			
Fidise	child/children in proximity to	assignment.			
	the child misbehaving as an	The teacher briefly ignores Peter			
	indirect way to remind	and praises Ann in the group who			
	children of expectations.	is on task ensuring that Peter			
	When the anticipated	notices the positive attention			
	behaviour is performed by	given to Ann.			
	the previously	When Peter begins to show signs			
	inappropriately behaving	of getting back to work then the			
	child then attention and	teacher immediately praises him.			
	praise is also provided.				

Direct strategies

Correcting behaviour problems by interacting directly and verbally with the child explaining

	spected to do using the PBS vocabulary	-	
the preschool sys	tem).	······	
Strategy	Explanation	Example	
• Re-direct	This short and clear verbal statement is addressed directly to the child stating the value and the expected behaviour. It is done in neutral voice style and followed by praise when the children performs the expected behaviour.	"Lucia, it's time to show responsibility cleaning your desk and starting to do your assignment". (Later) "Nice job being responsible Lucia! You put away all materials and you have begun your work".	
• Re-teach	This strategy extends the previous (Re-direct) strategy above by reminding and re-teaching a specific procedure, routine or rule to the child. It includes a more thorough but also brief review of the expected behaviour and it provides immediately positive feedback after the child adopts the desired behaviour.	"Lucia, when we working with our group we need to be responsible. That means that we clear our desk from all other toys and we share the markers with others. If you need help then you raise your hand." (Later) "Great job being responsible Lucia. I see you share the markers with the other children in your group. Let me know if you need help"	
• Provide choices	When the previous two strategies have been proven ineffective the teacher provides a statement of two alternatives: the first gives children the option to demonstrate the expected behaviour and the second gives them a less desirable choice. Children are more likely to choose the desirable behaviour and they should be given praise for making the preferred choice.	Diana, you can start working on your drawing now with your group to show responsibility or you could work quietly alone later during our free play time. Which would you prefer to do?	
•Child Conference	This strategy is used for more intense or frequent misbehaviours and it requires more time as it includes a personal meeting with the child. During the problem-solving meeting the teacher discusses the problem behaviour, re-teaches and explains why the expected behaviour is important. It may	"Sophia, several times today I have reminded you about putting away all materials we used without making noise and without banging the cupboards. When you do that you could move to the play group.	

include a plan for the future or practice.

Tell me what you should do to show how responsible and independent you are?

Let's remember and practice the steps we follow in class for cleaning up and keeping our class in order.

How I can help you when you forget to follow these steps?

(Then) Can I get a promise from you that you will do that from now until break?

Section 7: Ongoing Monitoring and Assessment

The Leadership team must collect and evaluate data from each preschool setting, communicate frequently with all staff members and evaluate their efforts, performance, emerging needs and implementation of key features of SW-PBS.

In this way the Leadership team will be able to know if any staff members of the preschool setting (kindergarten or day care) need more support and reinforcement based on the difficulties they face in the classroom or in non-classroom settings. In addition, by gathering the necessary data from teachers but also from all those involved in the learning process about the type of inappropriate behaviours, they can plan the required strategies for the next school year, in order to deal immediately and effectively with such behaviours that disrupt the proper functioning of the kindergarten (Stormont et al., 2005).

Specifically, the monitoring and evaluation process in each preschool setting should follow a stepwise procedure as it is depicted in the next figure. First, each preschool team should gather data from a variety of sources (i.e. children outcome, preschool processes data, teacher petermine implementation fidelity, etc.). Based on the data indicators gathered and analysis the team should identify success and continuing problems and infer possible causes. For prioritizing teachers should consider primarily safety issues, number of children involved (systemic problems

6.
is Evaluate Plan

1. Collect and chart data

2. Analyze and prioritize

4. Select Strategies

3. Develop S.M.A.R.T. goals

vs. isolated incidents) and impact relative to effort (aim for the biggest change for the least amount of effort). Once a priority has been identified the next step is to develop a S.M.A.R.T. goal (Specific, Measurable, Achievable, Relevant and Time Bound) and the action plan to achieve that goal. In order to access progress, easily monitored benchmarks (intermediate outcomes) should also been identified. Finally, the plan should be evaluated for modifications or setting a new plan.

There are various ways for identifying children's misbehaviours or teacher managing challenges and gather information by the leadership team of each preschool setting. Direct observations in the classroom and in various areas of the preschool setting, interviews with staff and children, questionnaires, surveys and rating scales could be used as well as systematic checklists and inventories.

However, the benefits of monitoring and assessment can be extended to the family context, which means that families should be informed accordingly and emphasis and support should be given to any cases of children at risk of being diagnosed as children with behavioural problems in the future; necessary support should be provided to all family members.

Through monitoring and assessment there are benefits for all parties: higher quality of the preschool setting curriculum, cooperation of the various stakeholders and utilization of strategies with optimum results, greater staff satisfaction, fewer referrals of children with problem behaviours and implementation of interventions that improve specific behaviours of preschool children (Fox et al., 2005).

The monitoring tools that will be used under the Pro-W project for the evaluation of the SWPBS in each preschool setting are the 'Fidelity Assessment Template', the 'Evaluation of Intervention Process Procedures', and the 'PBIS Team Implantation Checklist', which are described in the Document with the full list of Pro-W instruments. The first two are going to be completed by external coaches via observation and the third one will be completed by the preschool team in the preschool setting every three months.

For the purposes of the Pro-W project, external coaches are responsible of running the process of completing the Fidelity instrument, in order to evaluate the features below.

Tier 1: Features

- 1. Team Composition
- 2. Team Operating Procedures
- 3. Behavioural Expectations
- 4. Teaching Expectations
- 5. Problem Behaviour Definitions
- 6. Discipline Policies
- 7. Professional Development
- 8. Classroom Procedures
- 9. Feedback and Acknowledgment



- 10. Faculty Involvement
- 11. Child/Family/Community Involvement
- 12. Discipline Data
- 13. Data-based decision making
- 14. Fidelity Data
- 15. Annual Evaluation

Section 8: Training, Development and support of Preschool Staff

The continuous support and empowerment of the staff of each preschool setting is an important part of the project. The frequent meetings and regular training of the team as well as the empowerment activities that take place in the preschool setting have as their main goal the provision of empowerment and professional development opportunities of the educators.

Professional development and educator's empowerment courses

The professional development of educators is a long-term process that starts with the undergraduate studies of educators and ends with their retirement.

The professional development of the educator is assisted by:

- the identification of personal theories,
- the connection of pedagogical theory and preschool practice,
- feedback and reflection,
- training actions that have their base on the above elements.

Professional development and empowerment courses

Empowerment courses that use laboratory practices, such as attending a class, commenting on specific actions, and giving feedback, contribute to educator's professional development. In this type of empowerment programs can be applied:

- discussion groups,
- learning networks,
- cooperation with experts,
- data collection and analysis,
- support from a critical friend,
- feedback and self-assessment.

Key points for the design of courses for empowerment and professional development of educators

Based on the literature, the critical approach and the experience of implementing courses for empowerment and professional development of educators, the following suggestions are formulated to those who plan and prepare similar courses:

- Empowerment courses should arouse the interest and active participation of educators.
- Cultivating dialogue between participants in an educational course is a prerequisite for its success.
- The formation of a framework of acceptance and support of the participants is an important parameter for the active participation of educators, which can range from the expression of their views to the "exposure" of their pedagogical ability.
- It is a constant request of the educators that the empowerment courses in which they participate should focus on the preschool practice.
- The main aim of the course is to lead the participants to reflect on their pedagogical practices.
- The formation of a supportive framework in which the course will be conducted is a necessary condition for its success.

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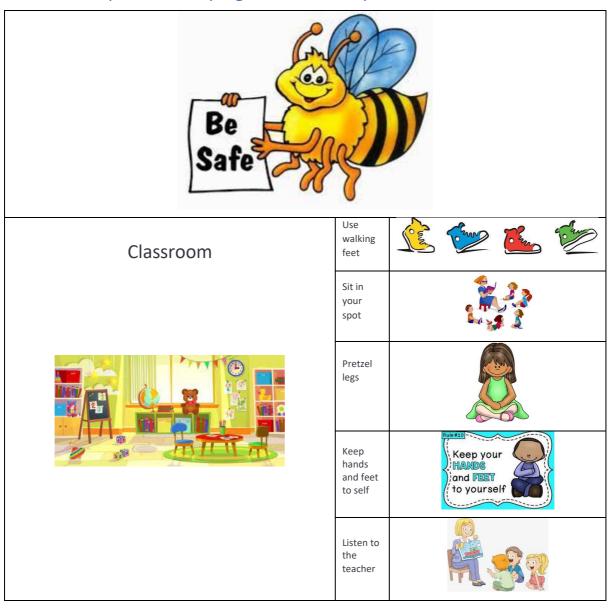


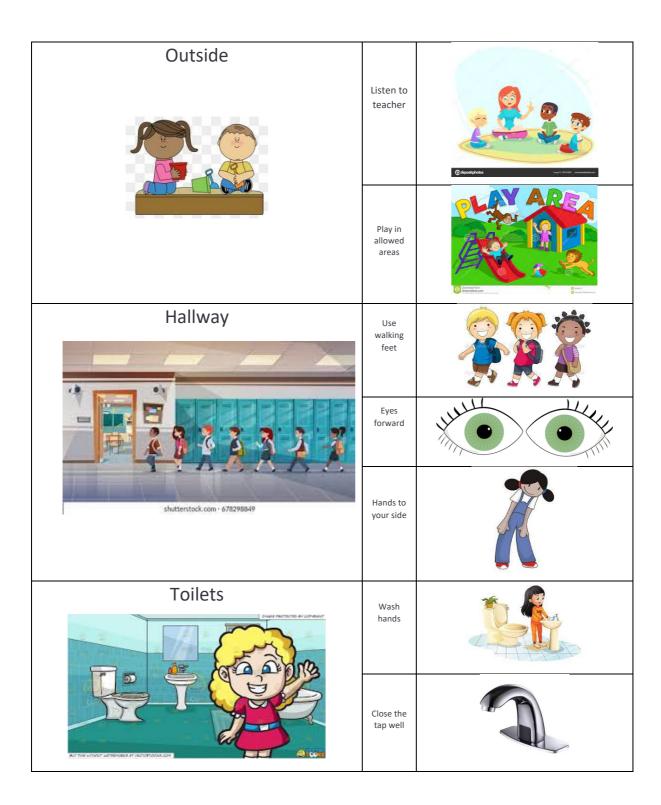
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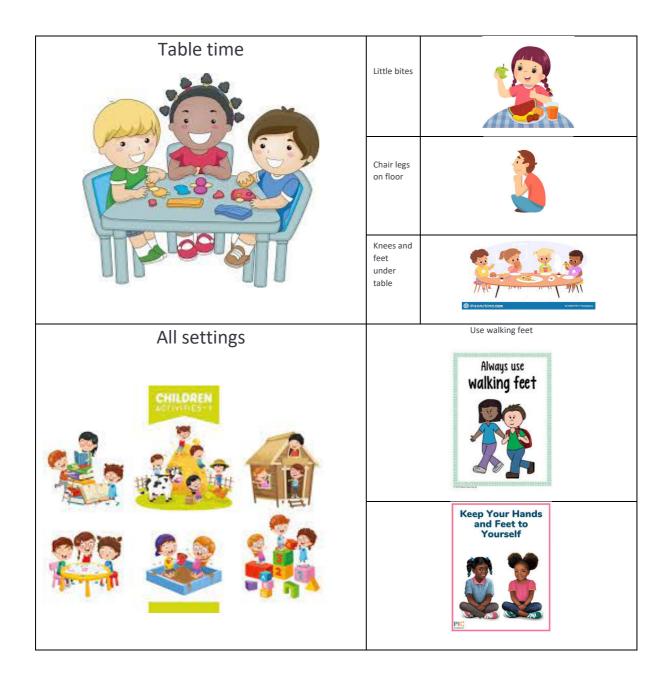
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Appendices:

Annex 1: Sample matrix of program rule and expected behaviours







Annex 2: Examples of routines (Example 1)

Routine: Moving in hallway **Cue/stimulus:** Teacher claps twice **STEPS** 1. I keep my eyes forward 2. I keep hands and feet to myself Forward 3. I leave space between others Mouths Silent Space Between Hands & Feet to Yourself 4. I keep my voice volume to level 0

Example 2



4. I leave the classroom quietly



Annex 3: Lesson plan example





INCLUDE AND TEACH ALL CHILDREN Chant "Be Kind" over and over while clapping hands to gather group. Could add words as needed, like: "Share toys and be kind" **TELL** (introduce the concept/social Ask "what does it mean skill and make to share toys". questions in order children understand its necessity) Discuss who shares toys and when (parents, teachers, sisters, brothers).

Discuss who must share toys.

All children choose their favorite toy and allocated in small groups. The teacher directs them to leave toys on the floor so they can be picked up from other children. SHOW (model the expected behaviour and only teachers model nonexamples) Teacher models the non-example: teacher role-plays being the child who is crying and is hitting others when his/her toy is asked.

PRACTICE (give opportunities to role play across all settings) Role play procedures in the yard, make turns to play with the swing, trampoline, playing balls etc.

Precorrect/Remind

Before we go to the next game, let's review the steps to sharing toys.

Use nice words when somebody asks your toy, give a toy to another child and play a toy together with others.



Supervise

Move, scan and interact with children to give them feedback about how they are sharing toys and correct as needed.

Generalization



Feedback

- "Great job of sharing!"
- George thank you for sharing the trucks and playing with friends. That was kind of you."

I can share!



Have children share examples of when they shared toys. Play games that need children to take turns and share toys. Re-teach Communicate with family and ask for their engagement, in order their children to share (e. g. with siblings) or donate toys. Homework/family engagement Thanks! Materials: Books, power-point presentation, moppets, trucks etc. Duration: 40 minutes three times a week for the whole year. **EXTRA** needed Assessment through the given tools. info: Materials, duration, suggested ways of assessment

Annex 4: Encouraging expected behaviours visuals







We are SAFE by...

