LEARNING FROM THE ERASMUS+ KEEP EDUCATING YOURSELF (KEY) PROJECT: A REFLECTIVE CASE STUDY AND STEPPED TOOLKIT APPROACH

Teacher self-guide to CPD

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LEARNING FROM THE ERASMUS+ KEEP EDUCATING YOURSELF (KEY) PROJECT:

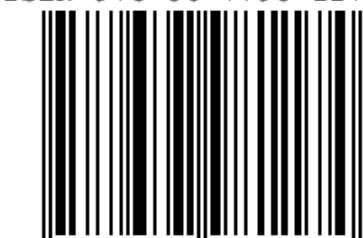# A REFLECTIVE CASE STUDY AND STEPPED TOOLKIT APPROACH

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CHAPTER 1: SETTING THE SCENE, CONTINUING PROFESSIONAL DEVELOPMENT IN PRESCHOOL TEACHER TRAINING, AN EXPERIENTIAL LEARNING CASE STUDY-BASED

Author: Professor Geraldine Lee-Treweek, Birmingham City University, UK

Introduction:

It is undoubtedly the case that social, policy and labour force requirements will continue to challenge Higher Education Institutions (HEIs) to provide educational opportunities that continually develop and build new capacity, new skills and competencies in graduates. It would be fair to say that CPD, whilst very much embedded in the now, is also the future. Globally there is little toleration for professions (or professionals) that are fixed in time, tied to archaic knowledge bases or skills sets, attitudes and experiences. Indeed, modern societies and policy makers, quite rightly, expect much more. The consummate professional is often presented as being on a continual learning trajectory, whilst the organisations they work within are required to be learning themselves and to encourage a broad learning culture for all (Glasper, 2018). Therefore, standing still is not an option for any profession, not least those working in educational arenas (Peacock, 2017). CPD is the vehicle by which professionals can traverse diverse terrains and become the very best at what they do. From child safeguarding and protection, to art-based pedagogies, physical fitness excellence, having skills to support disabled children or working effectively with children from unequal or excluded backgrounds, the expectation is clear that CPD is a means by which the professional graduate can build and demonstrate a portfolio of learning opportunities that facilitate their excellence in their work (Lightfoot and Frost, 2015). Preschool teacher training benefits greatly from CPD development in many countries and the KEY project has stepped in to robustly develop CPD hubs in six Serbian and Montenegran higher education institutions. In doing so, it creates a blueprint or model for those wishing to follow in creating similar opportunities.

There is a responsibility upon higher educational institution to go beyond quality tertiary courses to so-called 'future-proof' graduates. Future-proofing is about enabling learners to become lifelong learners, to see their degrees as a starting point, rather than a destination and to view themselves as on a lifelong journey of knowl-

edge, self and professional development. Future-proofed graduates not only learn, they know and understand the value of learning in keeping them updated and allowing the building of personal portfolios of skills on an ongoing basis towards pursuit of career progression. Such graduates also have confidence in the knowledge that they are continually getting better at what they do, and they can map and audit their own skills as they undertake CPD that builds their competencies. They are empowered within the workforce because they recognise the asset of being a lifelong learner and this can become a central part of their professional identity, pride and sense of connection to other professionals (Lightfoot and Frost, 2015).

Therefore, the need for ensuring ongoing knowledge development has never been greater and HEIs will need to provide opportunities tailored to external requirements. As learning organisations HEIs need to lead in positioning knowledge as core to professional and self-development. This includes having the ability to examine one's own learning processes inside an HEI, where necessary to critique it, change how things are done, work with others to redress weaknesses or problems and to reflect and respond to that reflection. In this book, we do just that, we reflectively examine issues around designing and implementing a Preschool Teacher Training CPD hub programme through the lens of Higher Education Institutions who have been involved in change-making processes as partners in the KEY project.

How to Use this Book

This book provides insights and knowledge from the KEY project process and findings to provide what we term a stepped reflective toolkit. The first book outlines quality issues and helps readers to think through quality matters and learning from undertaking the KEY project. This second book complements this by using reflective accounts to provide examples of institutional experiential learning around CPD and 'real world' issues that arise in implementing the changes requires to develop and run CPD. It then provides a final chapter amalgamating this experiential knowledge in the form of steps, to enable the reader to plan and implement their own CPD hub project. Whereas the last book is more policy and theoretically-oriented, this book invites the reader into the possibilities of praxis and putting change around CPD hubs into action in one's own HE environment. Quality is also an issue here, but it is dealt with as a highly practical, applied matter, relating to how one might build in quality processes across CPD development throughout its inception, design and development.

The sections that follow are openly reflective, recognising and prioritising that it is only by revealing the hidden processes and 'magic' by which organisations create and implement change, that others can enable and enact changes in their own HE contexts. To use an analogy, in order to allow the audience to understand the magic trick, the magician is required to show, step-by-step, how the trick works. Whilst we cannot say that there were any 'magic wands' to successfully developing CPD centres for the KEY project, there were processes and practices that supported KEY as a successful and important project. The accounts provided below have been written, crafted and edited to emphasise 'the journey' element of the KEY project, to provide that oft-forgotten set of insights into how we achieved what we did. We are in the business here of revealing that praxis and, hopefully, inspiring others to create their own innovations and opportunities with CPD.

There are a few important points to which we would like to draw the reader's attention in considering the proceeding accounts of the process of developing CPD under the auspices of the KEY project:

The diversity of the institutions involved in creating the CPD is visible in these accounts, indeed this is showcased to demonstrate differences within and between the partners. KEY was focused on change processes across Serbia and Montenegro in institutions with different heritages and histories, approaches and staff groups. The detail here helps readers to understand some of this background and, potentially, to draw similarities and differences from this in relation to their own institutions and possibilities for CPD.

The reflective accounts provided here are personal, embedded in experience (experiential learning) and practice and are written to capture the views of those who have been actively involved in KEY. Therefore, this section of the text is not designed to provide a one-size-fits-all approach to CPD; all HEIs are different and will have a diverse range of features within them. At the same time, educational policy drivers, local labour force needs and staff interests, etc., might change how one may approach developing CPD in Early Years and Pre-school Education, and this might also be affected by the specific disciplines and professional areas one is from. However, reading about how teams of others have achieved integration of CPD activity and developed innovative ways of working, will, we hope, encourage those who follow to build their own programmes, using KEY as a useful blueprint and guide for doing so.

After the reflective account provided here the team provide a step-by-step discussion of how to develop quality CPD hub provision, offering recommendations and a summary of the key points offered. Again, this will allow others to consider the local conditions that they work within and to replicate how KEY has set up CPD hubs, ensuring what they do works within their own institutions.

Lastly, we would like to add that you may notice that sometimes here we write about KEY in the past tense. However, this is rather misleading. Whilst the Erasmus+ KEY funding period might be over, the ideas, concepts, relationships and innovation of the project continues. Therefore, KEY is very much still under way and its impacts and positive effects will go on shaping the future of Preschool Teacher Training across Serbia, Montenegro and the wider Western Balkans into the future. The project has demonstrated what it is possible to achieve when HEIs work together with a dedicated focus on change processes. The aim is to inspire the field of CPD development into the future and to provide an understanding of how to build such change to others.

In order to fully understand the KEY project and what it set out to achieve, the next section outlines the aims, objectives, methodology and work package structure of the project. This provides a 'jumping off point' into the reflective case studies outlining what the consortium team actually did in their HEIs. We very much hope you enjoy reading the reflective accounts below, which is

followed by a drawing together of the steps or component parts that can be seen from the accounts to have made up the successes of the KEY project. If you wish to know more you can contact the authors of the edited sections below or you may contact the Birmingham City University, UK team who are based in the School of Social Sciences. All will be excited to speak with you about designing, developing and implementing CPD in your HEI or area, and we hope you feel inspired by our work to innovating across your field of interest.

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CHAPTER 2: WHAT IS THE KEY PROJECT, ITS AIMS, OBJECTIVES, AND WORK PLAN?

Authors: Svetlana Lazić, Mirjana Matović, Otilia Velišek-Braško and Jovanka Ulić (Preschool Teachers Training College, Novi Sad, Serbia)

Title of the Project: KEEP EDUCATING YOURSELF / KEY (598977-EPP-1-2018-1- RS-EPPKA2-CBHE-JP)
Project Duration: 2018-2022/2022. (the project was extended due to the COVID pandemic)
Project type: Erasmus+ Joint Projects - Strengthening of relations between HEIs and the wider economic and social environment.
Partner states: Hungary, Montenegro, Romania, Serbia, Slovenia, United Kingdom.

17 partner institutions (the consortium): Preschool Teachers Training College Novi Sad (RS) – coordinator; Eotvos Jozsef Foiskola (HU); RIS Raziskovalno Izobrazevalno Sredisce Dvorec Rakican (SI); Universitatea de Vest Din Timisoara (RO); Birmingham City University (UK); Univerza v Mariboru (SI); Bureau for Education Services (ME); University of Montenegro (ME); JPU Ljubica Popović (ME); The Academy of Educational and Medical Professional Studies, Department in Krusevac (RS); Preschool Teacher Training College Vršac (RS); Union of Preschool Teacher Associations in Serbia (RS); Association of Teachers of Vojvodina (RS); Academy of Applied Technical and Preshool Studies Nis, Department in Pirot (RS); Preschool Teacher Training and Business Informatics College Sr. Mitrovica (RS); Western Balkans Institute (RS); Institute for Improvement of Education (RS)

The wider objective of KEY project is to strengthen the role of teacher training HEIs in continuous preschool professional development (CPD) system in Serbia and in Montenegro. It sets the ground for preschool teaching HEIs to create, develop and implement CPD for preschool teachers and professionals, vis-a-vis local communities and to promote the benefits of these. The project addresses the existing gaps between the ECEC related educational outcomes and actual labour market needs by developing innovative CPD centres. Concurrently the project aims to increase capacities of local governments to exercise their roles in ECEC education and approach EU funding opportunities.

The project has:

1. Established ECEC learning hubs within participating HEIs in Serbia and Montenegro

The project specific objective 1 seeks to broaden and modernize the existing pre-school teachers training offer, making it more selective and better linked with the expected competences framework and professional/practitioners' requirements. It introduces the much-needed systemic approach to defining the needs and offer for preschool teachers CPD, with proactive engagement of all relevant stakeholders in the life-long process of learning.

2. Built the capacity across the CPD sector for monitoring, evaluation and quality assurance

Specific objective 2 of the project contributes to identifying parameters for practical/applied use of knowledge gained through preschool teachers training programs. This benchmarking system further enables quality monitoring mechanisms and successful formative evaluation practices to be developed and implemented for measuring CPD effectiveness and impact. A new CPD model of standards for accreditation, is designed to streamline sustained efforts to upgrade ECEC teachers and professionals CPD practices and build confidence of main stakeholders in its quality. Concurrently, it motivates preschool teachers and professionals to plan their own professional development and be self-sustaining lifelong learners.

