

## Executive Summary

The current report was prepared within the framework of ProW project (“Promoting Teachers’ Well-being through Positive Behaviour Support in Early Childhood Education”; 2021- 2024) under the ERASMUS + Key Action 3. The project spans the years 2021 to 2024 and operates within the ERASMUS + Key Action 3 framework, focusing on policy cooperation at the European Union level. This report specifically contributes to the Implementation of the Field Trials Work Package 3, providing a detailed account of the project's field trials, methodologies employed, ensuing data analysis and presenting the findings of the ProW implementation. As a crucial component of the ProW project, Work Package 3 plays a pivotal role in assessing the practical effectiveness of the implemented strategies and their impact on teachers' well-being, children’s prosocial skills and the overall climate of early childhood education settings.

Part 1 delves into the theoretical underpinnings of the ProW initiative, examining the PERMA model, SWPBS model, and Professional Development model. By elucidating these theoretical approaches, the section offers a comprehensive understanding of the project's foundational framework, providing context for the subsequent discussions and analyses

Part 2 details the goals and objectives of the ProW project, offering a concise overview of the research methodology. Elements such as the ProW research design, research hypotheses, sample, data collection instruments, and ethical considerations are highlighted. The analytical strategy, incorporating score-code matching and statistical analysis, is outlined to provide insight into the project's methodological rigor.

A thorough analysis unfolds at Part 3: covering various stages of the project. This includes baseline comparisons among four countries for both teachers and children, descriptive statistics at Time 2, value-added analysis in Year 1, comparisons at Time 3 and Time 4, value-added analysis in Year 2, and matched analysis from Time 1 to Time 4. Each analysis contributes to a nuanced understanding of the project's impact across different time points and participant groups.

At Part 4, summarizing the project's findings, this section engages in a robust discussion that explores the nuances and implications of the research. It delves into the significance of the results, providing a deeper understanding of the project's outcomes and their potential implications for early childhood education.

Finally, the Part 5 includes suggested Policies and Practices on Enhancing Teachers' Well-being and Profession. It offers insights into how the project's findings can inform and enhance policies and practices aimed at fostering the well-being and professionalism of teachers.

This comprehensive overview serves as a detailed guide to the ProW project, providing stakeholders, policymakers, and educators with a thorough understanding of its theoretical foundations, research methodology, key findings, and practical implications. The synthesis of these elements underscores the project's significance and potential impact on the field of early childhood education.



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