- Walking
- Keeping our bodies to ourselves

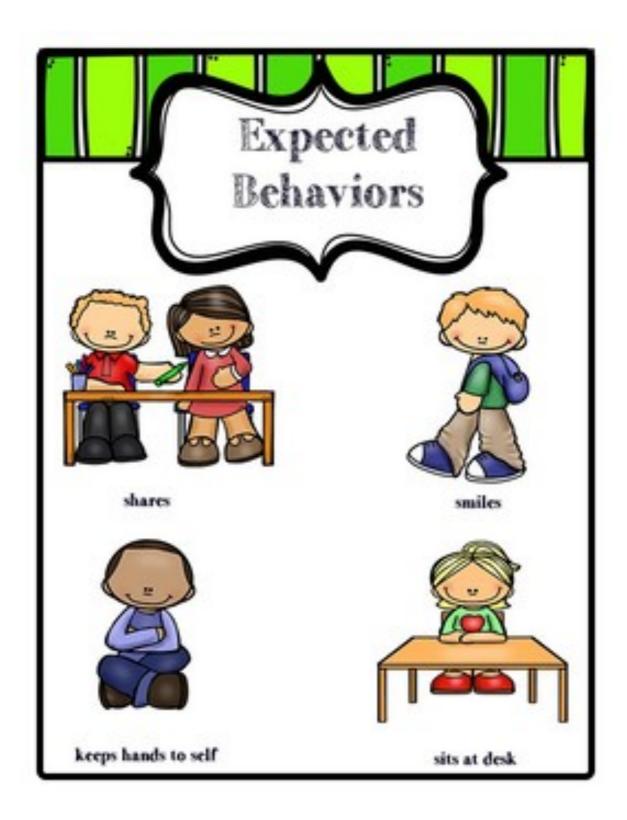
We are RESPECTFUL by...

- Listening when others talking
- Relating discussion to current topic
- Being in seat when bell rings

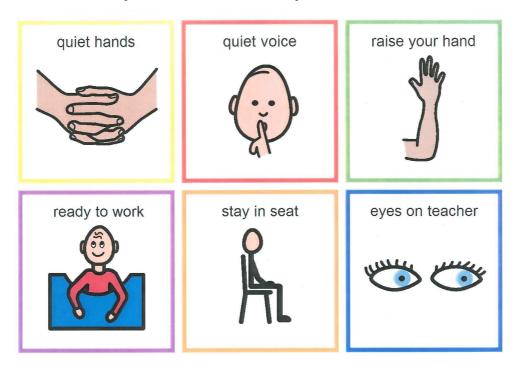
We are RESPONSIBLE by...

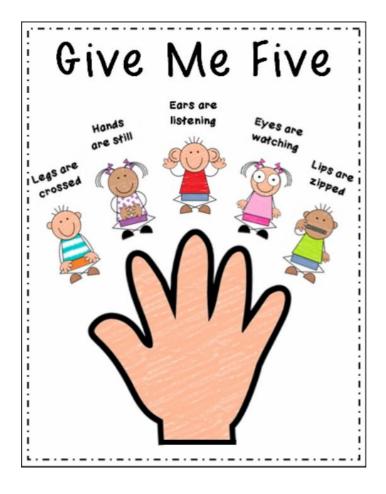
- Following dierections quickly
- Turning assignments in on time
- Being prepared with materials





Annex 5: Prompts - visual cues for expected behaviours







Annex 6: Coupons for encouraging child's appropriate behaviours

















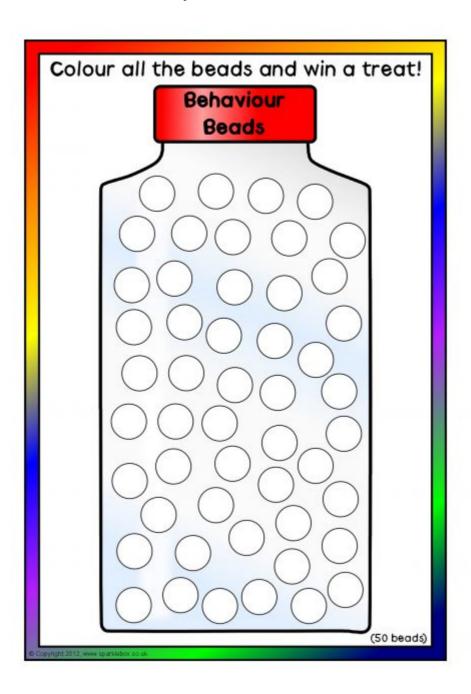
Annex 7: Visual Reward Choice Chart



Annex 8: Reward Coupons to be checked for appropriateness in preschools



Annex 9: Class reward systems





Positive Psychology &

PERMA Model

(Manual for Coaches)

Part B

Table of Contents

Welc	ome note	66
1.	Introduction to PERMA manual	67
2.	Teacher Wellbeing	69
2.1.	. What is teacher wellbeing?	69
2.2.	. The significant Role of Teachers	69
2.3.		
3.	Introduction to Positive Psychology	74
3.1.	. The approach of Positive Psychology about teacher's llbeing	
3.2.	. Positive Psychology Interventions for Teacher's Wellbein	g 74
4.	Introduction to the PERMA model	75
5.	Positive Emotions	77
5.1.	. Definition	77
5.2.	. Theoretical Background + Key concepts	77
	. Activities for Positive Emotions	
5.3	3.1. "What went well" activity	7 9
	3.2. The Positive Emotions Game	
	3.3 Change your Mindset	
	3.4. Count your blessings activity	
	3.5. Keep a gratitude journal	
6.	Engagement	86
6.1.	Definition	86
6.2.	. Theoretical Background + Key concepts	86
6.3.	. Activities for Engagement	87
6.3.	.1. Take the VIA Character Profile to identify Signature	
stre	engths	87





	6.3.2	2. Identify strengths overplayed and underplayed	88
6	.4.	Activities for Flow	.90
	6.4.1	1. Character strengths conversations with colleagues	90
	6.4.2	2. The Signature Strength Action Plan (Home Activity)	91
		3. Ideas on how to use your strengths (Home Activity which is connected to	
		vity 6.4.2	
	6.4.4	4. Staff Character Strength Tree (School Activity)	
_	_	Objective:	
7.	R	elationships	.93
7	'.1.	Definition	.93
7	.2.	Theoretical Background + Key concepts	.93
7	.3.	Activities for positive Relationships	.98
7	'.3.1		
•		2. The positive connections recipe	
		3. Empathy Quiz (BINGO)	
		4. Active constructive responding	
		5. Gratitude Letter or Email	
	7.3.6	6. Gratitude Visit (Homework)	104
	7.3.7	7. Random Acts of Kindness (Homework)	105
	7.3.8	3. Mindful Listening (Homework)	106
8.	N	leaning 1	L 0 6
8	8.1.	Definition	106
	3.2.	Theoretical Background + Key concepts 1	
8	3.3.	Exercises for Meaning	
		1. Identify my purpose	
		2. Meaning in everyday life	
		3. At my best in the workplace	
		4. What positive things do you find in your work?	
		5. Gratitude in the workplace	
	0.5.0	o. Dest hossing sell ill flig molkhigge	TIL





8.3	.7. Practice Mindfulness	112
9. <i>I</i>	Accomplishment	114
9.1.	Definition	114
9.2.	Theoretical Background + Key concepts	114
9.3.	Exercises for Accomplishment	115
9.3.1. Self - reflection activity (Take home activity)		115
	.2. Happiness boosters activity	
10.	Appendix 1	117
DES	CRIPTION OF TRAINING SESSIONS ON PERMA	117
11. F	References	119
12.	Figures	121



Welcome note

The ProW PERMA manual has been written to support early childhood educators to integrate the PERMA model in their practices. The current training manual is one of the 2 main training manuals created for the ProW Project (Promoting Teachers Wellbeing through Positive Behavior Support in Early Childhood Education) Training Series. The ProW project is an ERASMUS+ KEY ACTION 3 Experimentation Policy Project implemented during 2021 - 2024. For more information, please visit our website https://prowproject.eu/.

The manual was created in order to complement the training series provided to early childhood educators by trained coaches of the ProW project. The manual aims to be used as a guide by the coaches of the program in order to provide systematic and structured training series and by the early childhood educators as a self-study manual. The manual is not intended to substitute professional mental health services. In case you have concerns about yourself or any other member of your school or extensive surrounding you are strongly advised to seek professional help.

PERMA is a model proposed by Selingman (2011) which was designed to enhance wellbeing and human flourishing. "PERMA" is an acronym for the facets of wellbeing which are: Positive Emotions, Engagement, Positive Relationships, Meaning and Accomplishment (PERMA). The five pillars of the PERMA model are equally important individually but in combination with each other they form the foundation for achieving high levels of wellbeing.

The awareness of the PERMA can help teachers increase their well-being by focusing on combinations of feeling good, living meaningfully lives, establishing supportive and friendly relationships, accomplishing goals, and being fully engaged with life.















1. Introduction to PERMA manual

Objectives

The main objective of the ProW PERMA manual is to provide you with the basic framework and knowledge of the PERMA Model along with evidence-based activities focused on the wellbeing of early childhood educators. After reading this manual you should be able to:

- Describe the importance of wellbeing for early childhood educators
- Summarize the 5 factors of PERMA model
- Effectively use the evidence based activities of the PERMA model
- Contrast, connect, relate, and categorize the components of the PERMA model in each situation in order to apply the model more effectively.
- Prioritize and reframe each professional in terms of the PERMA model
- Set goals in the professional setting based on the PERMA model to enhance individual or team wellbeing

Target audience

The information included in the manual aims to facilitate the coaches of the ProW project to implement the ProW training on PERMA Model in a systematic and cohesive manner. It can also provide a basic framework of the PERMA Model and the accompanying activities for anyone who is interested in gaining knowledge around this topic. The manual is not intended to be used as a therapist guide, but rather as a collection of basic research findings and practices of the PERMA Manual. It does not substitute for a trained professional and it does not proclaim to be a self - help manual.

Adjustments













This project has been funded with support from the European

The information provided in the ProW PERMA manual are indicative of the research and practices of the PERMA model. The activities included in the manual are suggestions and could be differentiated upon reason to serve the needs of each group of implementations.

Evidence - based activities

All the activities included in the manual are evidence-based activities, which means that they are supported by scientific evidence on their effectiveness. References are provided for further reading and information at the end of the manual.

Time Frame

The PERMA model training of the ProW project Training series is designed to be implemented in 4 sessions with a maximum duration of 1.5 - 2.5 hours each. The training is designed to be delivered face to face in order to serve the experiential aspect of learning. Due to covid - 19 restrictions this is open to differentiation and providing it through a synchronized platform is feasible if no other way is available. The training outline can be found in the Appendix 1 of the manual.

Useful Materials

In the Appendix 2 you can find useful materials for further reading, videos, sources for additional information and other important knowledge about each topic.

Presentations

In the platform of the manual, you can find the presentations for the 4 training sessions. The presentations along with the manual are available through the ProW Platform at https://elearning.prowproject.eu













2. Teacher Wellbeing

2.1. What is teacher wellbeing?

Teaching profession can have many challenges such as aggressive behavior of students and parents, workload, discipline issues, conflicts with management and colleagues to name a few. All these have negative consequences for them, such as reduced work engagement, but also the stress and burnout they often experience affects the quality of their teaching. A large number of competent and experienced teachers leave the profession or take early retirement. With the emergence of the covid - 19 pandemic the working conditions of teachers and school staff has been differentiated significantly creating additional challenges for teachers, further burdening the number of issues that teachers have to address on a daily basis.

Thus, the need to provide teachers with professional support and invest in their wellbeing was considered very important before the pandemic but has risen to an urgent matter. Research shows that when teachers are supported and when burnout is prevented not only teachers can adapt better to their professional life, but also students flourish under their teacher's educational and socioemotional support (McCallum & Price, 2010).

2.2. The significant Role of Teachers

Teachers are the backbone of the educational life of themselves and of their students. We know that teachers who feel good and satisfied with their working surroundings and experience are better at teaching the educational material and providing a round development of their students. Teachers who experience more positive emotions achieve more, are more satisfied and more engaged in their school environment and can actively





create a better classroom climate for them and their students. In a positive classroom environment students feel that their teacher cares about them as students and as persons which helps them academically and socio emotionally. In addition, in a positive classroom and school environment, students who face difficulties or adversities are more likely to show increased resilience and academic achievement.

2.3. Importance of Teacher Wellbeing

The important role of teacher wellbeing is an emerging field of research, which didn't get sufficient research attention by scientists until recently. The lack is evident since there is no mention about teachers' wellbeing in policies or any other curricular documents apart from Australia.

Teacher's wellbeing is of high importance especially when we take into consideration the multifaceted nature of the occupation which is highly demanding since it requires social and emotional competencies. Teachers have multiple roles to fulfill and different relationships to develop and sustain in order for an academic year to be completed:

- relationships with administration team (school principal, supervisor, municipality etc)
- relationships with colleagues (other teachers and school staff)
- relationships with parents
- relationships with their students (individually and as a group/ classroom)
- relationships with other students outside of their classroom

Teachers usually consider themselves to be undervalued by society due to the lack of understanding of the challenges they have to face and relying mostly on intrinsic motivation and the acknowledgment they receive from some children's parents to gain satisfaction from their work. Difficulties that arise through any or a number of the above relationships can have a serious impact on teachers' health and wellbeing due to the multiple social and emotional demands in many areas of their professional life.













Furthermore, teachers must face other elements in the school environment which may impact their wellbeing such as the salary, school facilities and other external factors.

Lastly, one cannot separate the professional from the personal self. Teachers as human beings may face difficulties and challenges in their personal lives which have an impact on their wellbeing and facing personal challenges in a highly demanding professional environment can become difficult to manage with an impact on their overall wellbeing. All these highlight the necessity to acquire holistic approaches to support teachers.