WORK PACKAGE 1: INCEPTION

Coordinator: University of Montenegro (ME)

Tasks and activities: the WP started with a comparative transnational review of CPD systems in KEY Project participating countries (RS, ME, SI, UK, RO, HU), in order to identify similarities and differences in CPD systems. EU partners in this project presented different models of CPD in Europe in order to support better understanding of different models of these centers across Europe. The WP included the making of a Project Implementation Manual with practical guidelines for activity implementation, financial management and project quality instructions. On this WP the consortium teams worked on position papers related to ECEC CPD, which emphasized necessity for change through a CPD paradigm.

Description of activities: A comparative transnational CPD system book was presented in the Introduction Conference in Podgorica (ME) (1.5). This activity was

an introduction of the creation of ECEC Learning Hubs (WP.2), creation of innovative CPD courses (WP.3), capacity building for QA in CPD (WP.4) and creation of a model of CPD accreditation standards (WP.4). Organizing the Project Advisory Board was the last preparatory activity in this WP, which establish milestones for increased impact and knowledge exchange effect (1.4). Each partner in Serbia and Montenegro met with available local, regional, national stakeholders and negotiated their involvement in monitoring the project implementation.

WORK PACKAGE 2: ESTABLISHING OF ECEC LEARNING HUBS
Coordinator: Preschool teacher training college Mihailo Palov in Vršac (Republic of Serbia)

Task: The WP started with a seminar on strengthening of role of HEIs in ECEC CPD, with an aim to raise awareness of academic staff about their role in provision of high quality CPD for preschool teachers. Each HEI created an internal team consisting of teachers and administrative and technical staff that worked on the development of concept of the ECEC Learning Hub. Two workshops were held in Vršac and Murska Sobota on these matters. Internal teams prepared founding documentation, which was approved by the governing bodies in each of six HE preschool teachers training colleges/universities in the project (Vršac, Novi Sad, Kruševac, Sremska Mitrovica, Pirot, Podgorica)

Description of activities: Finding the appropriate rooms for six ECEC Learning Hubs, naming the person obliged to administrate the Hub, equipping all with necessary equipment (tendering procedure). Identifying facility processes and implementation by the KEY partner organizations and, in doing so, improving and innovating partner institutions CPD strategies.

WORK PACKAGE 3: INTRODUCTION OF ECEC CPD COURSES IN MOODLE
Coordinator: The Academy of Educational and Medical Professional Studies, Dpt. in Kruševac (RS)

Task: WP 3 started in the second project year (after establishing ECEC Learning Hubs) and is running right through until the project end. It kicked off activities with a training seminar of Moodle courses, held by University in Maribor. Twenty-four courses were created supported by EU partners.

Description: The course creation was followed by their accreditation process with regular bodies of CPD in Montenegro and Serbia. Courses were offered to local preschool teachers, associates and practitioners in Serbia and Montenegro through local training sessions. HEI teaching staff from Serbia and Montenegro prepared and organized these courses.

WORK PACKAGE 4: QA CAPACITY BUILDING IN CPD
Coordinator: THE BIRMINGHAM CITY UNIVERSITY (UK)

Task: WP4 was directed towards improvement of teaching staff skills and competences in provision of CPD quality. This supported the consortium team in observing and evaluating capability of teaching staff to teach adults and work in different social and working environments. BCU QA experts prepared and delivered training of trainers sessions on monitoring and evaluation.

Description of Activity. This focused on improvement of teaching staff skills and competences in the provision of CPD quality, through monitoring and evaluation, as well as the capacity and ability of staff teams to train adults and work in diverse societal and working environments. The WP started with the training of trainers on monitoring and evaluation (M&E) prepared and delivered by BCU QA experts and attended by Western Balkan HEI teaching staff. The first session was held in Novi Sad, second in Podgorica. At these two ToT sessions, twenty-four teachers from six partner HEIs from Serbia and Montenegro prepared and independently delivered training on M&E and QA in CDP. This was delivered to preschool practitioners and professional staff of CPD regulatory bodies in Serbia and Montenegro. Meanwhile, a team of teachers started drafting of CPD QA manual and Guidelines on QA and Self-guide in CDP toolkit for preschool teachers. This WP currently is being completed with six sub-sequent ToT sessions, prepared and delivered by WB HEI partner staff to a minimum of twenty professional staff of regulatory bodies in Serbia and Montenegro and minimum one hundred and twenty preschool teachers and associates.

WORK PACKAGE 5: DEVELOPMENT OF ECEC CPD MODEL OF ACCREDITATION STANDARDS
Coordinator: Universitatea De Vest Din, Timisoara, Romania.

Task: This WP was designed to empower the capacity of five Preschool Teacher Training Colleges from Serbia and the University from Montenegro, one teacher association and one preschool institution in policy making and advocacy.

Description of Activities: the WP started with training on policy making and advocacy from EU partners universities. An intersectoral working group developed role models of CPD accreditation standards for ECEC. This activity ensured that accreditation bodies had vital advisory roles.

WORK PACKAGE 6: QA & MONITORING
Coordinators: The Western Balkans Institute, Belgrade, & Preschool Teacher Training and Business Informatics College (Republic of Serbia)

Task: WP 6 started by establishing the Committee for Quality Assurance and Monitoring Committee (QAMC), which was constituted from representatives of all partner institutions.

Description: the QAMC had meetings six times and made two annual progress reports, related to project implementation and progress. WEBIN subcontracted an independent expert to make external evaluation of the project and the lead partner subcontracted an auditor to monitor quality.

WORK PACKAGE 7: DISSEMINATION & EXPLOITATION
Coordinator: Association of Preschool Teachers of Vojvodina, Union of Preschool Teacher Associations in Serbia (Republic of Serbia) & JPU "Ljubica Popović" (Me)

Task: Promotion, dissemination and exploitation of the project. WP 7 started with visual arrangement and design of the KEY project and web site and Facebook page. Each partner institution had internal dissemination activities to spread the idea, significance and impacts of the project among colleagues and students.

Description of Activities: Creation of E-bulletins for visibility, sent to university and non-university institutions in all communities and project promotion in diverse media. The final conference with lead partners was held in Novi Sad and emphasized dissemination issues. Distribution of ECEC CPD models of accreditation standards to decision makers.

WORK PACKAGE 8: MANAGEMENT
Coordinator: Preschool Teachers Training College, Novi Sad (Republic of Serbia).

Task: WP 8 started with a kick-off meeting, addressing all related implementation and administrative issues and different project teams were established. The Steering

Committee of the project was one of these and had six regular meetings during the duration of the project.

Description of Activity: the WP covered project management, administration, reporting issues. Within this WP, a kick-off meeting was organized by the lead institution in Novi Sad to discuss the project details, develop implementation and administration procedures and template forms. At this meeting, various project teams were constituted (Project Steering Committee, QAMC, Finance Administration Team, Equipment Procurement Team). Third day of the meeting dedicated to training legal and finance department members, to strengthen partner technical capacities to efficiently follow program procedures and acquire best practices in project finance management. Partners contributed to preparation of project reports (narrative and financial) and from this point sent copies of (non) financial documentation to project coordinator quarterly.

As we near the end of the KEY project and its activities, this book, which is one of a set of two, aids others to be inspired to set up their own CPD hubs or other educational innovations. We hope this text will provide reflective inspiration and a stepped model by which readers will be able to improve and enhance their own CPD programmes in Preschool Teacher Training. The next chapters provide reflective case studies of KEY consortium team experiences of setting up the CPD hubs.

CHAPTER 3: REFLECTIVE CASE STUDY ONE, KEY PROJECT CPD HUB DEVELOPMENT: ACADEMY OF APPLIED TECHNICAL AND PRESCHOOL STUDIES NIŠ, DEPARTMENT PIROT

Authors: Pirot: Sanja Petrović, Emilija Popović, Bojana Nikolić, Dragana Dragutinović i Jelena Veljković Mekić
Novi Sad: Mirjana Matović, Svetlana Lazić, Otilia Velišek Braško i Jovanka Ulić
Sremska Mitrovica: Maja Cvijetić i Dejan Savičević

Contextualising Our HE Institution

The Academy of Applied Technical and Preschool Studies Niš, Department Pirot, has successfully provided education for kindergarten teachers from 1920 to the present day. 1920 was the year the 19th Amendment was passed in America giving women the right to vote and the year when the first department of pedagogical studies was opened in Pirot. Seven years later, the world got the first sound movie The *Jazz Singer*, marking the end of the silent film era. The same year, in Pirot, the first building of the new pedagogical school was finished and opened. For a century, the education of future teachers has happened under the same roof of the building at 29 Ćirila i Metodija Street, first called *'The Teacher's School'*, then *The School for Preschool Teachers, Pedagogical Academy for Educating Teachers, Higher School for Preschool Teachers, the College of Professional Studies for Preschool Teachers*, and now the *Academy of Applied Technical and Preschool Studies*. This is an ongoing process and and AATPS continues its heritage as an institution that sets the foundations and standards in the educational profession, meeting the highest criteria to ensure excellent quality of the teaching process, student experience and graduate opportunities.

AATPS - Department Pirot is an accredited higher education institution that educates students of basic professional and master professional studies (first and second degree of higher education) within the scientific field of social studies and humanities. The Pirot Department currently employs twenty-three teachers, twenty-one of whom hold the title of Professor of Vocational Studies. It has two study programmes: the Vocational Preschool Teacher programme, for working with children in preschool institutions, and the Business Information Systems programme. The dual model of teaching is a novelty in higher education in Serbia and was in-

troduced with the aim of improving the quality of education and acquiring modern competences and learning through practical work. There is also a two-year master's degree programme for preschool teachers, which they can attend after completing their basic studies.

Within the Pirot Department, students have access to 2900 m^2 of modern equipped teaching space, with all the necessary didactic equipment. Students' results are regularly monitored and analyzed, and the school actively participates in their career planning.

In cooperation with their professors, students regularly participate in projects, forums (children, literature, culture, and art), organization of exhibitions (Children's Art Salon), and extracurricular activities of the AATPS Drama Club. The Drama Club of the College of Professional Studies for Preschool Teachers has been performing various extracurricular activities since 2013. During the entire school year, creative drama practice and games, drama and puppetry workshops are organized, and at the end of each semester, a play is prepared and performed. Appreciating the future profession of our students, all plays are intended for young children. All activities of the drama club are based on the equal cooperation of professors and students of our school. An indicator of good cooperation is the fact that, to date, over a hundred students have participated in the activities of the club.

AATPS - Department Pirot fosters cooperation with many foreign institutions. For instance, in the past, the teaching and non-teaching staff of the Pirot Department have successfully participated in the implementation of several international projects aimed at strengthening the capacity of higher education institutions, including the project and findings that this publication focuses upon - KEY.

AATPS - Department Pirot is in the process of establishing a preschool institution that will be located within its premises, bringing practice literally onto the campus. The curriculum of the kindergarten will be based on the concepts of the "Years of Ascension" programme, a novel approach that promotes the development of children's potentials, respects children's rights, their individual needs and the needs of their families. The kindergarten will be a place where the development and education of children aged 3-7 will be monitored and modern methods of teaching will be implemented, but also a place where students, as future kindergarten teachers, will carry out professional practice and research together with the Academy's professors.

