

Summary for the Deliverable 2.3

The following summary presents the key findings from the Deliverable 2.3 according to each subsection which is based on the core modules of the ProW project.

Summary Pilot Report for SWPBS

Analysis: In the cultural and educational context across Cyprus, Greece, Portugal, and Romania during the initial year (2021-2022), limited programs existed regarding discipline procedures and practices, including early childhood education and care settings, which continued to pose challenges in the subsequent year. In personnel and teacher contexts during the same period, teachers expressed varied needs and challenges. Cyprus teachers sought organized and research-based programs for behavioral modification, while Greek teachers faced serious behavioral issues in young children, highlighting the lack of support and training. Portuguese teachers exhibited reluctance to involve external individuals and families in behavior management strategies. In Romania, teachers expressed a desire for behavior management training, focusing primarily on cognitive acquisitions. In the following year (2022-2023), Cyprus teachers integrated social skills with individual lesson plans, while Greek teachers struggled with managing disruptive behavior due to insufficient training and resources. Portuguese teachers preferred practical training approaches, and Romanian teachers emphasized the importance of socio-emotional development alongside cognitive acquisition. Despite progress, ongoing support and tailored training remained essential for addressing behavioral challenges and fostering positive learning environments across all contexts.

Design: In the cultural and educational contexts of Cyprus, Greece, Portugal, and Romania during the initial year (2021-2022), tailored approaches were evident in the implementation of the program, considering each school's unique circumstances and needs. Efforts in Greece included developing customized training sessions for both external coaches and ECEC teachers, delivered through a blend of online and face-to-face formats. Romania actively involved an external coaching team in online training sessions, focusing on adapting the SWPBS approach to preschool settings. In the subsequent year (2022-2023), flexibility and personalized support remained central in all contexts. Cyprus adjusted training methods to teachers' workloads, while Greece provided personalized guidance and recorded sessions for flexibility. Portugal maintained consistency in training structure, integrating SWPBS with Positive Education principles, and Romania introduced an e-learning platform for collaborative learning among teachers. These initiatives underlined a commitment to addressing individual needs and fostering effective implementation of positive behavior strategies across educational settings.

Development: In the cultural and educational contexts of Cyprus, Greece, Portugal, and Romania, collaboration emerged as a central theme in fostering positive learning environments. Cyprus emphasized increased parental and community involvement, while Greece focused on developing supportive materials through the synergy of researchers and external coaches to aid teachers in implementing the program effectively. Portugal provided additional materials to ECEC settings and offered credits to teachers for active participation, enhancing motivation. Romania underscored the importance of collaboration among all stakeholders, including teachers, parents, and community members, in creating a supportive learning environment for preschoolers. In personnel and teacher contexts, teamwork and support from coaches were highlighted across all countries, contributing to a positive school climate and empowering teachers to address challenges systematically. Greece and Cyprus particularly emphasized the valuable guidance provided by coaches, while Romania and Portugal prioritized parental engagement through workshops

and proactive behavior management strategies. Overall, collaborative efforts across all contexts aimed to create positive circumstances for the learning process and enhance the educational experience for both teachers and students.

Implementation: In the cultural and educational contexts of Cyprus, Greece, Portugal, and Romania, adaptations were made to accommodate challenges such as COVID-19 restrictions and strikes while implementing positive behavior support programs. Cyprus leveraged flexible training methods and asynchronous learning to address pandemic-related hurdles, with teachers dedicating additional hours for preparation. Greece focused on establishing consistent behavioral expectations and increasing parental involvement to foster positive behaviors. Portugal faced challenges with teacher fatigue and resistance to structured activities but saw improved plans and engagement with the support of external coaches. Romania emphasized the positive impact of promoting positive behaviors both within school units and in the home environment, although parental involvement varied between groups. In personnel/teacher contexts, Cyprus's staff demonstrated commitment despite COVID-19 disruptions, while Greece and Portugal collaborated with external coaches to tailor approaches to specific settings. Romania highlighted the importance of sustained effort in shaping behavior and observed varying levels of parental involvement between groups. Overall, countries demonstrated adaptability and collaboration in addressing contextual challenges to enhance the implementation of positive behavior support programs.

Refinement: In Cyprus, there was a push for improved collaboration among staff to integrate positive behavior practices effectively, with teachers seeking more straightforward training materials and equitable workload distribution. In Greece, optimizing the SWPBS training process was prioritized, focusing on balancing theory and practice, and enhancing material comprehensibility. Portugal emphasized the challenge of involving families in the ProW program and suggested strategies to enhance communication and engagement. Romania underscored the importance of sharing best practices and communication among international counterparts, reflecting a collaborative approach to professional development. Overall, there was a shared commitment across countries to refine training processes, balance theory with practice, foster collaboration between schools and families, and enhance international communication among educators.