There are four important factors based on the research findings so far which are that a coach should keep in mind in their effort to support teachers, since they influence teachers' wellbeing. As a coach, these aim to act as a framework and a guideline on which to address the arising issues during the implementation of PERMA model connecting it with the teacher's professional development:

- Resilience and self efficacy: The term self efficacy includes the teacher's judgments about how they can affect their students' outcomes, even in challenging situations and contexts. It includes personal skills and competencies along with other contextual factors such as resources, effective teaching, and student support.
 - When teachers perceive their school environment lacking in support towards them there is less academic engagement from students and a rise in non - academic behaviors emerges. On the other hand, when teachers have high self - efficacy relates positively both to their instructional behavior and to better student outcomes.
- Social emotional competence / emotional intelligence. Emotional Intelligence (known also as EQ) was firstly introduced by the researchers Mayer and Salovey (1990). Based on their theory, the Four - Branch Model the EQ consists of the following 4 branches:
 - 1. Managing emotions in order to accomplish certain goals
 - 2. Understanding emotions, emotional language and the signals conveyed by emotion (e.g., nonverbal signals and communication such as facial expressions, body language and the speech annotations e.g. tone of voice)













- 3. Using emotions to facilitate thinking
- 4. Perceiving their emotions and the emotions of others accurately. This includes identifying, processing, and regulating emotions (positive and negative emotions including stress).

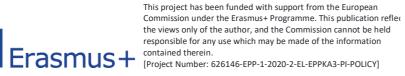
In the school setting, EQ refers to the social and emotional skills, dispositions, and knowledge necessary to contribute productively and effectively in the educational setting since it contributes to better teacher - student relationships and better classroom climate.

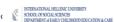
- Subjective experience: The term subjective experience refers to how teachers perceive and respond to their work difficulties (e.g. fatigue). How people perceive their experiences has an impact on their wellbeing.
- Relational factors: Teachers must face multiple relationships as described above. In addition, when they receive negative judgment about their students' behavior may lead to further unpleasant emotions creating a negative pattern leading to burnout.

On the other hand, teachers who report experiencing positive relationships with the other school members report higher levels of wellbeing, situating the relational factors high in the rank of the factors contributing to teachers' burnout.





















Introduction to Positive Psychology 3.

The approach of Positive Psychology about teacher's 3.1. Wellbeing

The term Positive Psychology refers to the scientific study of making people live a fulfilled and happy life, also known as wellbeing. Positive psychology as a field studies the human thoughts, feelings and behaviors with a focus on the strengths of the person instead of the weaknesses, building and supporting the good in life instead of repairing the bad with the aspiration for everyday people to live a "great" life instead of focusing on the negative (e.g. burnout).

The focus of Positive Psychology is to explore what makes people, groups/ organizations and communities thrive (reach and exceed their expectations). When teachers learn practical strategies for their wellbeing they can have a positive effect on their self - confidence, a higher sense of personal agency and in resilience.

Positive Psychology Interventions for Teacher's 3.2. Wellbeing

Positive Psychology Interventions are evidence - based behavioral strategies and are considered as an intentional act or series of actions which are meant to increase well being and flourishing in non-clinical populations. Positive Psychology proposes also Brief Positive Psychology Interventions (BPPIs), implemented in a short period of time lasting from days to a few weeks (e.g. a month) which can be implemented to teachers as well as other people with the appropriate modifications. In addition, it is important to note that the BPPIs mentioned in the manual are considered as evidence - based which means they are backed up with scientific evidence showing their effectiveness. A few examples of some sections BPPIs can be applied on are mindfulness, gratitude, character strengths and positive relationships. These are going to be described in detail later in the manual.









4. Introduction to the PERMA model

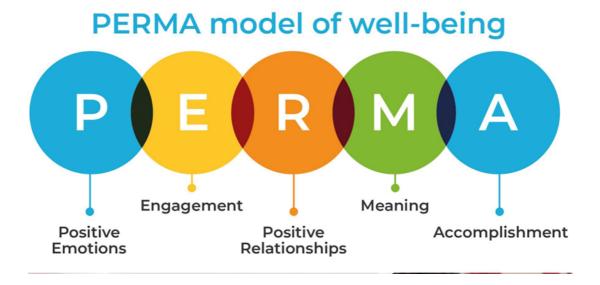


Figure 1. The PERMA model of wellbeing graph

PERMA is a model of Positive Psychology proposed by Seligman (2011) which was designed to enhance wellbeing and human flourishing. "PERMA" is an acronym for the five facets of wellbeing which are:

- Positive Emotions
- Engagement
- Positive Relationships
- Meaning and
- Accomplishment (PERMA).

The five pillars of the PERMA model are equally important individually but in combination with each other they form the foundation for achieving high levels of wellbeing. The awareness of PERMA can help teachers increase their well-being by focusing on combinations of feeling good, living meaningfully, establishing supportive and friendly relationships, accomplishing goals, and being fully engaged with life.



These five elements of Seligman's PERMA model delineate a set that functions as a tool aimed at transferring the theoretical background of Positive Psychology to a practical level, leading to the pursuit and achievement of well-being. There is much empirical evidence confirming the effectiveness of the PERMA well-being model, which could be a potentially useful model aimed at enhancing teachers' well-being. As a tool in the hands of teachers, the PERMA model can act as a guide for both their own personal happiness and effectiveness in implementing it within their work.

In this project, the PERMA wellbeing model will be utilized as a possible model for teachers' wellbeing since it has strong empirical evidence of effectiveness. In the PERMA theory, Seligman notes that each element of wellbeing should meet the following 3 properties: a) Contribution to wellbeing, b) Persuasion for personal and intrinsic purposes, and c) Independent definition and measurement.

The five pillars of the PERMA model are equally important individually but in combination with each other, they form the foundation for achieving high levels of wellbeing. These components, with appropriate actions through the educational process, can be nurtured and developed.











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5. **Positive Emotions**

5.1. Definition

Positive Emotions is the first of the five elements of PERMA and is a key substance for wellbeing. When referring to Positive Emotions we are referring to the following:

- Love
- Joy
- Gratitude
- Serenity
- Interest
- Hope
- Pride
- Amusement
- Inspiration
- Awe

When referring to Positive Emotions in the PERMA model there is often a misconception that people should or can feel positive emotions all the time. This is an unrealistic expectation. A key concept that should be added is acceptance to embrace both Positive Emotions and make a conscious effort to create them for ourselves but when people face difficulties the concept of acceptance is pivotal.

5.2. Theoretical Background + Key concepts

The process following the experience of Positive Emotions firstly described by Frederickson (1998) is known as the "Broaden and Build" theory. According to this theory, Positive Emotions can broaden a person's thinking process and through this process people can build long - lasting and enduring (supporting) relationships. The benefits of















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Positive Emotions are both on the physical and the mental health surpassing the social relationships of a person (e.g. work) and can also "undo" negative emotions and build emotional, physical and social resources (resilience). Positive emotions that are frequently experienced in everyday life (enjoyment/happiness, joy, interest/anticipation) broaden one's awareness and encourages novel, varied and exploratory thoughts, and actions.

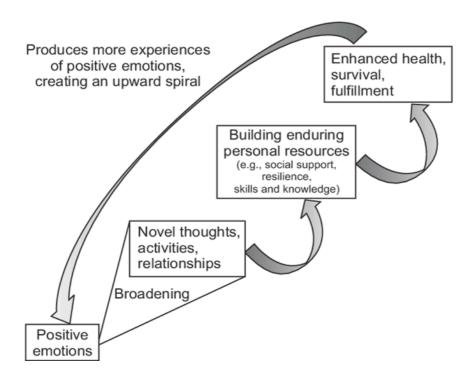


Figure 2. The Broaden-and-Build Theory of Positive Emotions (Cohn & Fredrickson, 2010)

Within limits, we can increase our positive feeling about the past (e.g., by cultivating gratitude and forgiveness), the present (e.g., by enjoying physical pleasure and positive mood), and about the future (by cultivating hope and optimism). Unlike the other components of wellbeing, this pathway is limited by how much a person can experience positive emotions









79

since positive emotional moods and feelings tend to fall within a range. In addition, traditional

conceptions of happiness tend to be based on positive emotion so that

the person can begin to release. According to Positive Psychology, however, experiencing

positive emotions is not in itself a positive condition for achieving well-being. There are other

pathways to achieving well-being, as described below in the remaining 4 elements of the

PERMA model.

Over time, this broadened behavioral repertoire builds skills and resources. Through positive

emotions, a person builds resources around them to draw upon and these lead to life

satisfaction and increased resilience. This path is much more effective compared to a path

aiming to go straight to life satisfaction through positive emotions, a process called a "hedonic

treadmill". For example, a person who draws upon resources turns curiosity about the forest

into valuable navigation knowledge and aimless physical activity becomes physical excellence.

In contrast, negative emotions prompt narrowing of focus, attention, and consequently

growth since they trigger a survival response.

5.3. Activities for Positive Emotions

5.3.1. "What went well" activity

Objective

The objective of this activity is to enhance the neuroplasticity of the brain to grow and change

during lifetime. Positive thoughts create a pathway in the brain and the more positive

thoughts the deeper the pathways become. The same pathways are created through negative

thoughts as well. The aim of promoting positive thoughts is to build positive self talk and

positive pathways to the brain.

Time requirement: 10 minutes total











Description of the activity

STEP 1: Ask the teachers to identify what went well during the last few weeks in their school,

classroom or with their colleagues. If some teachers identify things with a negative aspect,

accept it as it is but promote a discussion about it and try for the person who had the idea

to make it positive. You should encourage teachers to put an effort since it may be difficult at

the beginning and tell them that it gets easier the more we work on this.

STEP 2: Ask for each participant to make a personal list with their own 5 highlights of the past

few weeks. They do not need to share them.

Reflection:

STEP 3: Ask the teachers to share how they felt during the activity. Don't hesitate to talk about

the challenging aspect of trying to think in a new and different way and focus on the feelings

of completing the exercise.

5.3.2. The Positive Emotions Game

Objective

The objective of this activity is for teachers to gain further understanding through experiential

learning and through observation of their experience of the 10 positive emotions.

Time requirements: 10 minutes total

Description:

STEP 1: Divide the participants into pairs or groups of three (in break out rooms if appropriate)

STEP 2: Give them a card in a closed envelope that mentions one of Fredrickson's 10 emotions

(or send it to the breakout room's chat) (Love, Joy, Gratitude, Serenity, Interest, Hope, Pride,

Amusement, Inspiration, Awe).

STEP 3: Give them the instruction "You will have 5 minutes to prepare in your group and 1

minute to present to the rest of the group the emotion assigned to you. You are requested to













present the emotion in a creative way so the rest of the group can guess which emotion they

are describing".

Reflection

STEP 4: Return to the main group and give time for each group to present their emotion in

the creative way they came up with.

STEP 5: Ask the teachers to share how they felt during the activity.

5.3.3 Change your Mindset

Objective

The objective of this activity is for teachers to "challenge" their set mindset and make a shift

towards a growth mindset. The reason this exercise was selected is since in order to make a

change, one must believe they can make a change.

Time requirements: 20 minutes total

Description of the activity

STEP 1: Ask the teachers if they have heard of the terms "Fixed Mindset and Growth Mindset

Before" in order to get the baseline of their knowledge. See the definitions below:

Fixed mindset is one that assumes abilities and understanding are relatively fixed. Those with

a fixed mindset may not believe that intelligence can be enhanced, or that you either "have

it or you don't" when it comes to abilities and talents.

Growth mindset is "the understanding that abilities and understanding can be developed".

Those with a growth mindset believe that they can get smarter, more intelligent, and more

talented through putting in the time and effort.

STEP 2: Verify in a polite manner the correct answers and introduce with the correct

information any misconceptions.

STEP 3: Provide to each teacher with a working sheet (provided below).













STEP 4: Ask the teachers to try and fill the template below (provide them 10 minutes). They can work either alone or in pairs.

STEP 5: Provide the answers the teachers came up with within the large group. Focus on the thinking process they followed and how the difference between the two mindsets can have implications in everyday life. You can write down on a white board the differences they noted.

CHANGING MINDSET working sheet

FIXED MINDSET

GROWTH MINDSET

EXAMPLE	
1. I made a mistake	Mistakes help me improve
2. Character does not change	
3. Crisis will last a long time	
4. I will never be as smart as her	
5. Friendships can be so complicated	
6. I am not a creative person	
7. You can't trust anyone	
8. I am not good in Mathematics	



9. No matter how hard I try, I won't pass the exam. 10. Life is unfair. I give up

5.3.4. Count your blessings activity

Objective:

The objective of this activity is to promote the mind's orientation from what is missing to what is already there. This enhances the positive thinking processes and aims to provide a direct orientation towards the present instead of the past or the future. Research shows that focusing on the present and the blessings can have an immediate effect on reducing feelings of burnout and preventing it.

Time required: 5-10 minutes

Description:

STEP 1: Introduce the concept of "blessing" and how the teachers conceptualize it.

STEP 2: Provide the teachers with the definition of blessing which is "something that has been gifted to us and we appreciate".

STEP 3: Ask the teachers to take a piece of paper each and write down at least 5 things they feel they are blessed with in their life, their workplace, in their relationships.

Reflection:

STEP 4: Ask the teachers to share how they felt during the activity.

5.3.5. Keep a gratitude journal

Objective:

The objective of this activity is to enhance feelings of gratitude and happiness. Science shows us that when we practice gratitude people have a multitude of positive effects, including promoting loving feelings and happiness.

Time requirement: 3-5 minutes per day











Description:

STEP 1: Write down the 3 things for which you feel grateful. The things you write can be of a relatively small importance ("the taste of the morning coffee") or relatively large ("a student overcame a serious illness"). The goal is to remember good things, events, experiences, people, or things in your life.

STEP 2: Repeat for 21 days

General guidelines for gratitude journal:

- Be as specific as possible
- Get personal
- Try to think how your life would be different without people or things to locate what is important for you.
- Regularly write journal entries
- Don't overdo it

Reflection:

STEP 3: Provide the guideline to the teachers: "After the completion of this activity take a few moments to reflect on how you feel. You can share the experience in the next group session if you feel like it.





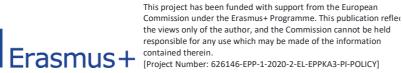


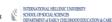


























Engagement 6.

Definition 6.1.

Engagement is the second factor of the PERMA manual. Engagement refers to the state people experience when they lose track of time and they feel they enjoy the process they are involved in. Chikszentmihalyi (1990) who firstly described this state/process describes "flow" as: "being completely involved in an activity for its own sake. The ego fails away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost".

Theoretical Background + Key concepts 6.2.

Engagement includes different dimensions such as the psychological, cognitive and community participation and citizenship dimension. The cognitive dimension which is when people are fully absorbed and concentrated in an activity. The cognitive dimension is when people appreciate different activities, targeting and self - regulation. Lastly, engagement can be behavioral involving participation in the community and community activities.