Pirot Department also devised several professional development programmes, accredited by the Institute for the Improvement of Education in Belgrade, the designers and developers of which are teachers employed in the institution. These were realized in the period 2002 to 2018. The accredited professional development programs are:

• "All together - a program of inclusion of children with developmental disabilities",

• "The power of words",

• "Individual support programs for children with developmental disabilities",

• "Methodical-workshop procedures in working with children with developmental disabilities",

• "Me and others - communication skills in the process of upbringing and education", "Show me and I will know", "I choose, create and discover",

• "Partnership of parents and educators in kindergarten",

• "Innovative approaches in cooperation between parents and educators",

• "Partnership of educators in kindergarten",

• "Cooperation with parents",

• "Learning in a kindergarten environment",

• "Education for creativity", "Integrative practice-integrative curriculum",

• "Group processes in the class/educational group, application of sociometry and elements of psychodrama",

• "Developing relationship-oriented educational practice".

All these programs were designed and implemented by vocational studies staff - three professors of Pedagogy and one professor of Psychology.

Picture 1: The building of The Academy of Applied Technical and Preschool Studies Niš, Depatrment Pirot

The institution is also active in promoting best practice through conference knowledge exchange activity. For instance, in 2013, The Preschool Teacher Training College in Pirot, held a scientific-professional conference called "HOLIPRI", which focused upon the importance of a holistic approach in upbringing and education. This conference brought together researchers, educators and practitioners, and through the collaborative interaction of the participants, the importance and potential of holistic learning and teaching was observed from different perspectives.

Picture 2: History of our HEI (pictures circa 1920-30) Our institution has a long history of sustained educational excellence.

The process of Creation of CPD Hubs in our HEI, within the Framework of the KEY Project

Based on previous good cooperation and project work with our institution, the Principal of the Preschool Teacher Training College in Novi Sad invited us to participate in a major project, with the goal of opening Centers for Professional Development of preschool teachers across HEIs in Serbia and Montenegro. The project was named *Keep Educating Yourself (KEY),* and we were very eager to join because it enabled our involvement in development of educational innovation in the vanguard of best practice. The partners on the project were also the College of Vocational Studies for Preschool Teachers "Mihailo Palov" from Vršac, the College of Vocational Studies for Preschool Teachers and Business Informatics "Sirmium" from Sremska Mitrovica and the College of Vocational Studies for Preschool Teachers from Kruševac in Serbia. The project included foreign partners from Montenegro, Slovenia, England and Romania: University of Montenegro, University of Birmingham (Great Britain), Pedagogical College Baja (Hungary), University of Timisoara (Romania) and University of Maribor (Slovenia). It is significant that the project was also joined by key stakeholder representatives of the Institute for the Improvement of Education (Serbia), Institute of Education (Montenegro), Association of Preschool Teachers of Vojvodina, Federation of Association of Preschool Teachers Serbia, Center for Lifelong Education from Murska Sobota (Slovenia), Preschool Institution from Montenegro, as well as the highly influential non-government organization the Western Balkans Institute (WEBIN), from Belgrade. The inclusion of numerous partners and representatives of all stakeholders led to quality cooperation and dialogue in which each party has had the opportunity to make a significant contribution. The aim was to create programmes that would ensure quality and purposeful professional training of preschool teachers, as well as establishing sustainable Centers for Professional Development.

The initial meeting was held in Novi Sad in January 2018, when all project partners from Serbia met. The atmosphere at the first meeting was rather official. The persons in charge of the project were not all acquainted to one another, and, in the beginning, there were a lot of uncertainties regarding technical problems, keeping documentation, purchasing equipment, etc. The coordinator, a Professor from PTTC Novi Sad, presented seven work packages to all participants and distributed tasks for each work package. At the introductory conference, the goal and idea of the KEY project was presented to all interested parties from Serbia. The draft of the contract and the methodology of work for Work Package 1 was presented. This meeting clarified the methodology of conducting research in all six participating countries on the quality of existing programs for Preschool Teacher Training. All partners' representatives attended the meeting along with preschool teachers, members of preschool and state institutions, as well as the media, who presented the project ideas to the general public. Representatives of our HEI were honoured and pleased to be part of this important movement for change.

The first KEY work package (WP), or group of associated tasks, began with a consortium meeting at CPSPT in Pirot, which, like other partner institutions in Serbia, had the task of conducting research related to existing programmes for teacher training. At that meeting, the results of the research of all partners from Serbia and Montenegro were presented. Professors Mirjana Stanković Đorđević PhD (psychologist) and Danijela Vidanović PhD (pedagogist), conducted the research on behalf of CPSPT Pirot. From the end of January to the end of February 2018, they conducted the "Analysis of the Rulebook on Professional Development and Advancement of Teachers" as well as the analysis and review of previous research from 2009 to 2018. After this analysis, it was concluded that preschool teachers needed additional training programmes, especially to skill them to be able to implement the new preschool programme "Years of Ascension". The skills and competencies needed included: training in the field of digital literacy; training in administration and skills training with workshops where practical examples of activities would be demonstrated. It was also determined that preschool teachers were dissatisfied with the number of credits assigned to the existing programs of professional development, especially for summer and winter schools and conferences. This is one of the reasons why educators, despite their great interest, rarely attend such gatherings. One of the scientific and professional conferences for preschool teachers and pedagogues *HOLIPRI* was organized in the CPSPT in Pirot in the period from 2013 to 2017. The meeting was extremely well attended and well evaluated by the participants, but the insufficient number of credits that such symposia carry, unfortunately, discouraged many preschool teachers from the Pirot district from attending. After the scheduled hours for the conference, our institution organized a tour and vis-

it to the Ponišavlja Museum, the medieval fortress of Kale, the handicraft cooperative for carpets and souvenirs "Damsko srce", as well as the ethnic complex "Nišavska dolina". These gatherings and visits were very useful because team members had an opportunity get to know each other better and build trust in working together. All members of the consortium were extremely satisfied with the event and its outcomes.

Picture 3: Consortium meeting at CPSPT in Pirot

Picture 4: Consortium meeting at CPSPT in Pirot

Picture 5: Consortium meeting at CPSPT in Pirot

Picture 6: Consortium meeting at CPSPT in Pirot

Picture 7: Consortium meeting at CPSPT in Pirot

At the end of this phase of the project, a publication was printed with an analysis of the initial education and Pre-School teacher training/Early Years professional development programmes of all project partners and a comparative analysis of the current situation in all the countries participating in the project: Serbia, Montenegro, Slovenia, Hungary, Romania and Great Britain.

As part of work ackages one and two, a team of teachers and methodology professors from our Higher Education Institution made a series of visits to Slovenia and Montenegro, getting acquainted with the professional development models of KEY collaborative partner institutions, as well as innovative preschool institutions that promote children's outdoor activities. This experience and sharing of expertise was very useful for later development of ideas around CPD activities.

In May 2019, by the decision of the Ministry of Education and Technological Development, the College of Professional Preschool Teacher Studies in Pirot ceased to exist as a separate institution and lost the status of a legal entity. After several combinations, the School became a Department of the Academy of Applied Technical and Preschool Studies in Niš, and the Interim Director was appointed. The former Principal of CPPTS in Pirot, Emilija Popović, was elected to the position of Head of the Pirot Department. These changes had to be accompanied by modifications in complete documentation related to the project, as well as in accounting and administration. This required additional efforts because new individuals had to be instructed in the preparation of the project documentation. Fortunately, the administration of the School in Pirot, and our project team, managed to ensure further implementation of the project without delays.

In the meantime, the Association of Preschool Teachers of Serbia and Montenegro, in cooperation with the HEI KEY consortium partners from Vršac, as well as with the help of representatives of The Institute for the Improvement of Education, Serbia, (IIE), conducted a survey on the needs of preschool teachers for professional training in Serbia and Montenegro. The results of the survey were presented by a representative from Vršac to all Serbian partners at a meeting in Kruševac, November 2019. Over 450 teachers from Serbia and 280 from Montenegro participated in the survey. These results were very significant for the subsequent development of programmes for preschool teachers within future CPD. At the meetings in Novi Sad and Kruševac, the partners from Birmingham City University gave useful guidelines that we could consider when developing a training program for preschool teachers. Within each institution, the Rulebook on the work of each Center was prepared, and

on the 25th of September 2019, the Decision on opening the Center for Professional Development at AATPS - Pirot Department was agreed. Teams were formed in order to guarantee the high-quality and uninterrupted operation of the Center. To ensure the quality of the program and to establish a permanent relationship with the end users of the Center and educators/teachers, the management of Pirot Department contacted the administrations of schools, and a project lead was appointed in Pirot. They proposed members for the Advisory Board of the new center. This body has the role of monitoring and evaluating the work of the Center, but also of presenting proposals for training educators/teachers according to their needs and this body was set up.

In March 2020, a meeting was organized in Timisoara, Romania, and our colleagues, representatives of AATPS, Department Pirot, received useful information about the initial education of teachers in Romania, the training programs for lifelong learning that they organize, as well as practical examples of teachers' activities in kindergartens, which was rated as a very useful experience.

The further development of project activities was hindered by the declaration of the global pandemic of the COVID-19 and the lockdown of a large number of countries in Europe and worldwide. Travels outside the country were forbidden, some meetings were canceled, and visits to Maribor and Murska Sobota in Slovenia, were carried out online. There was doubt and uncertainty as to how and whether all project activities would be implemented.

During this period, in which face-to-face gatherings and meetings were forbidden, we used to select the cabinet, select equipment for the cabinet and prepare documentation for the future CPD. Despite tthe situation, consultations with partners took place via viber, emails, Zoom meetings and over the phone. The professors of the AATPS - The Department of Niš helped selecting technical equipment for the cabinet. Preparatory activities were successfully completed before the meeting in Smederevo in June, despite numerous problems. At the same time, the team of professors in charge of the project worked hard to create draft of programmes for professional development of teachers. A framework proposal of the programmes was designed, which would include new art techniques, innovative music, language and drama games for children's development, inclusion of children with developmental disabilities and improvement of teachers' communication skills. The team of professors of art, music, foreign languages, literature, psychology and pedagogy designed the innovative holistic teacher training programmes. It was important, however, especially considering the pandemic, that the programme activities could be carried

out online. The team of professors AATPS - Pirot Department decided that part of the activities of the future programs will nevertheless be of the workshop type, bearing in mind that preschool teachers expressed the need for practical activities.

Training and Development in Preparation for the New CPD Offer

At the meetings in Smederevo and Kruševac, before the summer of 2020, the training of lecturers and professors to work on the Moodle online platform began which was significant for the implementation of the programmes of the CPDs. However, due to strict epidemiological Covid-19 measures, colleagues from Slovenia could not hold the scheduled meeting, nor could they travel abroad. The trainings they were supposed to hold were postponed and later successfully carried out via the Zoom platform.