Summary Pilot report for PERMA

Analysis: In Greece, the cultural context during the first year highlighted a dearth of research on teacher well-being in Early Childhood Education and Care (ECEC) settings, leading to increased awareness and a shift in concerns in the second year following ProW training. The introduction of a new curriculum aimed to address these gaps by prioritizing well-being and essential skills development. In Cyprus, challenges included dispelling the belief that Positive Psychology is inapplicable in schools, while Portugal and Romania faced similar concerns, addressing them through continuous support and follow-up visits. Greece emphasized the need for ongoing support and resources for ECEC teachers, with efforts made to enhance professional empowerment and well-being. In Cyprus, the focus was on improving behavioral management practices, neglecting teacher well-being enhancement. Portugal and Romania experienced high levels of work-related stress among teachers, with a preference for on-site short training sessions to address well-being issues. Romania also saw positive outcomes from e-learning platforms, facilitating resource sharing among teachers to meet pupils' developmental needs. Overall, efforts were made across these countries to enhance teacher well-being and incorporate socio-emotional learning in ECEC settings, tailored to their specific cultural contexts.

Design: In Greece and Cyprus, training sessions focused on the PERMA model were developed for ECEC teachers and external coaches, emphasizing an experiential approach in Cyprus and providing explicit guidelines in Greece. In Year 2, Greece offered specific training sessions for Group B teachers, while Cyprus reversed the order of training sessions. Portugal's training sessions were personalized, disseminating information through pamphlets, and conducting face-to-face sessions tailored to teachers' availability. Romania expanded coaches' understanding of the PERMA model and organized accessible training sessions for Group B teachers, with refresher sessions for Group A in Year 2. Overall, these countries tailored their training approaches to accommodate cultural and logistical considerations, aiming to seamlessly integrate Positive Psychology principles into educational practices while adapting their methods in response to feedback and evolving needs.

Development: In Greece, Cyprus, Portugal, and Romania, collaborative efforts between educators and researchers drove the improvement of teaching practices. Greece emphasized lesson plan development, fostering positive relationships, while Cyprus focused on Positive Psychology with minor adjustments in training hours. Portugal addressed a geographical proximity paradox, introducing credits to enhance engagement in Early Childhood Education and Care (ECEC). Romania aligned schools with the PERMA vision, awarding certificates to teachers for active participation in project-based lesson plans. Despite contextual differences, all countries shared a commitment to ongoing professional development and collaboration. In Greece, educators benefitted from structured guidelines leading to the acquisition of Positive Psychology advantages, while in Cyprus, educators were encouraged to experiment with evidence-based practices. Portugal showcased heightened awareness among teachers regarding the impact of emotional experiences, fostering collaboration, and exchange of experiences, whereas Romania emphasized teamwork and robust support within educational units. These nuanced approaches highlight the adaptability and contextualization of Positive Psychology in diverse educational settings.

Implementation: Across Greece, Cyprus, Portugal, and Romania, adaptations were made to navigate the implementation of training programs, particularly in response to challenges posed by the COVID-19 pandemic. In Greece, e-learning modules underwent thorough evaluation before implementation, with online interactions between ECEC settings and coaches emphasized in both years. Cyprus faced disruptions due to pandemic restrictions, relying on platforms like Skype and Zoom for training sessions. Portugal utilized experiential face-to-face activities to enhance engagement, maintaining consistency in training structures. In Romania, teachers developed projects to promote positive behaviors under coach guidance, demonstrating continued commitment in the second year despite challenges. The integration of e-learning modules emerged as a common strategy across all countries, reflecting their adaptability and resilience in addressing unforeseen circumstances.

Refinement: In Greece, feedback from initial training sessions highlighted the need for trainers to have more time to comprehend the material, suggesting potential extensions to session durations; however, subsequent feedback indicated that the duration remained insufficient for teachers. Cyprus identified a need for more positive practices rooted in the PERMA model, conducting PERMA trainings twice and positioning it as a secondary component with a three-month implementation window. Portugal saw no reported modifications between years, while Romania consistently desired increased emphasis on practical PERMA-based activities. In Greece's personnel context, addressing the time commitment for online trainings was crucial, with a suggested blend of face-to-face and online sessions. In Cyprus, effective coordination among teachers was targeted for improvement, leveraging coaches' experiences in the second year. Portugal's implementation validated adjustments integrating PERMA and SWPBS, prompting

exploration of connections in ECEC contexts and extension to assistants in year 2, with a preference for hands-on activities.

Summary Pilot report for Professional Development

The analysis of coaching and professional development in Cyprus, Greece, Portugal, and Romania underscored the evolution and challenges within their educational and personnel contexts. Cyprus had made strides in Positive Psychology implementation, while Greece and Portugal faced systemic resource challenges, necessitating policy reform. Romania prioritized career development amidst educational responsibilities. Despite varied challenges, there was a shared aspiration for personal and professional growth among educators. The design of professional development programs across these countries reflected tailored approaches, considering cultural and personnel factors. Flexible design strategies accommodated unique needs, fostering personalized development. Development efforts highlighted positive outlooks and significant progress in educational practices, with teachers experiencing growth and improved practices. Implementation considerations included the impact of the Covid-19 pandemic and national strikes, with varying degrees of success in enhancing teaching skills and relationships among staff. Refinement suggestions included addressing systemic challenges, enhancing flexibility, and prioritizing teachers' wellbeing and continuous support, aiming for more effective coaching and professional development initiatives in the future.