Flow can be both a voluntary and involuntary focus process which can be learned, and people can learn to "get into flow" on purpose. When a person is engaged in flow through concentration, absorption and focus is operating at the highest dynamic capacity, doing something they enjoy. Neurocognitive research shows that when people experience flow, they use the least amount of brain activity which means they are not straining to focus but they operate on optimal levels of concentration. People have different ways to immerse themselves into the state of flow (.e.g. cooking, baking, driving, playing music e.c.t.) and is a skill that can be developed and reinforced.

Flow can help people both into their professional work finding what makes them enjoy their work and get into flow consciously and purposefully. This can also enhance productivity and the sense of accomplishment through one's profession. For a person to experience engagement and flow in the workplace the prerequisite is for the work to be linked with activities which meet the employee's needs. When this criterion is met, employers report employee commitment and intellectual absorption.













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There is also research data indicating that teachers who experience flow and engagement influence their student's experiences, so teachers who are enthusiastic, authentic, and inspiring can generate engagement and interest in learning in their students.

6.3. Activities for Engagement

6.3.1. Take the VIA Character Profile to identify Signature strengths

Objective:

The objective of this activity is to identify your Signature Strengths. Identifying our signature strengths can help us utilize them more effectively and purposefully in order to live a more fulfilled life. Research has shown that people who put into action their signature strengths feel empowered, happier, and overall engaged in their lives.

Time requirements: 10 minutes (Home Activity)

Description:

STEP 1: Provide the following information to the teachers:

"Research shows, as you will find in the first page of the website, that knowing and using your character strengths can help you increase your happiness, find meaning and purpose, boost your relationships, manage stress and health and accomplish goals. Research also tells us that the more people utilize their character strengths the more resilient they become".

STEP 2: Provide the following link to the teachers and request from them to fill it.

The Values in Action (VIA) character profile: https://www.viacharacter.org/survey/account/register

Reflection:

STEP 3: Ask the teachers to share how they felt during the activity and if they found their results surprising, expected or they can share 1 action they do and that already utilized one of their 5 signature strengths.









6.3.2. Identify strengths overplayed and underplayed

Objectives:

The objective of this activity is to create a schematic representation of the teachers' current strengths implementation in their everyday life and find strengths and activities they can add to their lives to enhance the use of their strengths.

Time required: 10 - 15 minutes

Description:

STEP 1: Take into consideration your TOP 5 signature strengths

STEP 2: Using the Strengths wheel (see below), indicate the extent to which you currently use your strengths in your everyday life at work (OR hobbies and personal life). The centre of the circle represents a score of '0' and the outer rim a score of '10'.

STEP 3: Try to reflect and investigate if there is room to use the strengths more often.

STEP 4: Use the Strengths Wheel to make a graphical representation of the extent to which strengths are used (current use) and the room that exists to use the strengths more (scope).

STEP 5: Place two marks in each segment of the circle indicating:

- (1) to what extent you currently use that strength in your WORK (everyday life); and
- (2) how much room there is for using that strength more

STEP 6: Draw a triangle that connects the two marks.

The bigger the gap between the current use and the scope, the bigger the triangle should be and the more potential there is for using that strength more.











The Strengths Wheel

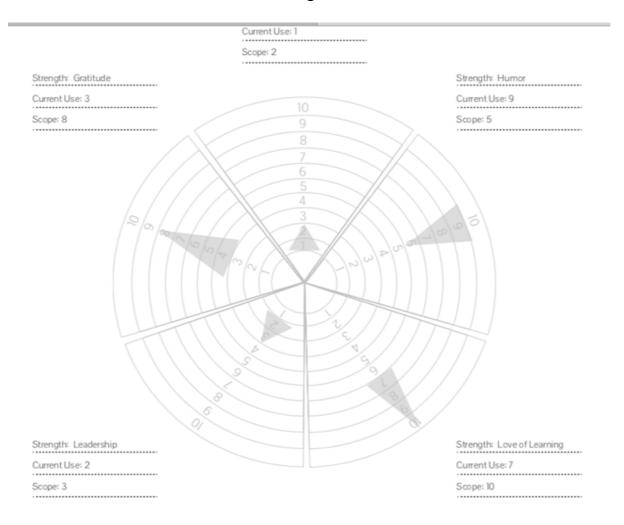
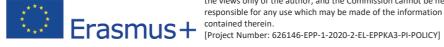


Figure 3. The strengths wheel

Reflection:













STEP 7: After completing the activity what are your thoughts/ feelings/ comments about your

findings? What are 1-2 activities that you can insert into your life to enhance the use of your

signature strengths?

Activities for Flow 6.4.

6.4.1. Character strengths conversations with colleagues

Objective:

The objective of this activity is to share ideas, thoughts and feelings with your colleagues

about character strengths and how you utilize them in your school and class environment

along with your everyday life. Research shows that talking about what we do best and we

best utilize our strengths helps us be more engaged, motivates us and helps us live happier

lives.

Time required: 15 - 20 minutes

Description:

STEP 1: All the members of your school staff should complete the VIA survey for character

strengths (see exercise 6.3.1., page 23) and know their 5 signature strengths.

STEP 2: Select an appropriate time during the school week that you can sit with your

colleagues or a group of them and discuss your signature strengths, how you utilize them in

the school setting and everyday life focusing on sharing the experience and your observations.

Reflection:

STEP 3: Provide the teachers with the following direction: "After completing each

conversation with your colleagues, have a reflective time with yourself about how you feel

after the conversation. Did you hear any interesting ideas for strengths use? Did you learn

something new about yourself or your colleagues? How does that make you feel? I encourage

you to try this until our next meeting so we can share some experiences if you feel like

sharing".











6.4.2. The Signature Strength Action Plan (Home Activity)

Objective:

The objective of this activity is to create a personalized action plan on using your signature

strengths more effectively in either your professional and/ or personal lives.

Time required: At least 20 minutes

Description:

STEP 1: Ask from the teachers to pick up one of their 5 signature strengths and write down

their answers on the following questions:

How do I use this strength already?

In what areas of my life do I use this strength?

• What other areas in my life could I use it more?

• What are other ways I could use this strength?

What is my plan? What exactly would I like to do? How frequently?

• When will this happen?

What will happen if I achieve my goals?

Reflection:

STEP 2: Discuss with the teachers about their future plan on utilizing their signature strengths

more based on what emerged through completing this exercise.

6.4.3. Ideas on how to use your strengths (Home Activity which is

connected to Activity 6.4.2

Objective:

The objective of this activity is to provide teachers with ideas for utilizing their signature

strengths in their professional and everyday life.

Time required: 10- 15 minutes











Description:

STEP 1: Provide to the teachers the following 2 links and request them to read the appropriate sections with ideas of their signature strengths and select 1 - 2 activities to implement in the next month. They can add these activities into their action plan.

1. 340 Ways to Use VIA Character Strengths by Tayyab Rashid & Afroze Anjum

https://www.actionforhappiness.org/media/52486/340 ways to use character strengths. pdf

2. Tips for Using Each Character Strength in a New Way

https://www.viacharacter.org/topics/articles/tips-for-using-each-character-strength-in-a-new-way

Reflection:

STEP 2: Ask the participants if their understanding of how to utilize their signatures strengths have shifted and discuss in what way after this activity.

6.4.4. Staff Character Strength Tree (School Activity)

Objective:

The objective of this activity is to strengthen the team of colleagues and to provide an opportunity for teachers to share aspects of their character on which they are good.

Time required: 20 - 30 minutes

Description:

STEP 1: Ask the teachers to create a big tree out of cardboard and place it in the teachers' common area. In addition to the cardboard tree request as they cut big leaves in any shape they wish to (5 leaves for every personnel member).

STEP 2: Request from the teachers to gather their colleagues and ask them to write down 1 signature strength on each leaf and then place it on the tree.















STEP 3: Provide the additional information that is optimum to sit together and write down their signature strengths and place them 1 by 1 on the tree. In this way the signatures will blend and the tree will be created gradually, just as a team is created.

Reflection:

STEP 4: Request from the teachers to complete this group activity in the following days and provide some time in the next session to describe their experience if they wish to.

Relationships 7.

Definition 7.1.

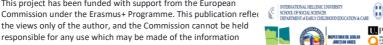
Positive Relationships are the third factor of the PERMA manual. Positive relationships refer to connections between people that are characterized by warmth and trust, the sense of belonging in a group/community/society and a feeling of being valued and/or loved for who you are, and being satisfied with your social network. All types of positive relationships operate as dynamic forces that facilitate individuals to create and maintain high levels of wellbeing.

In order to build positive relationships a person needs to be adaptable to the environment in which they operate (professional, personal or social in general) to promote positive outcomes. In addition, sufficient support from the ensemble in which one operates is perceived as more valuable and therapeutic, helping people live a meaningful life and having a greater sense of belonging. This means that the quality of the relationships we form with other people around us is vital in helping us live a fulfilling and positive life with positive energy.

7.2. Theoretical Background + Key concepts

Having positive relationships can derive through various ways. Some of them are performing acts of kindness to other people, caring about them, cooperating with them. These among others create positive social interactions which contribute not only to the subjective feeling













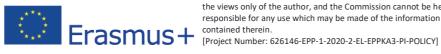
This project has been funded with support from the European

of wellbeing but also in better levels of physical health, mental health, self - esteem and social integration. Furthermore, research provides people who aim to enhance their wellbeing levels with 24 character strengths that have been empirically based and provide people (and can assist teachers) to create stronger personalities through utilizing their character strengths. In addition, when people utilize their character strengths they feel more connected with others and can create relationships of higher quality.

Kindness is a character strength within the Humanity theme. This concept encompasses tending to and befriending others. Their definition of kindness is: Doing favors and good deeds for others, helping them, taking care of them. Synonyms include generosity, nurturance, care, compassion, altruistic love, and "niceness" (Peterson & Seligman, 2004). Kindness practices include doing random acts of kindness, but also everyday acts of kindness that do not require money or special skills. Kindness is good for our physical as well as our mental health. Teachers will learn the research-backed benefits of kindness and gain some ideas for making kindness a part of everyday life.

A Random Act of Kindness is giving your best self to others without requests or promise of return on investment. It's simply doing something nice for someone else, without them asking and without you doing it for anything in return. The wonderful part of random acts of kindness is that there are not only benefits to the receiver but also to the giver.

Gratitude is the appreciation of what is valuable and meaningful to oneself and represents a general state of thankfulness and/or appreciation (Sansone & Sansone, 2010). Gratitude is also the expression of appreciation for what one has. It is a recognition of value independent of monetary worth. Spontaneously generated from within, it is an affirmation of goodness and warmth. This social emotion strengthens relationships. In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude helps







people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships. Studies show that people can deliberately cultivate gratitude—and there are important social and personal benefits to doing so as well as increase in life satisfaction and wellbeing levels (Emmonse & Mc Cullough, 2003). It is possible to feel grateful for loved ones, colleagues, animals, nature, and life in general. During this practice period, teachers will learn how to practice gratitude in a few simple ways and the benefits of doing so.

The final key concept in mindfulness. Mindfulness is defined as "...a moment-to-moment awareness of one's experience without judgment. In this sense, mindfulness is a state and

not a trait. While it might be promoted by certain practices or activities, such as meditation, it is not equivalent to or synonymous with them." (APA, 2012)

Mindfulness practice has been associated with numerous benefits such as reduced stress and increased psychological wellbeing (Bränström et al., 2010), managing physical pain (& McCracken & Vowles, 2014) and lower levels of anxiety (Vøllestad et al., 2011). Mindfulness can be practiced formally and informally. Practicing formal meditation, by sitting for a designated period, can provide a refuge from the busyness of the world and remind us that we do not need to work so hard to achieve our goals or be who we want to be. Despite its many virtues, not everyone wants to engage in formal mindfulness practice. However, these people may still want to be more mindful in their everyday lives. On the other hand, there are many informal ways to practice mindfulness, such as mindful eating, mindful walking, or even mindful conversation. To practice mindfulness informally means to engage in everyday activities with the intention of being mindful.

In the classroom setting, when teachers promote warm, understanding, and positive relationships in the classroom environment from an early age can promote positive effects especially with children facing adversities in their lives and contribute to better life outcomes for their students. Research also shows that supportive relationships in the school setting











between teachers and students, students, and colleagues can increase motivation, active participation, achievement for students and higher levels of job satisfaction for teachers (Roorda et al., 2011).

In order to promote positive relationships in one's life, an important and effective strategy is through developing emotional and social intelligence. These skills have been linked with higher subjective wellbeing levels.

Emotional intelligence consists of four domains:

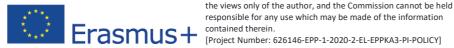
- 1. The ability to perceive your own emotions and the emotions of other people
- 2. Understand how emotions affect thinking and decision making
- 3. Understand your own emotions and the emotions of other people
- 4. Manage the emotions

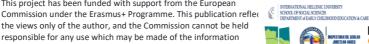
Social intelligence includes the following skills:

- 1. Cultivate communication skills
- 2. Conflict management
- 3. Empathy
- 4. Listening skills

There is an assumption that one of the fundamental purposes of any relationship is to provide emotional and psychological support in times of hardship and be responsive to each other's needs (Collins & Ford, 2010). This emphasis on positive communication in negative contexts has, simultaneously led to the major omission of the impact of positive communication in positive settings.

However, recent research has shown that responses to positive events have a higher impact on the well-being of a relationship than processes of relatedness in opposite scenarios (Gable, Gonzaga, & Strachman, 2006). Psychologists have outlined four different types of responding:













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1. Active and constructive

Characteristics: actively responds to the good news with interest and enthusiasm, asks questions that help to almost re-experience the moment, the conversation is a pleasant and

joyful for both one participants.

Body language: leaning into the conversation, an increase in movement/hand gestures, people might try to show something on their phone to help communicate the experience.

2. Passive and constructive

Characteristics: passively engaged with little enthusiasm and doesn't make a big deal of the situation.

Body Language: a head nod and a gentle smile.

3. Active and destructive

Characteristics: actively points out the problems associated with the 'good' news, creates and concern about the scenario, completely kills any excitement. **Body language:** reactive or aggressive, authoritative movements.