After the preparation of the draft programmes for the Center for Professional Development AATPS - Pirot Department, a meeting with representatives of IIE was organised in Belgrade at the end of November 2020. A workshop for developing programmes was arranged and participants proposed changes to the rulebook on the evaluation of professional development of educators and teachers. IIE presented the current competencies of educators and teachers that existing programs strive to develop, and we had a very useful discussion considering the further competencies that could be developed and added to the list. Our team of professors received important information about how they can apply for accreditation of their programmes. Unfortunately, that was impossible at that time because the Ministry of Education and Technological Development was late with the drafting and adoption of the 2030 Education Strategy, which led to the postponement of the accreditation cycle for the next period. This represented a significant problem for the further project implementation. We received information from the representative of IIE that there is also a possibility to send the request for accreditation to the Minister of Education, but given the circumstances, the management of our HEI decided to wait for the adoption of the Strategy.

The team of professors from Pirot continued working on the development of the programmes which draft was proposed. The analysis of the questionnaire about the needs of educators in Serbia and Montenegro, which was processed and distributed to all partners by members of the project team from the University of Maribor, was of great importance for designing the programmes. Many live meetings were held, as well as consultations by phone and/or email with professors of art, music, foreign

languages, literature, psychology and pedagogy, as well as methodologists working at the Academy - Pirot Department, in order to create the most comprehensive and high-quality programmes for the future teacher training at our CPD. The first programmes for the Center in Pirot were formed, with carefully designed content to follow the new preschool programme in Serbia, to include innovation in the field of pedagogy, and to meet the expressed needs of preschool teachers in Serbia and Montenegro. Five programmes were created:

- *Preschool teacher in the world of lines, colors and shapes*: Bojana Nikolić, Dragana Dragutinović; up to 25 participants, Seminar + workshop, 8 hours.
- *Drama games in preschool education*: Dragana Dragutinović, Jelena Veljković Mekić; up to 25 participants, Seminar + workshop; 8 hours.
- *Holistic approach to music in upbringing and education* : Emilija Popović, Sanja Petrović, Ivica Panić; up to 25 participants; Seminar + workshop, 8 hours
- "*Listen/say to understand each other" - non-violent communication skills* Mirjana Marković, Mirjana Stanković Đorđević; up to 25 participants, Seminar, 8 hours.
- *Workshops for working with children with developmental disabilities*; Mirjana Stanković Đorđević, Danijela Vidanović.

The AATPS team, Pirot Department, had these programmes prepared, however, we had to wait for their accreditation until the next accreditation cycle, scheduled for October 2021.

Research and Planning for Implementation

At the meeting in Sremska Mitrovica, in April 2021, tasks for the creation of publications within work packages 4 and 5 were divided among partners. Two publications: *Teachers self-guide for CPD toolkit*, and *Policy Making and Advocacy in Education* were planned for publishing. Ms Sanja Petrović, MA, together with Prof. Emilija Popović, PhD, from the Pirot Department, undertook research on the framework of public policies and advocacy in the field of education in Serbia. The publication *Policy Making and Advocacy in Education* was intensively worked on from May 12, 2021 to June 7, 2021. Several meetings were held with partners from Vršac and Sremska Mitrovica. Several online meetings of the working group were also realized, as well as constant consultations with colleagues via e-mail. The result of our research was a twenty-page paper on the framework of public policies in the field of preschool education in Serbia. During the preparation of this document, numerous obstacles were

encountered, and the main problem was the non-transparency of many processes in the field of public policies in Serbia. Therefore, consultative meetings were held with the representatives of the administration of PI in Pirot in order to hear their experience in implementing the New Foundations of the preschool programme in which this institution participated. The problem of the delay of the 2030 Strategy made it impossible to notice any novelties in the field of policy making, because the previous Strategy was valid until the end of 2020. The research on policies in education in Serbia enabled the professors of our HEI to get a detailed insight into the legal procedures which lead to changes in the education system.

During May 2020, in addition to publications, partners were working on improving the digital competencies of professors, which was extremely useful in the circumstances of the pandemic and online classes. The University of Maribor presented some of the free animation tools with a special focus on making stop motion animations, as well as showing the multiple possibilities of using such tools in practice. Professors from Pirot used the acquired knowledge to make a short film for promotion of a musical for children, created within the AATPS's Drama Club.

Picture 8: KEY colleagues, actively working together to use the new digital tools in practice (with face masks as best practice safeguard against Covid-19)

Picture 9: Using the new digital tools together and seeing results on-screen

Picture 10: AATPS's Drama Club Performance

Picture 11: Children at AATPS's Drama Club (check children/parents have given permission for image use)

Picture 12: AATPS's Drama Club Circle

Picture 13: AATPS's Drama Club Preschool Teacher Training Students, in Costume

Another important meeting of the consortium was held in Novi Sad at the end of June 2021, where the project coordinator Professor Jovanka Ulić informed all partners that the project would be extended until November 2022, which would enable the accreditation of the proposed programs. This was great news for all the partners and, regardless of all the problems that appeared during the implementation, it gave new energy to our team. Training for working with ICT tools on the Moodle platform continued. In the meantime, in AATPS in Pirot, cabinet no. 2, with a capacity of 40 seats, was equipped with computers, a multimedia projector and up-to-the-minute modern equipment for teaching.

At the meeting in Baja, Hungary, in November 2021, we received information that the publication *Policymaking and Advocacy in Education* was in its final stages. Since we were still waiting for accreditation, it was suggested that professors who have an accredited training programmes for preschool teachers should hold seminars in the centers, for the purpose of promoting of the coming CPD offer. Seminars were held our colleague professors Mirjana Stanković Đorđević, PhD and Mirjana Marković PhD in AATPS in Pirot.

Next, Birmingham City University, UK, organised an online training related to the quality assurance for CPD, and during April and May of the following year we started preparations for the long-awaited study trip to England in mid-June 2022. This visit was designed to familiarize the teaching staff with the way in which teacher education institutions, as well as Centers for Professional Development, function in the UK. That experience was valuable, especially for the team from Pirot, who travelled to England for the first time and found the programme very insightful, rich and varied. In addition to useful and interesting presentations at the University, the partners from UK organized very beneficial visits to a kindergarten and the *Thinktank*, an experiential science museum for children in Birmingham.

Achieving Accreditation

After the next accreditation cycle was initiated, the team from Pirot applied with their programmes. The following programmes of continuous professional development of teachers, educators and professional associates, designed by the professors of AATPS Niš, Department Pirot, were accredited by the Institute for the Improvement of Education in Serbia:

- *Holistic approach to music in upbringing and education* (Emilija Popović, PhD, Sanja Petrović MA, Ivica Panić MA);
- *Art laboratory* (Bojana Nikolić, PhD, Dragana Dragutinović, PhD);
- *Drama games in the upbringing and education of children* (Jelena Veljković Mekić, PhD and Dragana Dragutinović PhD);
- *"Listen/say and understand one another" - nonviolent communication skills* (Mirjana Stanković Đorđević, PhD and Mirjana Marković PhD).

These programmes were finally accredited as part of the KEY project, therefore successfully implementing one of the major project goals. After numerous uncertainties and unforeseeable circumstances that disturbed the course of realization of KEY activities, the final outcome of the project was achieved. It is significant that all trained professors who went through the process of the design and accreditation procedures of these programmes are now qualified to apply independently for potential future programmes (capacity building in action). The fact that we have all become familiar with public policies in the field of education and the ways in which educational legislation is designed, harmonized with EU laws/ strategies and implemented in Serbia, is also very important for the future of our HEI. This building staff skills and confidence in undertaking change projects relating to CPD will enable us to plan and do more to ensure our offer remains relevant to graduates and professionals and responsive to their needs and those of the labour force and public policy.

The future Development of the CPD Center

The development of our CPD center continues, building enhanced responsiveness, capacity, competencies and new courses into the future. What comes now is the implementation of the accredited seminars, as well as their evaluation. By the end of the project, one hundred preschool teachers will have completed the free training seminars within the new center, in accordance with our plans. Professors and man-

agement of the Pirot Department are currently working on preparations for their implementation. Representatives of the Association of Preschool Teachers are also involved, and they are assembling a list of preschool teachers interested in attending the training. Two seminars were organized and held as a promotion of the new center, one of which was later accredited as a part of KEY project activities. The workshops have been held on the 9th of April and forty-three preschool teachers attended them. We have informal information that preschool teachers are very interested in attending seminars in our institution. Only after implementation and evaluation will it be possible to determine the success of the current programmes and propose further steps to improve the work of the center. The team of the Center for Professional Development AATPS Pirot Department will monitor the implementation of all activities, the response of preschool teachers as well as their evaluation of the quality of the programmes and will continue to work with professors on their improvement. We will ensure that professors are acquainted with modern trends in the field of preschool education. The Center will constantly stay in contact with the Advisory Body, which will indicate if there is a change of needs of preschool teachers or any requirements for the improvement of competencies and skills.

ATVSS Department Pirot plans to expand the offer and accredit at least three more programmes. For instance, the municipality of Pirot expressed the need for the training of ten Personal Care Assistants, and the training program has already been prepared by our colleagues. Cooperation with the Municipality, as well as cross-border cooperation with the Republic of Bulgaria, enables the center to be sustainable and purposeful, to continue to develop in accordance with the needs of the wider environment, especially considering that it is the only higher education institution in the Pirot district.

Picture 14: The Center for Professional Development, AATPS, at work.

Our institution hopes to provide support to new preschool teachers to improve their practice in the future. At the end of September, a kindergarten for preschoolers is to be opened in AATPS Pirot Department, which we believe is very important for further research into practice. It will help our staff to grasp and deal with all the challenges that preschool teachers encounter daily in their work. This kind of collaboration will ensure higher quality programmes in the future.

We expect that in the next five years, our new center will regularly train, not only preschool teachers, but, cooperating with the Municipality of Pirot, it would also be able to educate all interested un/employed teachers to work with children as well as with older aged adults, parents who need parenting support, socially segregated children who are at risk of dropping out of schools early, etc. We hope the center will soon start training preschool teachers for Personal Care Assistants for children with developmental disabilities since there is a demand for this profile.

Conclusion: looking outwards and keeping it real

The KEY (Keep Educating Yourself) project started as a process of raising awareness of the significance of continuous professional development of teachers and educators in Serbia and Montenegro. It continued as a long-term quest for the most appropriate and purposeful programmes which will enable constant progress in the process of educating young children. This long journey has enabled us to gain insight into different practices and ensure improved quality and relevance in the education of experts from different fields. KEY involved large number of project participants, who came from different backgrounds, represented different cultural patterns and who faced different social challenges, many of which were embodied in educational policies and actors in decision-making processes. This provided the opportunity to get to know the experiences of the immediate providers of education at the level of the vocational schools and/or universities dealing with the delicate field of preschool education, as well as preschool institutions themselves. In this way, the already established and new connections between these institutions were even more deepened. What we share is a common goal that can be reached only gradually, which is the case in any research work, first by introducing the topic, theoretical research, work in the field, summarizing the results and by implementing the programmes, hoping for a positive impact. Finally, we will be implementing an evaluation as a last step and confirmation that we are all on the right path of positive changes.

