

This report provides an overview of the implementation of the ProW “Promoting Teachers' Well-being through Positive Behaviour Support in Early Childhood Education” intervention, which is part of the ERASMUS+ Key Action 3. The report focuses on the procedures followed to implement the ProW intervention in four countries: Cyprus, Greece, Portugal, and Romania.

The first part of this report describes the practices employed to create a roadmap for the ProW implementation. Through collaborative discussions, the research members identified commonalities and differences in their approaches to enhance well-being. They worked together to establish a unified framework that could guide the implementation process across all four countries.

Next within this report, the design of the ProW implementation, which is based on two key frameworks: Positive Psychology and the PERMA model, in conjunction with School Wide Positive Behaviour Support (SWPBS) are presented. Early childhood teachers received comprehensive training, coaching, and support aimed at improving their job satisfaction, well-being, and self-efficacy while reducing burnout levels. The report provides a detailed description of the assessment instruments utilized to measure the outcomes of both early childhood teachers and children, demonstrating the high reliability of these instruments through thorough literature reviews. Furthermore, an overview of the experimental protocol is outlined.

Part 3 consists of the specific details of the ProW implementation in each participating country. It highlights the initiatives and activities that were implemented, along with the challenges and successes encountered during the process. The experiences shared in this section provide valuable insights for future implementations of similar interventions in early childhood education settings, promoting early childhood teacher well-being and ultimately enhancing the quality of education for young children.

Part 4 presents the general results of the implementation, which can serve as valuable input for policymakers in making evidence-based decisions to enhance early childhood teacher competences in early childhood education settings. The report



emphasizes the importance of improving job satisfaction, reducing burnout levels, and increasing self-efficacy among early childhood teachers within a safe and supportive preschool environment. The results indicate that fostering a sense of belonging and prioritizing the socio-emotional well-being of early childhood teachers are vital for achieving these goals.

Overall, this report provides a comprehensive summary of the actions undertaken to prepare and initiate the ProW intervention across the four participating countries. The findings highlight the significance of integrating Positive Psychology - the PERMA model - , and SWPBS into early childhood teacher training programs, with the ultimate goal of promoting early childhood teacher well-being and improving the quality of early childhood education.