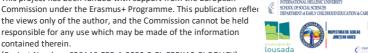
4. Passive and destructive

Characteristics: disinterest, does not pay much attention, changes the topic of conversation Body Language: looks at watch, sighs, or turns away from the conversation

Only one of them (Active and Constructive), however, actively plays a part in building a relationship.

In conclusion, in order for one to define if any type of relationship they maintain is considered as positive, they should reflect on relationship qualities such as if they feel they can develop through this relationship, if they feel supported, if there is empathy in the relationship, trust, behaviors of helping and support from both parts and forgiveness.













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Activities for positive Relationships 7.3.

> My favourite teacher 7.3.1.

Objectives:

The objective of this activity is to highlight the importance of connectedness and feeling

special and the impact of teacher - student relationships.

Time required: 5- 10 minutes

Description:

STEP 1: Provide the teachers with the following direction: "Think of a teacher who was special

to you (from preschool in university). A teacher in your life who made you want to go to

school, want to learn, and feel good about their lessons. What made him/ her special? Bring

in mind and name 2 - 3 actions or behaviors that justify this choice."

Reflection:

STEP 2: Ask the teachers to share how they felt during the activity.

7.3.2. The positive connections recipe

Objectives:

The objective of this activity is for teachers to brainstorm on what constitutes a positive

connection in order to enhance their ability to differentiate between positive and negative

relationships along with the relationship qualities.

Time required: 15 minutes

Description:

STEP 1: Inform the teachers that next you will do a brainstorming session on what constitutes

positive relationships (in groups of 3-4 participants in physical groups/ in breakout rooms).











99

STEP 2: Provide teachers with the following direction: "Working in small groups of 3-4

participants, the task is for each one of you to think about positive connections and list some

keywords of what positive relationships entails for you, and then share your ideas with the

rest of the group.

STEP 3: Please write down the groups' ideas and discuss them with your group. The most

common keywords that emerge from the various groups should be noted and shared with the

wider group.

Reflection:

STEP 4: Ask the teachers to share how they felt during the activity. (in this activity, teachers

can use padlet or slido to gather all the ideas and start the discussion).

STEP 5: Ask the teachers to share any ideas on "How can you develop a positive relationship

with someone built on these "ingredients" (skills, behaviours, attitude)?"

7.3.3. Empathy Quiz (BINGO)

Objectives:

The objective of this activity is to assist the group of teachers in further developing the

understanding of the concept of "empathy" in order to be able to better demonstrate

empathic communication in their positive relationships (e.g. when a friend is in need).

Time required: 15 minutes

Description:

STEP 1: Inform the participants that empathy is the ability to understand and experience the

feelings of another person.

STEP 2: Provide the participants with the list of communication ways (see below) we

respond when someone wants to share something and explain any unknown concepts.











STEP 3: Ask the teachers to answer the questions with the appropriate answer.

Reflection:

STEP 4: Answer the questions and discuss the correct answers and discuss any misconceptions that arise.

Table 1. Ways people respond in a conversation with the aim to share verbally an experience

Different ways we respond when someone wants to share something			
Interrogating	One - upping	Advising	Correcting
Consoling	Shutting - down	Educating	Sympathizing
Explaining	Fixing it	Empathizing	Storytelling

Discussion No 1:

A: I'm anxious about getting to the airport on time.

B: I'll drive you.

This discussion demonstrates:

- a) empathizing
- b) fixing it
- c) one upping

Discussion No 2:

A: Check out this bruise from my fall down the stairs.

B: That's tiny, look at what I got when I was hit by a bike.

This discussion demonstrates:

- a) empathizing
- b) fixing it











c) one - upping

Discussion No 3:

A: I couldn't get a taxi for hours last night and had to walk home at 5 am.

B: That sounds like the time when...

This discussion demonstrates:

- a) empathizing
- b) storytelling
- c) one upping

Discussion No 4:

A: I feel terrible that my student failed his exam.

B: You're not to blame, you're a brilliant tutor.

This discussion demonstrates:

- a) empathizing
- b) fixing it
- c) consoling

Discussion No 5:

A: The dentist told me I need to have very painful root canal surgery.

B: Oh man, that's terrible.

This discussion demonstrates:

- a) empathizing
- b) sympathizing
- c) Interrogating

Discussion No 6:

A: I can't get my mom to listen to my point of view.

B: What's the problem, exactly?













This discussion demonstrates:

- a) empathizing
- b) Interrogating
- c) explaining

Discussion No 7:

A: My boss has cut my pay.

B: Buck up, let's play some pool.

This discussion demonstrates:

- a) correcting
- b) empathizing
- c) shutting down

Discussion No 8:

A: I don't know anybody at my new college.

B: See it as a chance to develop your social skills.

This discussion demonstrates:

- a) empathizing
- b) educating
- c) shutting down

Discussion No 9:

A: I'm annoyed because you left the kids waiting an hour after school.

B: That's only because the traffic was terrible...

This discussion demonstrates:

- a) empathizing
- b) educating
- c) explaining















Discussion No 10:

A: My whole house is flooded and everything in it is soaked.

B: Do you feel stressed out and in need of some support?

- a) empathizing
- b) advising
- c) consoling

7.3.4. Active constructive responding

Objective:

The objective of this activity is to provide information to the teachers about "Active Constructive Responding" and how to apply it into their communications.

Time required: 10 minutes

Description:

STEP 1: Inform the teachers that you will project a video to watch.

STEP 2: Request from the teachers while watching the video to note:

- a) The 4 dimensions of responding when someone shares positive news
- b) Why is Active Constructive Responding important in our communication

STEP 3: Show the following video to the teachers

https://www.youtube.com/watch?v=ZzVw-tB7xGQ

Reflection:

STEP 4: Discuss with the teachers the following question: "What you might do differently in the future when you respond to positive discourses?

7.3.5. Gratitude Letter or Email

Objective:













104

The objective of this activity is to reorient teachers' orientation towards focusing on being

grateful and cultivating feelings of gratitude.

Time Required: 10 minutes during the training (or 15- 20 minutes on their own time)

Description:

STEP 1: Request from the teachers the following: "Think about a person who has done

something good for you, to whom you have not yet expressed your gratitude. This person

may be a friend, family member, colleague, teacher or mentor and decide if you are going to

write them a letter on an email. Write the letter now and set an intention on when to deliver

it." Provide the additional instructions before they begin writing their gratitude letter:

Write as though you are addressing the person directly

• Describe what this person has done that makes you grateful, and how they have

impacted your life. Be as concrete as possible here.

Describe what you are doing in life now, and how frequently you remember their act

of kindness and generosity.

Try to keep your letter to about 300 words or so.

Reflection:

STEP 2: Ask the teachers to share how they felt during the activity and share the recipient of

the letter and when they are planning to deliver it.

7.3.6. Gratitude Visit (Homework)

Objective:

The objective of this activity is to assist teachers in planning to deliver their gratitude letters

in order to further boost their gratitude practice and to initiate a positive interaction with a

positive relationship of their life (past or present one).

Time required: no specific time (depends on the visit)













Description:

STEP 1: Provide the teacher with the following directions:

1) Plan a visit with the recipient: Let him or her know you would like to meet with them

to share something, but be vague about what you have to share. If you are located far

away from this person, you can arrange a phone call or video chat instead.

2) When you meet this person, let them know that you are grateful that you would like

to read them a letter you wrote expressing your gratitude. Ask that he or she does not

interrupt you until you are done reading the letter.

3) Take your time reading the letter. While you read, pay attention to the reactions of

both you and the recipient.

4) After you have read the letter, listen to his or her reaction to the letter and be ready

to discuss your feelings together.

5) Remember to leave the letter with this person when you leave.

Reflection:

STEP 2: Encourage the teachers to share their letter in the near future and inform them that

they could share their experience in your next session.

7.3.7. Random Acts of Kindness (Homework)

Objective

The objective of this activity is to introduce the teachers to the Random Acts of Kindness,

which is one of the most important

Time required: It depends. This can be done on a daily basis anytime of the day.

Description:

STEP 1: Do 3 Acts of Kindness everyday for 21 days. These can be simple acts such as making

a coffee for a loved one, offering your place at the counter to another person, opening the

door to a colleague with full hands.











Reflection

STEP 2: Ask the participants to reflect on how doing a Random Acts of Kindness felt in the

past and discuss any questions might arise from the homework.

7.3.8. Mindful Listening (Homework)

Objective

The objective of this activity is for teachers to practice their mindful listening skills in a

situation where they are not expected to respond.

Time required: 5-10 minutes

Description

STEP 1: Provide the teachers with the following directions: "Until our next meeting notice at

least 1 conversation every day for 1-2 minutes which is happening around you. Try to notice

as much about the communication as possible.

Reflection

STEP 2: Take a moment to reflect on your observations.

8. Meaning

> Definition 8.1.

Meaning is the fourth factor of the PERMA model. Meaning describes the state when a person

feels having a higher purpose and direction in their life. People who report having high levels

of meaning in their lives tend to also report being happy and satisfied with their life. Meaning

alonge doesn't necessarily lead to a happy life though. Meaning is having a sense of direction,

feeling connected to something bigger than yourself, doing something valuable and

worthwhile and/ or feeling that there is a purpose in everything a person does. An example is

religion and spirituality which provides many people with a sense of meaning in their life.













8.2. Theoretical Background + Key concepts

Meaning can be reached through utilizing the character strengths for personal satisfaction

but also for the fulfillment of a higher purpose which is considered as important by the person

and others. Strategies for achieving meaning in life include acting in accordance with one's

values and using character strengths for the common good.

Having meaning in one's life provides them with increased levels of wellbeing with all the

benefits wellbeing provides to people. Important to note is the relationship between purpose

and psychological resilience. When people have meaning in their lives they are better able to

handle the adversities they face and experience lower levels of stress and anxiety going

through a difficulty. In addition, people with meaning are better able to make sense of

traumatic or adverse experiences than those who don't have a sense of meaning in their lives.

Exercises for Meaning 8.3.

8.3.1. Identify my purpose

Objective:

The objective of this activity is to help teachers identify their purpose in their lives.

Time required: 7-10 minutes

Description:

STEP 1: Request from the teachers to write on a piece of paper their own answers to the

following questions:

What do I enjoy doing?

When do I go in a state of "flow"?

What is the meaning of my work?

What is meaningful to me (personally)?

Reflection:













108

STEP 2: Ask the teachers to share how they felt during the activity and discuss the answers

they want to share with the group.

8.3.2. Meaning in everyday life

Objective:

The objective of this activity is for teachers to find ways to apply their character strengths

for achieving greater meaning in their lives.

Time required: 10 minutes

Description:

STEP 1: Ask the teachers to write down their 5 signature strengths and how they apply them

in their life. Emphasize that in order for meaning to be achieved it has to do with their action

having an impact on others.

STEP 2: Share some examples with the rest of the group.

Reflection:

STEP 3: Ask the teachers to share how they felt during the activity and discuss the answers

they want to share with the group.

8.3.3. At my best in the workplace

Objective:

The objective of this activity is for teachers to exercise their skills in recognizing strengths

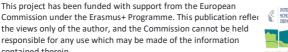
through another persons' narrative about facing workplace difficulties.

Time required: 15 minutes

Description:

STEP 1: Inform the teachers that the following exercise is going to be completed working in

pairs (physically or in breakout rooms) and they will come back to share their experience.











109

STEP 2: Inform the teachers that each part of the pair is going to assume a role. The roles are

the speaker and the listener. Provide them with a minute to decide who will assume which

role and that the roles will reverse and the exercise will be repeated. Each round should last

about 3 minutes.

STEP 3: Inform the teachers that the speaker is going to share 1 work related experience (work

related) where they were at their best. Ask them to "Talk about the experience, describing it

in as much detail as possible (reliving it in as much detail as possible).

STEP 4: Inform the teachers that the listener while listening should not provide any verbal

response. The listener is instead requested to note down every example of a possible strength

their speaker displays as they talk.

STEP 5: After the speaker finishes describing their experience, the listener should share the

strengths noted and try to connect them into four or five character strengths which

characterize the speaker at their best.

STEP 6: After STEP 5 is completed, reverse the roles and tasks.

Reflection:

STEP 7: Ask the teachers to share how they felt during the activity and discuss the answers

they want to share with the group.

8.3.4. What positive things do you find in your work?

Objective:

The objective of this activity is to reorient teachers' focus on what is going well with their

professional life and also to bring their attention to the present time (practicing mindfulness).

Time required: 10 minutes

Description:

STEP 1: Ask the teachers to "think of at least 3 good things you experience in your job and

share it with your teammates"











STEP 2: Take a piece of paper and a pen

STEP 3: Write down 3 positive experiences from your workplace (e.g. regular productive staff

meetings).

STEP 4: Create a list of things that work well in your workplace.

STEP 5: Group discussion. (create pairs physically or breakout rooms of 4-5 people). Provide

them with the timeframe of 5 minutes to share their 3 positive experiences.

Reflection:

Ask the teachers to share how they felt during the activity and discuss the answers they

want to share with the group.

8.3.5. Gratitude in the workplace

Objective:

The objective of this activity is for teachers to explore what works well in their workplace and

possibly identify new solutions to deal with difficult situations.

Time required: 10 minutes

Description:

STEP 1: Request from the teachers to write down as many answers as possible about what

works well currently in their workplace.

STEP 2: Request from the participants to share their answers with the group.

Reflection:

STEP 3: Use the following questions to reflect:

How did you feel writing your positive experiences?

Was it hard to share?

Are you going to implement some of the ideas you heard today?













8.3.6. Best possible self in the workplace

Objective:

The objective of this activity is to assist teachers in imagining their future self through a

guided imaginary exercise.

Time required: 5 minutes (for two weeks)

Description:

STEP 1: Inform the teachers that the following exercise is a guided imaginary exercise and

that all expected from them is to sit as comfortably as possible, listen to your voice and travel

in the future as desired.

STEP 3: "Today we are traveling to the future. While you listen to the sound of my voice, I

want you to sit as comfortably as possible and close your eyes. You can (close your camera if

it suits you better)/ pick a point to focus your attention. If your eyes prefer to wonder along

with your mind, let them do what feels natural to them. I hope you are ready to begin... you

are ready right now to go on a journey. This journey is different from the ones you

know....since in a magical way you arrive directly at a future time. You might travel 1, 2, 5, 10

or more years in the future. Keep going until you have reached a point in the future that "it

feels right" in your future workplace. You might stop at any time when it feels right. [pause

the narrative]. You have arrived. When it feels right you can start exploring... You look at your

left, you look at your right and then you see it. You see your future self in the workplace. Your

future self cannot see you from where you are standing but you can see yourself. "WOW" you

think, this is the best possible self in a workplace I could imagine... curiously you move around

or stay still in order to take as many details you need from your future self in the workplace....