The goals of the center of professional development in our institution are clearly defined. The center is recognized as a complete and dynamic space, creating a positive environment in which the needs for acquiring new knowledge and skills and the outcomes of professional development programmes are harmonized, positively related and implemented. The center is a living link between all factors/stakeholder in Pre-school education, teacher trainers, teachers and preschool teachers, profes-

sors, and the wider community, along with professional bodies in the the field of early years education and learning. The center is envisaged to continue to be a lively place of free exchange of ideas and needs, which will ensure that institutions stay alert and do not become "tired" carriers of established forms of knowledge transfer, distant from ever-changing real-world practices.

CHAPTER 4: REFLECTIVE CASE STUDY TWO, DEVELOPING CPD HUBS FOR THE KEY PROJECT: THE EXPERIENCE OF THE PRESCHOOL TEACHERS TRAINING COLLEGE FROM NOVI SAD, SERBIA (VSNS)

Authors: Visoka škola strukovnik studija za obrazovanje vaspitača Novi Sad

Introduction

The Preschool Teachers Training College from Novi Sad (VSNS) initiated the launch of the KEY project in order to improve the professional competencies of its employees in the field of professional development of practitioners in preschool education and to develop the wider higher education field in this area. Previously, the College had been involved as a partner with another Tempus funded project for capacity building in higher education called *TEACH,* Tempus being the predecessor to Erasmus+ funding. TEACH, which was led by Preschool Teacher Training College "Mihailo Palov" in Vrsac, had produced highly positive impacts on PreSchool teacher training modernising and raising quality across all the partners, including VSNS. TEACH achievements included:

1. Harmonising the Preschool teacher training across five leading Preschool teacher training colleges across Serbia,
2. Modernization of the work of teaching staff through the improvement of practical and professional competences of professors;
3. Improving the work and skills of non-teaching staff;
4. Strengthening and improving the competences of undergraduate and master's students.

The results of TEACH were impressive and were highly rated by external EU evaluators. The project brought together disparate Preschool teacher training colleges with the aim of improvement of student experience, curriculum, quality and implementation of change. From this success, the KEY project emerged and VSNS led in applying for funding and leading the consortium, many of whom had worked together in TEACH.

After more than fifty years of successful work with students, the VSNS continues to successfully pursues a set of core goals:

1. Education of preschool teachers, producing graduates who are familiar and competent in knowledge around: the nature of the child and their development; ways of encouraging development; institutional and non-institutional forms of work with children;

2. Preparing preschool teachers to understand the nature and importance of living and growing up in a multicultural community and to master the methods of children's education for life in diverse society;

3. Recognising and foregrounding the possibility/importance of diverse groups in changing society being able to preserve their own national language and culture and, at the same time, engaging with and learning the Serbian language and culture, which enables better integration of members of national communities;

4. Training professionals who can offer English language skills to preschool children;

5. Continuous development of scientific, artistic and professional skills, both of teaching and non-teaching staff, as well as of the students as key beneficiaries. VRSN views continuous professional and personal development as vital aspects of maintaining a lifelong learning culture, which can address emerging professional challenges and needs.

TEACH - Harmonization of Preschool Teacher Training Education in Serbia (Project reference number – 544141 – Tempus-1-2013-1-RS-TEMPUS-JPCR), was focused on harmonizing the curriculum and the competencies of students as future preschool children teachers. The project involved scoping a broad understanding of their professional needs, recognising the change and development within our profession and the contexts within which graduates work, as week as recognising a more precise alignment of competencies and curriculum harmonisation across higher educational institutions.

Building from the Previous Learning of the TEACH Project to Create KEY CPD Hubs

Aware of the fact that formal higher education is only one step in the professional life of an individual, VSNS professors began to develop plans for a project that developed TEACH further. We systematically examining the idea of developing a project that would expand and improve the competencies of professionals in the preschool educa-

tion field of work, post their graduations and when in practice, offering lifelong learning opportunities. The KEY project grew out of a strong recognition that graduates working in the field needed to continuously enhance their competencies, maintaining some skills and developing others from anew, as the professional, educational, policy and social landscape developed.

At the beginning of the inception of the KEY project proposal for funding (pre-bid stage) preschool teachers and professional associates from preschool institutions worked together to identify evidence for the need to improve their competencies, skills and knowledge in line with the need to develop skills. In essence, it was important to 'future-proof' graduates and help them to develop their skills for new and emerging challenges in their careers and the profession. To do this, it was imperative to find out more about these 'gaps' and needs for those who had graduated and were working in practice. To do this, hundreds of educators and professional associates in the territories of Serbia and Montenegro were surveyed with the support of the Association of Teachers of Vojvodina (ATV), Serbia, the Union of Associations of Preschool Teachers in Serbia (SAVEZ) and Preschool Institution "Ljubica Popović" (Public Preschool Institution "Ljubica Popović" (JPU)) from Podgorica, Montenegro. Colleagues from the University in Maribor, Slovenia (UM) also participated in administration of the survey research.

The results of the survey showed the interest of educators and professional associates for new approaches in professional work. For instance, one interest, which aligned with our own concerned the goals of the Foundations of the "Years of Ascension" program, with an emphasis on: direct work with children, integration of educational areas, strengthening of digital competences, cooperation with parents, inclusion, and development of professional practice. When it comes to direct work with children, especially highlighted in the surveys was the need for educators to strengthen their competencies in the field of art, which research respondents indicated they believed to be of great importance in early child development. With this finding in mind, later work by the KEY project offered a set of trainings around the musical, artistic and dramatic perspective of pre-school teaching work. This provided a way that the CPD could respond to this focus on creative pre-school practice, offering the desired level of professionalism and knowledge indicated to be important to respondents to the survey.

Guided by one of the main goals of the KEY project, VSNS founded the Center for Lifelong Learning as a place that can offer CPD training for those wishing to develop further. Professional training programs for educators and professional associates are

proposed as a supplement to the curriculum, and accredited by the Institute for the Improvement of Education and Upbringing (ZUOV), who are an important Serbian governmental organisation.

2. Experiences of Involvement in the KEY Project and its Implementation

The core of successful continuous professional cooperation with current and future preschool teachers is in understanding the needs for improving their knowledge and skills and then the provision of a quality offer of professional development programs, in response. Given that we are working with practitioners who are constantly involved in an ongoing educational process, our experience is that the "face-to-face" way of conducting training is very important. Although, at the time of writing, face-to-face training is possible as the Covid-19 epidemic has subsided, it is our belief that any return to remote and distanced virtual communication, caused by health measures due to any new Covid-19 developments could be a possible drawback to implementing learning in KEY. Virtual training is less effective and well-received as face-to-face, experiential and personal learning together.

In order to ensure best practice in CPD, implementers of professional development programs should constantly be improving their work by following new directions in educational work, stakeholder needs and wishes (such as policy makers, professional bodies, professionals in practice and teachers themselves) and the interests and progress of preschool children. Therefore, feedback from all stakeholders and beneficiaries is of great importance in doing CPD well and with impact: from the educators with whom the programs are implemented, to professional regulatory and accreditation bodies or organisations, to the children as essential participants in the implementation and expanding the aspects of offered knowledge and skills. Feedback is fundamental for new ideas in the programme to expand the training offer for the benefit of all participants and maintain relevance of this into the future.

The establishment of the CPD unit in Novi Sad was implemented in several stages. In the first year of the project, a CPD unit was organized in an adequate space within the school. In addition to detailed arrangement of space, at the same time work was undertaken on the acquisition of the necessary equipment and the wide range of work tools (relating to art, drama, dance etc.) necessary for the center in Novi Sad. Most of

the materials available in the CPD unit can also be used by children of pre-school age, from nursery to school. The aim of equipping it with high-quality work materials was to enable preschool teachers to more fully understand their purpose and possible ways of using these. In this way, the CPD students were provided with an opportunity for creative breakthroughs in practice, facilitated through diverse materials within the centre, which they could try out. The plan has been and is that the graduate CPD learners will come closer to an authentic understanding of the context of the new programme of work with preschool children, through their own play, using games and experiential means.

During October 2021, there was open competition for programmes to be developed, applied for and accredited by ZUOV in the next three school years (2022/23, 2023/24, 2024/25). The staff-authors designed their new programmes based on the areas and interests that preschool teachers need for future quality work with children. VSNS offered and registered eight programmes of which seven were successfully accredited, covering a range of areas of provision. The offer became official in the catalogue of approved programmes for continuous professional development of teachers, educators and professional associates for the school years 2022/23, 2023/24 and 2024/25. This information is official, openly available and can be seen on the ZUOV website (https://zuov.gov.rs/).

Due to covid delays and other logistical issues, the new accreditation cycle was delayed by more than a year, but it was agreed within the project consortium team that already formed and equipped Centers were to be used for the implementation of previous accredited programs, as well as programs that have yet to be accredited. In this way, we built new centers but we also redeveloped and enhanced provision to build-in the new praxis. The participants of the implemented programmes were undergraduate and master's students. Since most students come from practice, they were able to present this type of professional training to the employer as a form of internal training too. During April and May 2022, a total of six programs were implemented: three accredited and three non-accredited. In this way, professors and students were able to use the complete equipment and space of the Center and it provided an opportunity to see whether the facilities worked in creating the right environs for these developments.

According to the KEY project plan, VSNS is obliged to implement a minimum of four newly accredited programs by the end of the KEY project. Preparations are underway and all implementers have been informed about the schedule and possibilities of program implementation. All participants will be from the Association of Teachers of Vojvodina and the Federation of Associations of Teachers of Serbia, bringing together practitioners who are directly involved with working with preschool children 'on the ground', and who can take learning back into practice with them once completed to multiply that learning to others.

Above we see KEY CPD hub activities in process, a colleague setting up an activity and Preschool Teacher Trainer learners trying out practical activities using a stairwell to experience learning one might use with children.

3. Learning

In order to encapsulate the learning and depth of experience from the KEY project and, particularly, from the setting up of the Learning Hub in Novi Sad, we present below a SWOT analysis of this learning.

Strengths:	Weaknesses:
1. Staff/people gain experience in participating in international projects with the main focus on Preschool teacher training CPD and professional development, working transnationally. **2.** The offered and accredited programs at CPD Learning Hub Novi Sad meet the needs of educators in preschool institutions. **3.** Colleagues have become experienced in leading professional development programs, which is a new enterprise for the institution and staff themselves, and have successfully accredited programs. **4.** The School has become well-positioned, in terms of the quality of work with future and current teachers on basic and master's studies.	**1.** Insufficient interest of teachers from VSNS in the KEY project and the elements of its implementation. **2.** The issue of financing the authors and implementers of the program. **3.** Funding of program implementers who are not employed by VSNS. **4.** The room size intended for the CPD Learning Hub.
Opportunities:	Threats:
1. Dissemination of information about the CPD Leaning Hub in Novi Sad and beyond to the circle of professionals in doing so having impact with direct stakeholders and beneficiaries and others beyond these groups. **2.** Inflow of information from the field about areas / topics that preschool teachers need for professional development. **3.** Openness of the CPD Learning Hub in Novi Sad for programs intended for other professions in education - possibilities for development into the future are strong because of the exemplar of KEY.	1. Needs in the field that might exceed the capabilities of the CPD Learning Hub in Novi Sad. **2.** Termination of the possibility of implementing professional development and lifelong learning programs (new pandemic cycle and risks from this / consequent restricted movement, eventual introduction of a state of emergency). **3.** Insufficient ICT/digital literacy among educators to be able to follow the program in the online version.