You see yourself...where? In which work setting? With whom? How is your future self at work?

How are you looking so amazing? What is your future "you" that makes them their best

possible you? What have you succeeded in your workplace that your present self wants and

what is still on the waiting list to do professionally? You see yourself and you notice once

more that whatever you did or did not do, you somehow managed to become your best











possible self at work, so, somehow everything is ok. You take a minute to take into your

memory all that you need to and when you feel ready you start your journey to the present

moment. Somehow you know the way and you start your journey to come back... you give

yourself a few seconds while keeping in mind all the things you have discovered about your

best future possible self at work.... You think of a person you would like to share this

information with... you welcome yourself back to the present and you open your eyes!

Welcome back."

STEP 3: Request from the teachers "for the next week, spend 5 minutes visualizing your best

possible self at work, each day. Record your practice on paper".

Reflection:

STEP 4: Ask the teachers to share how they felt during the activity and discuss their imaginary

journey if they want with the group.

8.3.7. Practice Mindfulness

Objective:

The objective of this activity is to provide the teachers with an experience of practicing

mindfulness.

Time required: 5 minutes (per day)

Description:

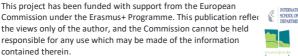
STEP 1: Inform the teachers that the following exercise can be used "whenever you feel

overwhelmed, absentminded or need a sense of grounding, you can try this quick exercise of

3 things. Let's give it a try. Look around you and notice 3 things you see, 3 things you hear and

3 things you touch".













STEP 2: After the teachers have completed the STEP 1 inform them that while they practice this exercise for the following week they can also write down what they have noticed every day.

Reflection:

STEP 3: Ask the teachers to share how they felt during the activity and discuss their overall experience.



Accomplishment

Definition 9.1.

Accomplishment is the fifth and last factor of the PERMA model. The term Accomplishment refers to the combination of a person meeting their objective goals and the match of the person's personal ambition, inner drive and personality. Accomplishment describes the process of self - actualization, where a person utilizes the ability to work towards achieving goals, sustain the motivation or the ability to persevere despite challenges or failures. This process involves various areas of life (professional and personal).

9.2. Theoretical Background + Key concepts

The term of self - actualization is a key concept in the Accomplishment research. The term was firstly described by Abraham Maslow (1954) as the "man's" spiritual need for continuous improvement and the quest for self - actualization. Maslow ranked the basic human needs in the well-known "Maslow's pyramid" and ranked the need for people to achieve a sense of fulfillment at the top. He proposed that the need to self - actualization is a very strong motivation in humans. In addition, Carl Rogers who along with Maslow they are considered to be the fathers of Humanistic Psychology also spoke about the tendency of the human personality to evolve from a simple to a complex entity, leading to achievement of self actualization.

Research shows that setting goals acts as an important motivational factor which encourages self - management, effective planning and the activation of the person's resources. In order to set goals effectively, the goals should have some characteristics. For the purposes of Achievement in the PERMA model we propose the use of a goal setting model, the SMART model.













115

The SMART model is an acronym of the characteristics of the goals. Based on this model the

goals should be Specific, Measurable, Attainable/ Achievable, Realistic and in a specific

timeframe. An additional characteristic for the goal setting to be set correctly is that they

should be self - determined for the purpose in order to activate intrinsic motivation to the

person. Goals can be set for various aspects of a person's life (work area, personal, sports,

games, hobbies) but it is generally recommended that people work on 1-2 major goals

simultaneously in order to be feasible.

9.3. **Exercises for Accomplishment**

9.3.1. Self - reflection activity (Take home activity)

Objective:

The objective of this activity is to assist teachers to reflect on their current feeling state and

to conceptualize what are the "barriers" in life that steal their happiness.

Time required: 10 minutes

Description:

STEP 1: Request from the teachers to think about the following questions and write them

down in a piece of paper until the next group meeting.

How happy do I feel right now? (1 - 10)

What could make me happier than I am right now (personal, family and professional

life)?

• Internal or external barriers?

Reflection:

STEP 2: Ask the teachers to share their first reflections and how they felt during the activity.











9.3.2. Happiness boosters activity

Objective:

The objective of this activity is to assist teachers on brainstorming about their personal happiness boosters of their daily lives.

Time required: 5 minutes

Description:

STEP 1: Request from the teachers to answer in a minute the following question:

Brainstorm on various happiness boosters that I can take in a week.

Reflection:

STEP 2: Initiate a discussion with the teachers on how they can incorporate their happiness boosters into their daily routine and encourage them to incorporate them until they become habits.

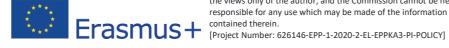


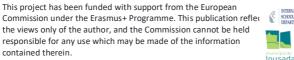


10. Appendix 1

DESCRIPTION OF TRAINING SESSIONS ON PERMA

Training Sessions CONTENT Activities			
1 2 hours	Introduction to Positive Psychology and PERMA model Importance of Teacher Wellbeing	Count your blessingsKeep a gratitude journalIdentify what works well	
	Positive Emotions (Joy, Optimism, Gratitude): Plan and participate in healthy positive experiences	Encourage savoring or positive eventsGrowth Mindset	
2 1 ½ hours	Engagement: Become immersed in worthwhile pursuits, including the application of character strengths. Cultivating flow experiences	 Take the VIA Character Profile to identify Signature strengths Have character strengths conversations with colleagues Identify strengths overplayed and underplayed Create a strengths tree 	















3 2 hours	Positive Relationships: Develop social and emotional skills to better connect and share with others. (Verbal and non-verbal communication, active listening, use of humor, how to build trust and rapport, emotional & social intelligence)	Communication skills activities/ Positive feedback Empathy activities Practice Acts of Kindness Practice Active Constructive Responding Issue Gratitude Cards Activities and strategies to enhance positive interaction between teachers and students, between students, teachers and parents and improve teacher collegiality
4 2 ½ hours	Meaning: Reflect and plan for ways to act with purpose, to think beyond themselves and contribute to higher pursuits Achievement: Set and strive for meaningful goals, manage setbacks, maintain mental toughness and embody a growth mindset	 Reflect on core values and how we live them Write about our best self at work • Mindfulness activities Visualize success and positive impact Use an achievement list instead of to-do list each day SMART Goal Setting / Track your progress Give opportunities to celebrate achievements Reflections/ Evaluation













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Professional Development Models and Working Conditions

(Training manual for coaching and professional development) Part C



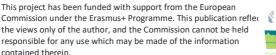














Table of Contents

Introduction	124
The importance of professional development	124
Professional development formats and delivery modes	124
Working conditions	125
Job demands	126
Job resources	127
Job rewards	128
Other aspects	129
Connecting working conditions and professional development.	129
Five key features that make PD effective	130
Active learning	131
Content Focus	131
Coherence	132
Collective participation	132
Sustain duration	132
The importance of relationships and collaboration	132
Respect	132
Active listening	134





Introduction

This manual is intended for school and administration teams interested in implementing ProW. It is also intended for: (a) trainers, coaches, facilitators to support coaching activities related to ProW at school and national level, (b) coordinators and administrators to provide an overview of the content and process of ProW coaching to others. Information and resources will be shared from real-life situations as well as through internet resources. Manual roadmap will include an overview of coaching in ProW, theoretical background of ProW for coaches, effective coaching skills, coaching meetings, classroom-based coaching, and non-classroom-based coaching.

The importance of professional development

Professional Development (PD) is crucial for ECEC teachers, allowing them to update their knowledge, to deepen their understanding and to branch their skills. Thus, proving ECEC teachers with continuous PD opportunities can be seen as a key long-term strategy to promote ECEC quality (Hamre et al., 2017).

Several meta-analyses have shown the positive effects of participating in PD opportunities for ECEC quality (Egert et al., 2018; Egert et al., 2020; Markussen-Brown et al., 2017; Werner et al., 2015).

Activity 1

Think about one of your best learning moments as professional.

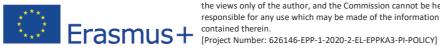
What did the moment look like? How did you feel?

Professional development formats and delivery modes

PD opportunities can occur either through formal and informal means. While formal PD opportunities refer to structured trainings, informal PD refers to collaboration with colleagues (Mowrey & King, 2019).

Specifically, structured or formal learning opportunities (the traditional approach) tend to occur in structured learning environments with a specified curriculum (e.g., graduate courses, workshops, or courses). Most of the times, these PD opportunities goal is to update ECEC teacher's knowledge and skills. Many European countries require their teachers to attend such activities on a regular basis. This is the most widely used form of PD.

Informal learning opportunities do not follow a specified curriculum. They are mostly individual activities (reading books, classroom observations), collaborative activities such as









conversations with colleagues and parents, mentoring activities, and/or teacher networks and study groups. This form of PD is usually not mandatory, but rather at teachers' own initiative, meaning that teachers independently organise the learning process, determine their learning goals and strategies. These opportunities are often embedded in the classroom or school context, allowing teachers to reflect on their daily practices and to learn from their colleagues on-site.

Staff engagement in collaborative professional practices, an avenue for informal learning, is positively associated with their participation in structured training. Structured training and collaborative practices go hand in hand, creating opportunities for ECEC staff to develop their skills through both formal and informal channels. Studies have pointed to the reciprocal interactions between informal learning and formal PD opportunities (Mowrey & King, 2019; Page & Eadi, 2019). Results from Mowrey and King (2019) indicate that informal connections between leaders and educators can also lead to formal learning opportunities across sites and sectors. Also, Page & Eadi (2019) revealed that formal coaching programs in Australia also lead to informal learning by promoting collaboration among teachers, in informal meetings, discussions and sharing ideas about how to implement strategies learned during the PD course.

PD programs can differ greatly on their key features, namely duration, format, and content. Interestingly, studies have shown that PD opportunities that include coaching have a particularly positive effect on ECEC quality (Egert et al., 2018; Markussen-Brown et al., 2017). However, the available literature has mixed findings regarding most of the PD opportunities key features. Thus, there is no single model of PD that shows clear benefits over the others key ingredients. Nevertheless, the connections to teachers' workplace seems to be a transversal key ingredient in successful PD opportunities.

Working conditions

Activity 2

What are the three most important features of the work environment for your well-being?

Working conditions are crucial for teacher well-being (Penttinen, et al., 2020; Wolf et al., 2018), ECEC process quality (Cassidy et al., 2016; Eckhardt & Egert, 2020; Hu et al., 2017; Resa et al., 2017; Shim, & Lim, 2017), and for the uptake and effectiveness of PD (Bayly et al., 2020; Bove et al., 2018; Connors, 2019; Williford et al., 2017). Working conditions comprise job demands, job resources, and job rewards, as systemized on Figure 1, and detailed below.

















Figure 1. Dimensions of working conditions.

Job demands

As working with children is the core of an ECEC job, spending time with children brings well-being to staff. Nevertheless, non-contact time (time without children) is crucial for several tasks, such as planning, exchanging with parents and colleagues, or documenting. However, not all ECEC teachers are provided with non-contact time (OECD, 2019, 2020a, 2020b). this can lead to feelings of frustration, emotional and physical exhaustion, and feelings of guilt, loneliness, and insecurity.

As summarized in Figure 2, teachers can be overwhelmed by assuming multiple roles and tasks. It is common that they spend several hours on various different activities during contact time, have an extremely demanding workload and are expected too take on much administrative. The frequent lack of resources, the elevated number of children they must attend to, the tiredness that results from managing group behavior, from addressing parent concerns, and from accommodating children with special needs, are also important additional sources of stress.



Multiple roles and tasks

- Time spent on various activities: contact time
- Workload
- Too much administrative work to do

Other sources of stress

- Lack of resources
- Too many children
- Managing group behavior
- Addressing parent concerns
- Accommodating children with special needs

Figure 2. Possible sources of stress for ECEC teachers.

Activity 3

Imagine you are to begin a PD in a school and find that:

Leader is mostly absent and there are no clear guidelines for group work. Teachers develop their own work within classrooms, with no time to meet other teachers, plan or discuss joint activities.

In this dilemma, identify:

- Barriers
- **Facilitators**
- **Strategies**

Job resources

Job resources include teacher's collaboration with colleagues, the support they receive from their leaders, their performance feedback and their perceived autonomy (OECD, 2019, 2020a, 2020b) (Figure 3). When ECEC settings provide teachers opportunities to collaborate among them, the staff frequently works together to a shared plan and vision, engaging in frequent discussions to share ideas, materials, experiences, giving and receiving feedback, etc. in these centers, leaders encourage cooperation between all staff members and make assigns responsibilities. Teacher's feedback can also occur on their own classroom and practice, aside from the feedback from their colleagues already mentioned. For instance, teachers can be encouraged to make daily/ weekly notes about positive comments that children and/or families make regarding their work (e.g., make note if a child says she loved the way the teacher read a specific story). Also, it can be useful for teachers to train fixing up SMART objectives (Specific, Measurable, Achievable, Relevant, Time-limited), which could reduce











their feelings of frustration and enhance their sense of productivity and success. Also, actions that promote teacher's autonomy are an interesting job resource. For instance, when the teacher fixes partnerships with the community around them, their sense of agency can be enhanced and children's experience in the classroom can also be greatly improved.

Collaboration with colleagues & staff

- Engaging in discussions
- Working together
- Shared plans & vision

Support from leaders

- Encourage cooperation
- Ensure staff take responsibility

Performance feedback

- Make daily notes about positive comments from children and families
- Write down **SMART** objectives

Autonomy

- Make plans and "justify" their usefulness
- Partnerships with community

Figure 3. Job resources

Job rewards

Generally, teachers in the ECEC sector receive lower salaries compared to other levels of education/jobs requiring a similar level of education and training, and ECEC teacher's tend to have low satisfaction with salaries (OECD, 2019, 2020a, 2020b) (Figure 4). Also, there are important inconsistencies across public and private sectors (OECD, 2019, 2020a, 2020b). Careers are often "flat", with limited opportunities for career progression, with jobs in the ECEC sector offering limited possibilities (OECD, 2019, 2020a, 2020b).













Figure 4. Job rewards

Other aspects

Another important aspect of working conductions is job satisfaction, or the way the staff feels valued by society (OECD, 2019, 2020a, 2020b). Overall ECEC staff is satisfied and believe their work is valued by children and parents, but not by society. The caring dimension is much more acknowledged by society than the role ECEC teachers play in child learning, growth, well-being, and development later in life.

Connecting working conditions and professional development

In practical terms, setting the conditions for PD is crucial. Research has shown that ensuring a set of conditions is critical for the success of PD opportunities, as summarized in Figure 5 and as follows:

- Having paid time for professional development is of essence (Bove et al., 2018)
- A positive school climate helps teachers to make the most out of PD (Bayly et al., 2020)
- ECEC staff whose salary covered basic expenses is more likely to collaborate in PD opportunities (Mowrey & King, 2019)
- Teachers with low levels of work-related stress and high levels of autonomy are more likely to engage in PD opportunities (Bayly et al., 2020; Mowrey & King, 2019)





• Centers implementing high quality collaborative procedures are more likely have staff with collaborative relationships (e.g., exchange of resources among teachers) (Schilder, Broadstone, & Leavell, 2019)



Figure 5. Important aspects to take into account when setting the conditions for PD

Five key features that make PD effective

A conceptual framework for effective PD suggests five key features that make professional development effective—content focus, active learning, coherence, sustained duration, and collective participation (Barr et al., 2015; Desimone & Garet, 2015) (Figure 6). Evidence supporting the five features comes from cross-sectional studies longitudinal studies, and literature reviews of qualitative and quasi-experimental studies. Further, some recent randomized control trials have documented the success of such PD across different ages and subjects.





Figure 6. Framework for effective PD.

Active learning

Active learning refers to opportunities teachers have to observe, receive feedback, analyze student work, or make presentations, as opposed to passively listening to lectures. It implies engaging learners in actually doing things and thinking about the learning experience, often involving group work and demanding learners to engage in higher-order thinking. It includes a practical component and dynamic learning approaches, building on learners' active involvement (Hodges, 2018).

Active learning integrates three primary components:

- Communication of information and ideas usually consists of students receiving content (via reading, direct instruction, etc.). Nevertheless, students should also be engaged in their own process of learning via activities and discussions.
- Learning experiences can then be divided into two types: a) "Doing" experiences, during which students participate and attempt the skill or activity we want them to learn (e.g., attempting to moderate a group discussion about kindness) and "Observing" experiences, during which students observe something related to the topic they are learning about (e.g., a video of a teacher brainstorming with children about what being kind means)
- Reflection, consisting of providing students with opportunities to reflect on their learning as individuals or in discussion with others. These reflection-based activities make room for important connections between the learning environments and practical support of student metacognition ("thinking about thinking") within instructional activities.

Content Focus













Content focus has been suggested as an important feature of PD (e.g., Pak et al., 2020). Content focus should be adjusted to local needs and to teacher's daily activities (Pak et al., 2020). Thus, activities should have connections to the demands placed on teachers on their daily experiences and should focus on a specific content and on how students learn that content. It is crucial that teachers have the opportunity to reflect regularly on real day-to-day practices, on the content they have to share and on the demands they have to respond to. Also, practice should be integrated into theories and goals.

Coherence

Theory, practice, goals, and activities should be consistent with the school curriculum and goals, teacher knowledge and beliefs, students' needs, and school/ district reforms and policies. Responsiveness to the context/setting (centre-embedded) must be guaranteed. Also, it is very important to strengthen teamwork.

Collective participation

Collective participation refers to teacher's involvement in reflective evidence-based practices. For instance, ECEC teachers from the same school can collaborate to build an interactive learning community. For an effective collective participation, several aspects should be minded: establishing positive relationship between mentors/consultants and teachers; having specific feedback and/or individual guidance; asking for advice should be encouraged. Team collaboration should be encouraged.

Sustain duration

PD activities that are ongoing throughout the school year and include 20 h or more of contact time seem to be particularly positive opportunities.

The importance of relationships and collaboration

Team collaboration and the relationship between mentors/consultants and teachers is of essence. Team collaboration comprises joint time (including social), opportunities for joint discussion and reflection, and opportunities for sharing. Relationships between mentors and teachers should be based on respect and active listening.

Respect

Showing respect through communication is key to developing relationships, career progression and making the most of the work environment (Grover, 2014; Rogers, 2018; Rogers & Ashforth, 2014;). Whether you're pitching an idea, or just engaging in regular conversation with a director or peer, respect and communication are essential — and not just in terms of cultural practice, but in terms of common courtesy and making connections.













Here are a few tips for workplace communication that's both successful and respectful:

- Practice politeness, courtesy and kindness.
- Listen graciously. Be mindful that although it may be tempting to do a lot of talking, taking the time to listen is paramount.
- Avoid negativity. In the workplace, different ideas can arise, and sometimes it can be frustrating. However, it's not acceptable to insult or make fun of a colleague's idea.
 We can instead work on a constructive way to share our point of view and collaborate to address these issues.
- Talk TO people, instead of ABOUT people. If there is a problem with a colleague, the
 best way to address it is head-on. Sometimes, to avoid confrontation, we may tend to
 hold on to our dissatisfaction or share our feelings with a third party. The best way,
 however, is to clarify the problem that is causing discomfort directly with the person
 involved, constructively and respectfully.
- Don't overcriticize. Give specific and constructive feedback is important for people to grow. Focus on the positive and on aspects that could be improved.
- Treat people fairly and equally.
- Be emotionally empathetic. Try to be aware and acknowledge others' feelings, pick up on their cues and practice empathy.
- Value others' opinions. A variety of ideas, perspectives, backgrounds, and points of view is what makes a workplace multifaceted and push progress. Thus, make sure to value different opinions and encourage others' expression.



Active listening

Activity 4

In pairs, each person sits with their backs to each other. Participant 1 is given a simple picture. Participant 2 should not see it, and should have a blank sheet of paper and a pen/pencil. Participant 1 tries to describe the picture so Participant 2 can draw it. The activity can last up to 5 minutes. Participant 2 can ask any questions. The goal is to practice the skill of asking questions to seek initial information about the picture, listening to the answers, clarifying their understanding, and seeking further information. The activity can be conducted again, after a brief reflection, with participants changing roles (participant 2 now describes the picture and participant 1 tries to draw it and asks questions).

Example of picture: https://drive.google.com/file/d/13A4nB_ijGS2Mj8zFAoDe_y5l57A1CJbv/view?usp=sharin g

Communication skills, namely one's ability to clearly communicate ideas, are of key importance in the workplace. A critical aspect of communication is active listening, a soft skill that not only helps retain instructions, but also helps to build and maintain relationships (Robertson, 2005; Jonsdottir & Fridriksdottir, 2020).

A person with good active listening skills is able to focus completely on a speaker, understand and respond thoughtfully to the received message. Active listeners use verbal and non-verbal strategies to show the other person that they are attentive and interested, without following a script: their response is contingent to what the other person has said. Practice is often needed to improve the active listening skills, and these verbal and non-verbal techniques can help enhance this skills.

Non-verbal active listening skills:

- Nod. This hints the speaker, in a helpful and supportive manner, that what he/she is saying is understood and the message received.
- Smile. This tells the speaker you agree or are happy about the message they are conveying. It helps the speaker feels comfortable and encourages him/her to continue.
- Avoid distracted movements. Movements such as looking at the phone or watch can be interpreted by the speaker as a lack of focus, which can make the speaker feel uncomfortable.
- Maintain eye contact. Keep a natural gaze, nodding and smiling, conveys encouragement to the speaker.

Verbal active listening skills:













- Paraphrase. Summarize the key message of the speaker shows an actual understanding of its meaning. Additionally, this is an opportunity for the speaker to clarify or expand.
- Ask open-ended questions. This shows the listener understands the message and guides the speaker into sharing additional information.
- Ask specific probing questions. These questions elicit the speaker to narrow a broad topic or to provide more details about the shared message.
- Use short and positive verbal affirmations. This will make the speaker feel comfortable and shows involvement and understanding.
- Display empathy. When one shows compassion, the speaker understands that their emotions and feelings are recognized.
- Discussing comparable situations. This will communicate to the speaker that his/her message is understood, and it also helps building relationships.
- Recall previously shared information. This tells the speaker the other person listens carefully, retains information and links previous with new information.

Activity 5

In a quiet place, think of a specific discussion that you are regularly involved in (e.g., weekly meeting with a work colleague, daily family time around the dinner table). Imagine entering this discussion with the intention of actively listening first rather than being the first to do the speaking (e.g., asking questions to draw out more information, to clarify, and to confirm the meaning of what you are hearing; leading with a question such as "Any news?"). Keep rehearsing this image in your mind until you can easily visualize yourself listening actively to the other person. Once you've got a clear mental image of listening actively, reflect on the following questions:

- How would your relationship with that person(s) change if you regularly listened first?
- How would you change if you regularly listened first?

Record your thoughts on the notepad.

Finally, think about the next time you'll meet that person(s) for a regular discussion.

- What is one practical action that you can take at the start of your next discussion to listen to them first and allow them to speak?

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Professional Development (coaching skills)













Table of Contents

Introduction	139
Section 1: Professional development of teachers (conceptual framework, features, expectations).	140
Section 2: Professional empowerment of teachers	145
Section 3: Coaching teachers (features, implied factors)	147
Section 4: Positive teacher-coach alliance (conceptual framewo factors, strategies to build a positive teacher-coach alliance)	
References:	154

Introduction

The professional development of teachers is one of the priorities and a recurring topic in the education world. Local intervention contributes to the improvement of teaching practices. Therefore, the professional development of teachers is one of the best means available to an education system to improve the quality of the education offered to its students. When looking at the evolution of worldwide educational projects, no reform effort seems to have been adopted as quickly in recent years as that concerning teacher coaching. And for a good reason. Research shows that this practice, unlike other reforms (such as downsizing classrooms), can result in improved quality of education which, in turn, produces more positive effects on students' academic performance (Kraft et al., 2018).

Classically, the coach is the profession, which provides support to meet specific needs based

Classically, the coach is the profession, which provides support to meet specific needs based on particular objectives during a specified period in return for remuneration. The coaching support is firstly a relationship that is built notably through meetings and which is concerned with professional development. This process can be part of a follow-up to inservice training activities offered to teachers.

Professional development coaching is a support process that allows coaches to foster their professional environment in a way that they can optimize their potential. With coaching, it will be easier to optimize individual strengths and overcome certain obstacles that restraint people from progressing in the professional world. This is a systematic practice instituted in the majority of important companies, and in the educational environment too. It aims to prepare the client for his future tasks, by giving him the necessary guidelines.

As a result, national authorities and implementers are increasingly relying on coaches and coaching to help teachers put the knowledge gained from workshops into practice in their classrooms. The aim is to improve learning and, by extension, to help reform the practice of

teaching itself.

Section 1: Professional development of teachers (conceptual framework, features, expectations).

Every day, teachers are confronted with changes brought about by new curricula, new assessment methods, and new technologies. They also have to deal with heterogeneous audiences who are sometimes reluctant to follow the most common teaching practices (Timperley, 2015).

Professional Development (PD) represents those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they will, in turn, improve student learning (Guskey, 2000).

The comprehensive theoretical framework synthesized by Desimone (2009) refers to

- 1) explanation of effective professional development;
- 2) all the path from effective professional development to student achievement and;
- 3) contextual factors.

The five features of Desimone's effective professional development of teachers are content to focus, coherence, collective participation of teachers, active learning, and duration.

Content refers to what teachers learn through professional development (Garet et al., 2001).

✓ Coherence refers to the extent to which professional development is consistent with other teacher learning opportunities, with teachers' knowledge and beliefs, and with school, district, and state reforms and policies (Desimone, 2011).

- ✓ Collective participation refers to the extent to which multiple teachers from the same school participate in the same learning opportunities (Hochberg & Desimone, 2010).
- ✓ Active learning refers to the extent to which professional development provides opportunities for teachers to be engaged in the analysis of teaching and learning (Garet et al., 2001).
- ✓ Duration is defined as "both the number of contact hours of professional development, and the length of time over which engagement in the activity spans" (Hochberg & Desimone, 2010).

In essence, we can identify **10 things** teachers want in professional development (Powerful Learning Practice, 2015):

1. Teachers want a voice and choice in the PD offered.

Related to this topic, two essential questions can be asked:

- a. Have they sat down and thought deeply about their professional learning needs?
- b. Do they understand the trends, shifts, and needs their students are bringing with them that will require new teacher skills and capacities?

Data shows that:

- ✓ often teachers are too shy to speak up about their professional learning needs;
- ✓ even when they do share- no one is listening;
- ✓ they are often resistant, and we find ourselves having to spend time getting to know
 them, building trust, and getting buy-in on what we are going to learn.

Our expectations — a learner who is ready to achieve higher levels of knowledge in the collaborative environment we provide.

2. Teachers want PD that is relevant for their students.

Key points:

Professional learning should be aligned in ways that prepare teachers for what their

students need most.

- The focus needs to be on what will prepare kids to be successful in their future.
- Are the skills, techniques, and strategies the teachers are learning going to help them find and guide student learning through passion, interest, and personalized efforts.
- 3. Teachers want PD they can use right away.
 - Nothing is more frustrating than a workshop that tells, talks, and shows with little opportunity to enact, engage or apply what they are learning.
 - ▶ Teachers sometimes miss the fact that they apply their new skills in the activities, collaborations, and blended aspects provided during the course.
 - Some teachers want an "easy button" that will give them a lesson plan or a tool they can use the next day.

Conclusion: Change is not easy. Educational change is difficult because it involves re-culturing and re-evaluating values and dispositions and letting go of what we are vested in.

- 4. Teachers want PD that is conducted by professionals with classroom experience.
 - ▶ All of us have been classroom teachers.
 - Most of us have gone on to work in leadership positions (school, university, or district level).
 - All of us have worked with educators to rethink their classroom practice.
 - ▶ We are very Google-able.
 - We have large digital footprints and you can see our best pedagogy online.
 - Most importantly we all have taught using the strategies we espouse.

Conclusions: we must believe in collaboration, using experienced classroom teacher's voices in all we do.