4. Quality and Evaluation

The success of the implementation of the program with students and part of the practitioners within the CPD unit was measured by evaluation lists in which they had the opportunity to give their opinion about the implementers, the program and its usefulness for future work. Therefore, our evaluation used quantitative and qualitative measures to audit how we were doing. It is important to carry out such analysis regularly and after different activities, in order to capture progress. It also means that where there are problems these can be picked up and addressed to ensure quality and positive experience remain sentinel in the process. All the programs that were held were extremely highly rated by participants in evaluative surveys.

In general, auditing of the work undertaken from KEY was centrally undertaken by the consortium, using the expertise and guidance of one of the partners skilled in this area – the Western Balkans Institute. Having expertise and neutral examination of what we achieved, was very important and is to be recommended when designing evaluation for CPD hub development and other areas of HE capacity building.

5. The Future

Having a strong training offer is the most successful way of developing the competencies of future educators and all professionals involved in child development. In this sense, it is important to listen to the needs arising from those in practice, but also, the interests of children as the target group/beneficiaries. Successful and impactful work to improve the competencies and skills of those who work with children depends on whether Preschool Teachers can recognize children's interests and perception of the world around them, which is different from the world of adults in so many ways.

In this sense, we believe that the future offer of the KEY CPD hubs and programs, should direct focus more on children's perception of interests, which are shaped by late modernity, globalisation and contemporary issues and challenges. For instance, using modern digital and online technologies are today the typical and contemporary means by which communication is achieved and learning faciliatated. Therefore, ICT is pivotal in shaping educators' ideas as to how to support and enhance the modern professional and their careers, going into the future.

Central to ensuring good CPD hubs is to be strongly in touch with those who will use them – graduates and those in practice, as well as with other vital stakeholders, such as Preschool teacher training/kindergarden professional bodies or parents. Communication with these groups is part of dismantling the inside/outside dichotomy of HE provision, which is enables a much better and responsive approach to providing for labour force and educational needs into the future.

CHAPTER 5: *REFLECTIVE CASE STUDY THREE, DEVELOPING CPD HUBS FOR THE KEY PROJECT*: PRESCHOOL TEACHER TRAINING COLLEGE MIHAILO PALOV, VRSAC, SERBIA

Authors: Ivana Đorđev, Jelena Prtljaga, Tanja Nedimović

1. Introduction

We hope you are eager to learn how the KEY project team at Vrsac have planned, engaged with and successfully implemented the development of a Preschool teacher training CPD hub in these uncertain times. Today, because of the fast pace of societal change and labour force needs, we are faced with difficulty in foreseeing what kind of knowledge, skills and competencies will be required from professionals (in any field) in a couple of years. However, we must focus attention on this, and do it because it is imperative for the provision of quality lifelong learning for our graduates and for the Preschool Teacher Training profession, as well as for wider stakeholders, professional bodies, parents and children as beneficiaries.

Mihailo Palov Preschool Teacher Training College has been involved in continual professional development for a long time. First, we have participated in a range of change and development projects whose implementation helped us learn and develop our staff teams at both personal and organizational levels. On the other hand, we are the organisers and facilitators of professional development seminars for others for more than twenty years. In particular, the College team has decades of experience and expertise, learned through intensive cooperation with our colleagues working at higher education institutions transnationally. In the beginning this work was mainly focused upon transnational working with Romania, for instance, projects within the CARDS and IPA CBC programs (five such projects in the last twenty years and one of them dealing with unique, innovative teaching methods, which is now ongoing). Then the network spread to HEIs from other countries through our successfully winning and implementing the TEMPUS, EU funded project, *TEACH*, which was aiming at harmonizing curricula for preschool teacher education. In TEACH we led and worked with other colleges from Serbia, cooperated with Hungary, Slovenia and UK. The next adventure was to build upon these efforts through KEY. This is the project discussed here and it focused upon setting up early years

CPD hub, together with sixteen other partners, most of them from Serbia and Montenegro, but also from Romania, Hungary, Slovenia and UK. To establish a successful working dynamic with so many partners and HE professionals, along with other stakeholders, is challenging; a challenge that we outline and discuss here. However, it is important to say that any difficulties have been successfully met. Indeed, one might argue that we have turned challenges into opportunities, opening our minds to working with broad stakeholders and, in doing so, building further opportunities for the future. But first we begin by outlining something of our College history and heritage, before moving onto to reflexively discuss the project process.

Who are we?

We are a small college with about thirty teachers from a range of fields and disciplines. We have been aware for some time that those we educate at our HEI require highly diverse skills and competencies, having in mind that they are supposed to have mastered knowledge from so many areas, develop a landscape of skills and competencies, along with appropriate attitudes in line with whatever national philosophy of education is dominant/in favour at different points of their professional lives. The studies the College offers are truly interdisciplinary: pedagogy, psychology, sociology, history, information and communication technologies (ICT), informatics and computing, teaching methodology in the fields of early mother tongue development, early mathematics, history, biology, visual arts, music, PE, mother tongue (Serbian, Romani and Romanian) and foreign language (English and German). We prepare our students for a future, changing profession, learning together with us. The students themselves have different interests and we organize study visits, seminars and workshops to encompass student interest and vocation (ranging from learning how to learn, the theatre of the oppressed, to first aid trainings). Our students are also members of the College drama club, preparing and performing drama plays for children and adults, orchestra, choir and they work with children with special needs, they participate in conferences, ICT courses, trainings and workshops, publish papers. Development of the student as a holistic entity is core to our endeavor to provide a quality experience to students as they move towards graduation.

At the College our staff group represents a diverse team of Faculty staff, bringing a host of skills to the KEY project. Some of our college faculty have excellent managerial, interpersonal and intercultural skills (leading and mentoring curricular

and extracurricular activities, organizing students practice, coordinating national and international projects, organizing conferences and seminars, being active in publishing journals, books and handbooks etc). Some of us are great team workers, active in any action requiring mutual cooperation, while others feel better working on their own, doing research, writing papers and books, participating in conferences, blogging and tweeting about current issues in the field even. There are also few who are enthusiastic enough to work both in teams and individually. Finally, there are those among us not too eager to involve in anything else which is not pure teaching of their own subject. We suppose we do not actually differ too much from any other organization, but we are a bit more active and willing to engage ourselves in additional collaborative work with our colleagues from the country and abroad. With the KEY project we opened the opportunity for all across the staff groups to be involved with development of the new CPD hubs and many took the opportunity. We have had numerous gatherings, meetings, trainings, study trips together – all of us sure that we knew what we were doing, i.e., conceiving seminars for professional development in the field of ECEC, and how to do it. However, we found that in working together within the College and with our partner colleagues more widely, those ideas often changed in a positive and developmental way; group working and consensus development being core to the success we describe below.
Transnational meetings were very important for trust and consensus building.

2. Experiences of Involvement in the KEY Project

At the very beginning of the project implementation, the KEY project teams agreed to gain an insight into national policies regarding CPD in our countries (Serbia, Montenegro, Hungary, Romania, Slovenia and UK) and analyse the current state in the field of Preschool Teacher Training in all these countries. We identified numerous similarities between our countries (Except from UK, which is different from the rest of the world in many regards due to the nature of its professional development and regulation of teaching). We discovered that we were concerned about similar issues, for instance, the lack of social and policy acknowledgement for the profession of kindergarten teachers, stressful and demanding everyday work, its complexity and underpayment as a profession and increasingly more complicated cooperation and communication with parents. We intuitively realized kindergarten teachers should be empowered to tackle with all these issues which actually could not be changed through our (or any) project.

Believing that the ability of the individual teacher to apply self-assessment is essential when it comes to CPD, we directed the following activities towards obtaining the most precise answer to the question: *What does the target group for the professional development programs want and or need?* In order to get an answer to this complex and very interesting question, we created a survey questionnaire at the project meetings and conducted research, with the aim of discovering the real needs of the preschool teachers and professional associates in the current context. In order to achieve this we held many online and, whenever possible also face-to-face meetings, where we got to know each other and learn from each other. Please see the photos above of meetings held in Timisoara (Romania), Podgorica (Montenegro) and, below – from the meeting held in Birmingham (United Kingdom) and the online meeting with project partner from Slovenia. Today, we see these meetings as having been pivotal to the success of the project, bringing disparate views and ideas together to enhance the whole - a special value of the project!

Through use of an extensive transnational survey, more than 1000 preschool teachers from several countries involved in the KEY project had the opportunity to identify specific areas and topics in which they feel they need support when it comes to working directly with children, developing a community for collaboration and learning, as well as developing professional practice. This research, which was conducted in 2019, under the coordination of the assistant professor T. Bratina and associates (the Faculty of Education of the University of Maribor, Slovenia), will be described in more detail in another chapter in this publication. In addition, in order to get as complete a picture as possible of the current situation, we also conducted a qualitative analysis of already existing programs for continuous professional development of preschool teachers in the countries involved in the project. The results we achieved with joint efforts are certainly a reflection of the current situation when it comes to the increasingly positive and collaborative attitudes of teachers and professional as-

sociates in preschool institutions to co-working and learning. Also, they served as a clear guide for the creation of professional development programs, but also other forms of training in the field of developing the professional practice of teachers and professional associates in preschool institutions. The results can also be a starting point for preschool teachers to think about individual professional development. Most importantly, during our meetings and chats with preschool teachers here in Vršac and other places, we have realized that the topics they are interested in are diverse, but what matters most is the way seminars are delivered. They expect them to be interactive, to construct knowledge and develop practice in a collaborative atmosphere. In the process of examining the real needs of our target group, through this international cooperation, we also improved our own knowledge and skills and created innovative and effective teaching methods to be employed in our CPD courses.

Having before us a *map of the real needs* of preschool teachers and professional associates, we reviewed our possibilities. According to their *hard* as well as *soft skills*, our teachers chose among the topics that practitioners marked as important for improvement those in which they can offer good support. The design of specific CPD programs was preceded by: intensive learning and communication, exchange of experiences, independent and additional team research and writing of papers and publications. In doing so, we constantly listened to the voice of stakeholders, such as professional bodies, alumni, professionals already in practice. Many of them are our current master's students, and the free and open exchange of ideas and experiences with them during regular classes made our preparation easier. We are often contacted by former students, now experienced professionals. Again, through open communication and mutual respect, we translate their observations into program design. The importance of the cooperation we achieve with preschool institutions, with preschool teachers and all other employees, as well as with the local community, is immeasurable. They give us important ideas and guidance. Finally, sometimes it happens that we come to important signposts quite by accident (or so it seems), in some private informal conversation.