- 5. Teachers want PD that is innovative and creative.
 - Innovation and creativity at the heart of what we do;

- but the teachers should bring innovation and creativity to the learning space with them.
- ▶ The learner is an active part in what is created and what is learned.
- Our motto is "None of us is as smart as all of us."
- 6. Teachers want PD that makes them better teachers.

It is not just about some skill they can use immediately, it is about growth over time, making connections, building a tribe (professional network), strengthening values, with passion within each educator who participates.

- 7. Teachers want PD that is practical and not theoretical.
 - Skill building (how to reward an appropriate behavior) may not require a deep understanding of the theory behind the skill, but when they are working on becoming better teachers, that demands understanding the theory and evidence behind what they are doing.
 - As a professional, they need to be able to defend their pedagogical stance.
 - ▶ The professional learning environment is a place of trust and safety.
 - The teachers need to be part of the communities of practice and/or networked spaces where they drive the learning right alongside the coach.
 - ▶ Treating each other with respect and having an open and willing spirit being teachable is what will allow critical moments and honesty to result in meaningful change and growth.
- 8. Teachers want PD that allows them to collaborate and speak honestly.
- 9. Teachers want PD that will be relevant for a long time.
 - In a world that is constantly changing, educators are looking for anchors.

BUT-

- Culture in schools is shifting.
- Our student demographic is changing.

- ▶ Technological advancements are requiring all of society to reinvent themselves or be lost forever.
- ▶ Teachers today need to be flexible and have adaptive expertise.
- 10. Teachers want the admin to attend and participate in the PD sessions.
 - Research shows that educators need to attend PD together and reflect collectively on what they are learning.
 - But principals and administrators are members of the teams and work collaboratively with the teachers on implementing what they have learned.
 - We follow up and give feedback about team goals for professional learning, making it a meaningful experience for both teachers and administrators.

There are different conceptions of the professional development of teachers. Some authors base themselves on the development of the teaching person by relying on the succession of stages comprising their characteristics or changes, and this, in a temporal perspective; they thus favor a developmental perspective. The complex process of building an educational profession emphasizes the acquisition of a body of knowledge relevant to teaching. This acquisition, under various modalities (practice, reflection, exchanges or collaborations, training, etc.), would therefore be at the heart of the changes that teachers experience when it comes to professional practice throughout their careers (Uwamariya & Mukamurera, 2005). Evidence of the effectiveness of professional development through results is a challenge for researchers, teacher educators, and teachers themselves, regarding the appropriate method to strengthen knowledge and training provision (Timperley, 2015).

Section 2: Professional empowerment of teachers

In recent decades, the reference to empowerment, and subsequently to the notions of power to act (agency), skills, and accompanying capacities has been the subject of marked interest both in the field of research and in the fields of educational and social intervention (Maury & Hedjerassi, 2020).

Although the empowerment management approach emerged from the business environment, the new concept of teacher empowerment parallels employees empowerment in an entrepreneurial context. Advocates consider teacher empowerment as a means of overcoming the present administrative order and gaining increased control of the profession (Wan, 2005).

The growing place it has taken in the field of education, particularly in connection with the development of "educations for", comes in response to European imperatives aimed at the social and cultural integration of individuals, their empowerment in all spheres. of life, beyond the school setting. Ideally, for the school, this involves going beyond predominantly transmissive pedagogies, and allowing students to live complex situations, "empowering" experiences (Freire, 2013), in an active process of personal construction, driven by a project to transform society, and including social and political dimensions (Liquète & Maury, 2007). Teacher Empowerment is considered to be the most crucial construct for school effectiveness. (Kauts & Kaur, 2020). Empowerment is perceived as a process whereby school participants develop the competence to take charge of their growth and resolve their problems" (Short et al., 1994). Teacher Empowerment is a faith that an individual has in his/her ability, knowledge, and skills to boost the situation in which they work. Teacher empowerment as a construct has been investigated concerning various variables like job satisfaction, motivation, conflict, participation in decision making, commitment,

instructional practice, and student achievement (Kauts & Kaur, 2020).

As a practice of emancipation, empowerment could help bring about a project of social transformation towards another possible world. Professional development conducive to emancipation, to "empowerment" (Bacqué & Biewener, 2013) must be based on:

- the presumption of competence;
- opportunities for horizontal exchange of practices;
- the co-construction with disciplinary or cross-disciplinary teams of training projects (or training-actions) in establishments: training must produce transformation;
- sufficient autonomy to implement/act in the workplace that is the school establishment;
- ▶ at the individual level, a "skills portfolio" type training account does not focus on finding endorsement badges but on making professional paths and paths visible.

Most studies focused on research on teacher empowerment showed that it depends on the degree of how much a teacher is included in the process of organizational decision-making, which is considered to be a very vital element of the empowerment construct. For the inclusion of teachers to be meaningful, they must be involved in decisions directly related to the teaching and learning process. Also, there should be a perception in teachers that their involvement in the decision-making process has affected the decisions made (Kauts & Kaur, 2020).

For Eric Wan (2005), empowerment should be considered at three levels: the teacher level, the administrative level, and the school level which are further subdivided into two factors: human factors and operational level.

In conclusion, teacher empowerment represents a modern tool for the professional development of teachers that allows multiple ways of field actions. The concept of empowerment is accompanied by the problematization of knowledge (Reyes-Gasperini et al., 2015) and the empowered teacher must have access to high-quality training and continuous opportunities for career development.

Section 3: Coaching teachers (features, implied factors).

Coaching is describing it as an essential component of an effective professional development program because it offers the opportunity to build will, skill, knowledge, and capacity, having large implications into the intellect, behaviors, practices, beliefs, values, and feelings of a teacher. (Aguilar, 2013, Patzer, 2020). Coaching educators can be a great way to support them on their journey (Patzer, 2020).

Coaching creates a relationship in which a client feels cared for and is, therefore, able to access and implement new knowledge (Aguilar, 2013).

Coaching has been suggested as a strategy for improving teaching and learning across overall systems (e.g., Metz, 2015; Sugai & Horner, 2006).

Coaching allows educators to experience situations in order to develop themselves further and finally it can give them the confidence, competencies, and self-awareness needed for a lasting and successful teaching career.

Goals of coaching:

- ▶ Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices (Knight, 2009; Kretlow & Bartholomew, 2010; Neufeld & Roper, 2003; Snyder et al., 2015).
- Improving learner academic and behavioral outcomes through improved teaching practices (Bean, Knaub, & Swan, 2000; Joyce & Showers, 2002; Kretlow & Bartholomew, 2010; Snyder et al., 2015).

Effective coaching means Improving teacher practice and learner outcomes. The best

coaches make coaching seem easy. However, the apparent simplicity of good coaching well masks the difficulty of doing it right and the range of complex skills, knowledge, and dispositions that must be brought to bear and constantly nurtured to create that expertise. Coaching practices with the strongest evidence for improving teacher practice and learner outcomes include:

- **Observation** direct monitoring of the teacher in a learning environment; the primary purpose of observation is to enable a coach to engage in other coaching practices such as modeling or providing performance feedback.
- ▶ Modeling/demonstration occurs when a coach demonstrates how to use the practice.
- Performance feedback giving feedback is so effective in improving teacher practice and learner outcomes that it is considered by some researchers as an evidence-based practice (Fallon, Collier-Meek, Maggin, Sanetti, & Johnson, 2015; Solomon et al., 2012; Stormont et al., 2015). Some studies of performance feedback also suggest early learning outcomes may also improve (Snyder et al., 2015). Feedback is most effective when it is specific, positive, timely, and corrective if warranted (Scheeler et al., 2004; Solomon et al., 2012).
- ✓ Specific feedback, as opposed to general feedback, includes precise information about teaching practices that benefit learners.
- ✓ General feedback (e.g., "Great teaching!") may not explain to teachers why some teaching practices are more effective than others.
- ✓ Specific feedback clarifies how teachers' practices directly impact learning (e.g., "During small-group instruction, four out of five learners were actively engaged in the task you assigned").
- ✓ Positive feedback includes overt statements of praise for the teacher's use of specific

- ✓ practices (e.g., "Good job using 'stating behavioral expectations' during the morning meeting").
- ✓ Corrective feedback, used only when warranted, involves the use of statements and questions that suggest that a change to teaching practice is needed (e.g., "Learners were redirected seven times in the 20-minute lesson. How can we increase praise for learners while reducing redirections?").
- ✓ The timeliness of feedback also seems to be important. Feedback is considered timely when it is delivered within roughly the same day of observation (Scheeler et al., 2004).
- Alliance-building strategies coaching practice includes the development of a positive teacher-coach relationship, also referred to as alliance (Snyder et al., 2015; Wehby et al., 2012). A strong alliance between teachers and coaches establishes a solid foundation for subsequent work between the dyad. Within the early learning environment, the alliance has been referred to as a "collaborative partnership" (Snyder et al., 2015, p. 135), which is considering a cornerstone of productive coaching. Positive teacher-coach alliance correlates with improved teacher practice; however, it is unclear how alliance impacts learner outcomes (Wehby et al., 2012). The use of specific alliance-building strategies can lead to increased use of behavioral interventions by teachers (Pierce, 2015).

Nevertheless, team coaching and collective support are practices that aim for excellence and efficiency in group and team work. Team coaching training explores the techniques, tools, and postures that allow facilitators and coaches to succeed in the challenge of collective intelligence.

Section 4: Positive teacher-coach alliance (conceptual framework, factors, strategies to build a positive teacher-coach alliance).

The positive teacher-coach alliance reflects the interest and the positive and synergistic impact of the shared vision, integrated as a tool, within strategic coaching. In the coaching cycle, this alliance offers the teacher to carry out a strategic process of change with the actors whom he will later ask to transform the educational organization.

In general, the alliance is shaped by several factors:

- interpersonal skills (Ippolito, 2010; Neuman & Wright, 2010; Walpole & Blamey, 2008);
- collaboration skills (Neuman & Wright, 2010; Vanderburg & Stephens, 2009):
- the coach's expertise in the area in which he or she is coaching (Cantrell & Hughes, 2008; Snyder et al., 2015);
- teachers' perceptions of coaching as evaluative (Mangin, 2009; Walpole et al., 2010). Some research from early learning suggests that alliance is also important across coaches, teachers, and families (Basu, Salisbury & Thorkidlsen, 2010; Rush & Shelden, 2011).

Coaching strategies to build an alliance with teachers:

- Factor interpersonal skills: effective communication, building trust, nonevaluative & nonjudgmental language
- Strategies
- ✓ Active listening attention (a state of mind requiring us to choose to focus on the moment, being present and attentive while disregarding any of our anxieties of the day), attitude (positive attitude and an open mind), and adjustment (willing to change, adapt, and adjust mannerisms in order to follow the speaker's train of

- ✓ thought until the conclusion, listening to create meaning).
- ✓ Active listening techniques include:
- building trust and establishing rapport;
- o demonstrating concern;
- o paraphrasing to show understanding;
- using nonverbal cues which show understanding such as nodding, eye contact, and leaning forward;
- o brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand".
- Other strategies
- Empathetic listening making an emotional connection with the other person and finding similarities between their experience and your own so you can give a more heartfelt response.
- o Steps:
- 1. Create a comfortable space for sharing
- 2. Acknowledge the speaker's feelings (I hear you" or "I see that this brings up strong emotions.")
- 3. Pay attention to body language (eg. if they're tapping their feet or not sitting up straight, they may be nervous).
- 4. Let them guide the conversation
- 5. Wait to speak
- 6. Be encouraging
- Phrases for empathic listeners

[&]quot;I understand what you're saying."

[&]quot;I'm sure that must be challenging."

[&]quot;I identify with what you're going through."

- "Thank you for sharing this with me."
- "How did that experience make you feel?
- "I appreciate that you trust me with this information."
- "I have had a similar experience."
- "I can see why that is bothering you."
- "I support the decision you make."
- "I am happy to help with whatever you need me to."
- "How can I best support you right now?"
 - ▶ Restating and summarizing -"What I hear from your comments is..."
 - Open-ended questions: "Can you tell me more about that?
 - ▶ Affirm difficulty of change: "This is really hard!"
 - Nonevaluative language: "Coaching is about supporting your teaching practice, not about evaluating how you teach."

Empathetic listening exercise

- ✓ Please work in pairs.
- ✓ Decide together who reveals themselves and who offers support and feedback.
- ✓ The one who speaks of himself must describe three reproaches that others bring to him.
- ✓ The other offers active, empathetic listening and a positive view of the three reproaches. (10 minutes)
- ✓ Return to the group and share your experience.

Pay attention to nonverbal communication

- ✓ Please listen to a song in Romanian and identify the message of the song, using the nonverbal information.
- ✓ Describe the song message with five keywords.

Positive teacher-coach alliance

- Collaboration skills: meeting needs and goals, conveying that improving teaching is teamwork.
- Strategies
- ✓ Refer to past accomplishments: "This week you hoped to accomplish...
- ✓ Refer to the current goal: "Your goal for this week is.....
- ✓ Help teacher progress toward a goal: "Let's talk about what we'll do to meet that goal.
 I can.... What do you think you will try to do...."
- ✓ Identifying and working toward teachers' goals and needs.
- Expertise: in teaching, in the content area.
- Strategies
- ✓ Refer to effective teaching practices: "Learners who struggle to show mastery benefit from explicit and systematic instruction. Explicit means..."
- ✓ Convey deep content-area knowledge: "We know that effective reading instruction focuses on the five pillars of reading. These include..."
- ✓ Explain complex concepts succinctly: "The preschool learner may show challenging behavior because..."

Final exercise

- ✓ Starting from the story Snow White and the Seven Dwarfs, we invite you to choose a character and argue your choice.
- ✓ What do you think are the goals of this exercise?

In conclusion, strategic coaching based on a positive teacher-coach alliance invites the teacher to create strategic alliances and to associate with as many people as possible about what he wants to do. The shared vision provides him with an opportunity to involve the actors of the organization very early on in a fundamental reflection on "what to create together".

The professional applications presented above demonstrate the importance for the coach to offer stimulating processes and tools that call on the collective intelligence of the players inside the educational organization.

Today and definitely in the future, coaching, under the form of the positive teacher-coach alliance will continue to increase as a professional development strategy to strengthen the fidelity and effectiveness of evidence-based interventions in the school environment.

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