Finally, we formed internal teams. In fact, it is true that these teams have been working and developing for years. You will recognize them in any learning organization, hopefully including your own. They are made up of members who are great international managers, then members who are great in verbal presentation, members who are good in preparing materials, members who are great in the digital sphere or evaluating everything done. They are made up of experienced members and always new members, all learning from each other, recognising that time-served in a pro-

fession does not mean that you have all the answers and that a newcomer can bring fresh eyes and skills. Whilst mentoring was used, which might suggest that some have knowledge and others not, listening and learning from even the newest person was core to our way of developing success for the KEY project. That learning is an unprecedented pleasure, both for the mentor members and the newly arrived members. In joint work and daily communication without barriers, they learn from each other and about each other. We learned that one of the keys (in the context of the project we can also write as: KEYs) to creating a good CPD program is to design the program according to the real needs of practice and the second key is: create the program by open learning teams, regardless of whether it is a higher education institution or any other institution.

3. Learning

When you have a lot of ideas and you are aware that you have the resource to carry them out, and if there is a need for them, a problem can arise that those ideas disappear because they are not systematized, organized, because their realization is not planned. Thanks to learning through the KEY project and other projects and activities, today we know that third factor to successful CPD is its precise planning, creating a development plan. The preparation, promotion, implementation and evaluation of all previous professional development courses that we have implemented, despite their excellent results, have always been left to the engagement of individual teams or even just individual enthusiasts. It is very demanding and exhausting, and today it is less and less advisable when you consider the need for robust and regular engagement of professionals through CPD. It is not enough to hope that CPD is good enough or that individuals choose to take up these opportunities, or you risk having a profession in which some have contemporary skills and competencies and others not.

Thanks to the KEY project we learned from how to overcome this problem. At one of the meetings, the development of new educational programs at the Faculty of Education of the University of Maribor was presented. After that, the participants were informed of the basic activities of the Centre for Pedagogical Education, planning, development and validation of new study programs, as well as the preparation and implementation of career development programs. There were many more such examples through the KEY project. Listening to those already experienced in this field,

and according to the projected tasks of the KEY project, each college formed lifelong learning centres. Today The Lifelong Learning Centre in our College is a permanent body, an organizational unit of the Preschool Teacher Training College *Mihailo Palov* in Vršac, Republic of Serbia. The mission of the Centre is to promote learning, provide knowledge and a set of transferable skills that will assist users in their personal and professional development throughout their lives. The Lifelong Learning Centre is an organization that contributes to personal and professional development through the analysis of development needs, setting development goals, creating an action plan, implementing learning and development programs and evaluating the entire process.

This Centre ensured that our ideas did not escape and that our teams worked even better and more focused. Building the Centre in a formal sense required time and knowledge, which we gained by looking at more experienced project partners, as well as project funds. The Centre is also equipped with modern equipment, as planned by the KEY project. The main problem was how to make the Centre come to life, not just on paper but in praxis. We got around this problem thanks to another work assignment of the KEY project. According to the project plan, we were supposed to implement the program. Instead of the logistical preparation and promotion of the program being done by a single enthusiastic team or an individual using all of their strength, as was the custom before, the Centre was activated. Thanks to the KEY project task, the first programs of the Centre were held. The achievements were great (as shown by the evaluations of each individual program), and the directed use of human resources was effective. As we have learned, one more golden key (fourth in order) of CPD is: to organize ideas for professional development and put them under one movable roof, which is porous to new ideas, domestic and foreign programs, creators and implementers, and according to the needs of the target groups. Our understanding of CPD has been enriched with new knowledge – what we felt intuitively is now embodied through the formation and activation of the Centre.

4. Quality and Evaluation

The outline of project and process above is, we hope very compelling, but how have we ensured our CPD works/offers what is needed for the profession? By constantly examining current practice needs and program achievements. This is achieved both through research of a larger or smaller scope that precedes the creation of new programs, as well as through a careful analysis of the evaluation after the implemented

programs. In the service of monitoring and improving the quality of study programs, the College in Vršac has a long-standing Quality Assurance Policy. Quality assurance measures and entities are clearly operationalized and incorporated into the Action Plan for implementing the strategy. The action plan is reviewed for each school year and supplemented at the proposal of the Quality Committee in order to continuously improve the quality assurance process. The Commission's annual and three-year reports are discussed and adopted at the meetings of the Expert Council, the Teaching and Expert Council and the School Council. All these reports, as well as proposals for preventive and corrective measures, are publicly published on the school's website. To enable detailed surveys of program achievements, in the future, monitoring and quality control of our CPD works/offers may become a separate part of the activities of the Quality Committee of the College of Vršac. This would entail supplementing the Quality Assurance Policy document, as well as creating an Action Plan for its implementation. Certainly, one of the evaluation markers would be whether the design of the program was preceded by an assessment of the practice's needs, what the competence of the teams are and the willingness to work together within the Centre.

Currently, the following are used as evaluation mechanisms: questionnaires filled in by program participants before and after the implementation of the program; notes of the creator and implementer of the program; exchange of experiences with other institutions and centres, as well as the general impression that, in smaller communities, is obtained through rumours about a certain activity. Smaller number of participants, complete lack of interest in certain programs, bad grades on evaluations, empty premises of the Centre, unused equipment, etc. – can be signals that the offer is not good, that CPD is not working. For instance, some participants might comment that they did not apply what they learned at the seminar in practice. Honest communication during implementation can free participants to clearly express their satisfaction and dissatisfaction with the CPD offer, delivery mechanism or learning environment. In that unfortunate case, it is necessary to start from the beginning: review the needs of the practice, form open learning teams and connect them to redress the problem and face it in order to find solutions. It is certainly imperative that enhancement and development must always be on the agenda, complaints or not. This might include the constant testing of new models, domestic and foreign to see if CPD can be further improved. CPD is a living process that, like language, follows and reflects changes in the world. The essence is in constant self-examination and lifelong learning, including of those who create and deliver the CPD itself. This constant change is exhausting but fulfilling, enabling a positive attitude to ongoing, sustainable development.

5. The Future

In order to develop professionally in this modern society (and to meet the needs of a changing labour market), it is no longer enough to possess only professional knowledge and skills in a specific field (so-called *hard skills*). Employees are increasingly expected to have additional – transferable (*transversal, transferable, soft skills*). If one examines current Preschool Teacher job advertisements, among other things, in addition to the necessary diplomas in a specific field, the need for developed and strengthened areas like: interpersonal skills (such as teamwork, communication skills, problem solving skills and so forth); analytical skills (here we can count research skills, collection, analysis and interpretation skills data); technical skills (which involve working with certain machines, programs and digital skills); organizational skills (which certainly includes prioritization, time management, tasks and resources, coordination); leadership and strengthened intrapersonal skills (among which dominate critical thinking, creativity, reflexivity, reliability, accuracy, integrity). In the literature and digital sources, these latter skills are often conceptualized as: Life Skills, Skills generically necessary for employment, skills for the 21st century and part of the Manifesto of Adult Learning, etc. These skills can be transferred and applied in different contexts (private, business, family, etc.,), hence the name transferable. Transferable skills can be acquired, developed and reinforced; they are acquired through formal and other forms of education and not only through educational processes – they are adopted and developed in everyday life as a result of interests, hobbies, social, professional and personal activities of the individual. They also represent a kind of inventory of resources that help individuals move into new roles. They ensure the professional longevity of a career, and they help professionals to explore the lateral dimensions of a career more easily and readily. Their empowerment is in accordance with the specifics of adult learning, and they are the basis of lifelong learning and professional development. All the above point to the need to invest additional efforts in strengthening transferable skills, which are often referred to as skills for the future; this can also be seen as skills that help to make up the so-called 'future proofing' so often discussed as important for modern professionals.

In the future, at least when it comes to CPD in Serbia, we believe that an indispensable part of CPD will be programs aimed at improving transferable skills, which are assumed to be the hard skills of the future. However, when we focus on the task of the educational system to prepare young people, it should be emphasized that that future is already here, in front of us! And the mix and list of these skills, let's not for-

get, is constantly changing and increasing, in accordance with the needs of a modern, dynamic society. With that in mind, the Centre in Vršac accredited programs at Institute for the Improvement of Education that involve strengthening these skills of the preschool teachers. At the same time, project team members have devised development research project in parallel with the KEY project, entitled: *The importance of transferable (communication, personal, digital) skills for the professional development of preschool teachers in AP Vojvodina*, which is approved this year by the Provincial Secretariat for Higher Education and Scientific Research. The research is underway, aiming to determine the current state of knowledge, skills and value attitudes of educators in AP Vojvodina about transferable skills and their importance for professional development.

In five years, we would like to see the Lifelong Learning Centre of the College in Vršac as an independent, formal and organizationally unique institution that daily gathers domestic and foreign professionals and practitioners to discuss, live and virtually, the complex phenomenon of CPD, which can be encapsulated in a single question: What are the current needs of Preschool Teacher practice and how can we fulfil these as efficiently, authentically and professionally as possible? We believe that in the end the "scenario of renewal" – the ongoing development of a continuously renewing CPD – will prevail. CPD is a global trend, with myriad professions recognising that CPD enables skills sets to continually expand and meet societal needs. CPD is a growing trend that ensures professionalism comes first and it is certainly the case that a turning away from professionalism is very unlikely. The only wildcard for the future is what kind of professionals CPD will need to enable and support in development? It is the job of HE to ensure that this is mapped and responded to appropriately.

Concluding Comments:

Today, the general objectives of the CPD offer and our Centre for Lifelong Learning are:

1. Continuous personal and professional development of target groups (preschool teachers, teachers, nurses, professional associates, occupational therapists, parents, family members, media, local self-governments, interested members of the wider social community, citizens' associations) who are directly and/or indirectly involved in work for the welfare and development of the community;

2. Continuous learning and development of vulnerable groups (children, youth, older people, unemployed, marginalized groups).

Specific objectives:
1. Identification of areas in which members of certain target groups are competent;
2. Identification of areas in which members of certain target groups need to acquire or improve competencies;
3. Identification of specific needs of potential development;
4. Identification of learning styles, activities and resources that are necessary/desirable for the realization of development activities;
5. Guiding through the process of advancement and redefinition of personal and professional development plans;
6. Designing and implementing lifelong learning and development programs according to needs – children and young people (quality free time), elderly people (active aging), people with disabilities, unemployed and other marginalized and vulnerable groups (social inclusion);
7. Realization of formal and informal forms of learning (accredited programs, courses, trainings, workshops, lectures, e-learning, conferences, acquisition of qualifications and the like);
8. Analysis and identification of the needs of the labour market, companies and employers, in order to increase the efficiency of the labour market.
9. Mobility in learning and work (local, national and international)
10. Strengthening and improvement of the system of vocational education through connection with institutions and companies.

All the above-mentioned objectives of the work of the CCU are realized: designing and implementing accredited professional training programs; designing and implementing other types of lifelong learning: seminars, training workshops, online training, forums, round tables, discussions, panel discussions, scientific and professional conferences and so forth; through individual personal, written or electronic consultations with lecturers or the team, and in connection with a specific issue; publishing publications; creating and setting up databases; creating project proposals – national and international; by implementing various projects aimed at the development of lifelong learning; realization of mobility; realization of short study cycles. All the above can be a starting point, motivation and inspiration for creating the same or similar activities at the institutional level, when the focus is on the professional development of preschool teachers and professional associates.

Quality CPD is both an obligation, a personal and professional example that is core to the progress of any learning society. Excellent CPD requires continuous creation, which you contribute with your words and actions to the creative legacy. That would be a fifth golden key (KEY) to ensuring successful CPD. The Preschool Teacher Training College *Mihailo Palov*, Vršac, together with its Lifelong Learning Centre, will continue on this complex, but exciting, adventurous path in our pursuit of future-proof skills and competencies.

At the end of this reflection, we would like to highlight again the special value that our work on projects and work on developing the CPD hubs has had for our team. In addition to everything that we have already mentioned, it should be emphasized that this type of engagement has enabled us to achieve close cooperation with other institutions, teams and individuals, facilitating rich and continuous exchange of experiences and knowledge. And that undoubtedly brought us closer to each other, as can be seen in the photographs included in this chapter.

We worked through very tough conditions during the KEY project. Covid-19 broke out midway through, forcing lock downs and pushing many consortium partners into rapid online learning delivery. Suddenly we had no face-to-face meetings or study visits, we had to organize ourselves through emails and online meetings, first, second and third drafts of documents had to be written, edited and rewritten, re-shaped, uploaded to different platforms to be checked and approved and online meetings held to work out our plans of action. During one such meeting with our colleagues from Slovenia we even witnessed the effect of an earthquake which happened in Croatia, close to Maribor, Slovenia. It was not a formal meeting, we just wanted to see each other faces even on the screen after such a long period of time.

You can see us all laughing about something we cannot remember now (perhaps humour for dealing with stress), but in the middle of our online coffee drinking, our colleagues became upset since they sensed the shaking, then the event was abruptly over but we lost the internet connection. After some minutes, we found out through online media about the serious earthquake near Slovenia, fortunately, though no one was hurt, and we have an anecdote to retell.

However, maybe these experiences of hardship have helped us to reflect upon the importance of being ready for the unexpected, working together collaboratively to address unexpected challenges and keeping going, recognising that continuous professional development is a bumpy road and one that changes constantly. KEY has

shown what can be achieved in planning and implementing change through wide engagement, communication, trust and working together and these are areas that are vital for future development and opportunities.
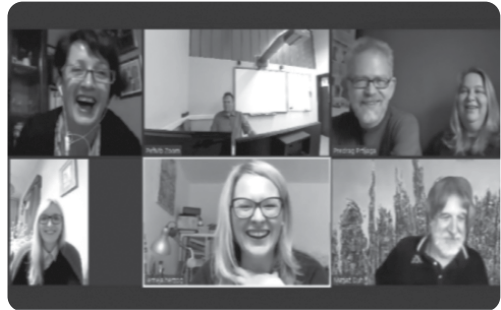
This last picture captures the consortium team on our study visit to Birmingham, UK. Learning together we generate further possibilities for future collaborative work to enhance Preschool teacher training.

CHAPTER 6: *REFLECTIVE CASE STUDY FOUR, DEVELOPING CPD HUBS FOR THE KEY PROJECT* PRESCHOOL TEACHER TRAINING AND BUSINESS INFORMATICS COLLEGE – SIRMIUM, SREMSKA MITROVICA

Introduction

The Preschool Teacher Training and Business Informatics College, Sirmium in Sremska Mitrovica, has perceived its role within the KEY project as an opportunity to develop new CPD programmes that enhance learning activities that professionals engage in to develop and strengthen their competences. Furthermore, we viewed KEY as an ongoing chance to help new graduates and more experienced Preschool teacher trainers to enhance their personal skills and proficiency throughout their professional's careers. Our aim was to develop CPD programmes that encourage professionals to horizon-scan and identify opportunities to learn something new, refreshing existing knowledge, improving skills and/or keeping up to date with the latest developments within the profession of early childhood education. Preschool Teacher Training and Business Informatics College of Applied Studies – Sirmium, which is located in Sremska Mitrovica, Serbia, has a long tradition of teacher and preschool teacher education in the region of Srem. The College qualifies vocational preschool teachers to graduate level and students obtain 180 ECTS during six semesters. The programme aims to develop students' abilities in an integrated approach to the education of preschool children aged three to seven. The programme qualifies students to apply a critical attitude and show readiness for teamwork, as well as to gain competencies for continuing professional development.

The Preschool Teacher Training and Business Informatics College at Sirmium, actively seeks innovation and opportunities for modernization of curriculum, pedagogy, student experience and career enhancement through collaborative projects with other colleges and relevant stakeholders, as is noted further below. There is a constant striving for improvement, engagement, inclusion of diverse voices and positive changes to create a stronger Preschool Teacher Training profession for the future.

Professors at the College have previously been involved in numerous activities and initiatives aimed at professional development of preschool teachers, which has led to improvements in the knowledge and skills of early childhood professionals. Co-operation with other Preschool Teacher Training Colleges in the region, and EU partners, has improved the process of curricular harmonization, made preschool teacher education more responsive to labour market demands and strengthened the links with local communities. International cooperation, especially at European level has been particularly central to our work in ensuring our students and graduates attain the very best skills and competencies needed for the modern workforce. For instance, we were involved as partners in the landmark Tempus Programme funded Project, *Harmonization of Preschool Teacher Education Curricula in Serbia* (*TEACH*, Project reference number – *544141 – Tempus-1-2013-1-RSTEMPUS-JP-CR)* which ran December 2013 to November 2016. Specific project objectives were to: a) harmonize curricula through identifying the harmonization framework and developing individual harmonization plans in Preschool Teacher Education Curricula in Serbia; b) certify harmonized curricula at all participating VET colleges through re-accreditation and enrolment of the 1st generation of students; c) improve transversal skills of teachers through training of trainers (ToT sessions) and spill-over training sessions; d) improve teaching methodology and entrepreneurial competences of teachers through identifying learning outcomes and methods of achieving them.

Teaching staff and students of our College actively participated across project activities, which enabled them to gain experience and knowledge in the field of preschool teacher education in Serbia and abroad. Involvement in the implementation of Erasmus + programme *Keep Educating Yourself (KEY,* Project reference number 598977-EPP-1-2018-RS-EPPKA2-CBHE-JP) focused on strengthening the roles of HEIs in ECEC CPD, as well as on strengthening professional cooperation between HEIs in Serbia and abroad was a natural step from TEACH and other projects. It is clear that undergraduate education is only the start for longstanding professional careers for our students and, therefore, only fitting that we should turn our attention to continuing professional development (CPD). Our HEI has also previously accredited CPD programmes based on different methodologies of learning, which included training courses, seminars, workshops, conferences and events, webinars and online eLearning programs. Our models of CPD programmes centre the importance of sharing of best practice techniques, thoughts and ideas, with the aim of an individual improving within the work environment as an ongoing activity across professional life. Engaging in CPD activities ensures that academic and practical

qualifications do not become outdated or obsolete and allows individuals to continually 'up skill' or 're-skill' themselves. In this way, CPD enables the profession to be stronger, but also it refreshes and adds opportunities for the individual professional to constantly align themselves with new and emerging skills, requirements and competencies.

Experiences of Involvement in the KEY Project

Five higher vocational institutions for the education of teachers in Serbia from, Pirot, Kruševac, Sremska Mitrovica, Vršac and Novi Sad, linking with colleagues from Montenegro, Slovenia, Romania, Hungary and the UK, worked together to secure and then carry out the KEY project in the field of continuous professional development of educators, i.e., conditions of professional development in their countries. For us, the research included data gathering and analysis of the following areas of interest: educators' needs for professional development, presentation of the professional development system for educators in Serbia (with an emphasis on the legal framework), procedures and recognition in the education system of the Republic of Serbia, qualitative analysis of accredited programs of continuous professional development of educators at the Institute for the Improvement of Upbringing and Education, other forms of professional development of educators in Serbia and the role of HE institutions in the CPD of educators in Serbia.

The findings of this research were analysed and examined, along with details of the new foundations of the program - Years of Ascent (2018), which is a recognized and popular approach to change in the Preschool teacher training field. This approach argues that the Preschool professional field is unique in its ability to influence and shape young lives and requires core ethical values, as well as the ability to examine oneself/one's practice (reflectivity), demanding special, enhanced, professional competencies. Professional development is seen as a complex and long-term process aimed at continuous improvement of new perspectives that contribute to better quality work. It implies the development of a person within their professional role and includes formal and informal experience, as well as self-evaluation and self-reflection. We have also considered the Rulebook on professional development and advancement of teachers, educators and professional associates (Official Gazette of the Republic of Serbia, 48/18), which states that the "professional development and the development of teachers' competencies, educators and professional associates,

is necessary for them in order to perform their work better and to improve the development of children, of students, trainees, i.e., the level of their achievements".

We have also considered the importance of wide stakeholder partnership for change, with high schools, local self-governments, centres for professional training, competent ministries, the Institute for the Improvement of Upbringing and Education, Provincial secretariat, non-governmental organizations and other institutions. This wide collaborative approach enables harmonization of goals, definition of clear standards of quality and recognition of the acquired competencies and achieved learning and improvement outcomes, ensuring inclusion of diverse views and voices around these developments.

Continuing Professional Development enables learning to become conscious and proactive, rather than stay passive and reactive. Structured CPD typically involves interactive and participation-based study. Our team discussed the length of potential new CPD courses - from one day up to several days - and wanted our CPD programmes to be specific to one subject or to offer skills in a particular area. Therefore, we have defined priority areas: improving the digital competences of students and teachers and the use of information and communication technologies in the implementation of the educational process; methodology for working with children/students, additional educational support (vulnerable groups, children with developmental disabilities, migrants); improving the competence of teachers in the field of planning and implementation of outcomes-oriented teaching; strengthening the educational role of the institution through the development of programs for the prevention of violence, discrimination, abuse and neglect, as well as competencies: competences for specific disciplines within the professional field; competences for teaching and learning; competences for supporting the personal development of children and students; competences for communication and cooperation. We wanted early childhood educators to develop in all these areas and sought to achieve this through accreditation of the following CPD programmes:
1. Children learn with all their senses and with their whole body
2. Participation in kindergarten - from participation to (co)operation
3. Developing pre-skills in reading and writing in a preschool institution

Learning

Our aim was to develop and accredit CPD programmes that were less theoretical, favouring instead a more hands-on, applied, practical skills approach to learning, which may include practical exercises, breakout sessions, experiential learning and role plays. We wanted our CPD programmes to offer a functional platform for individuals to build a career progression plan that supports their objectives towards new job openings/opportunities, as well as development within an existing role. We, additionally, considered and embedded CPD approaches that would provide flexibility and diversity in terms of different methods of learning available, enabling each individual learner to find a learning style that suits them best.

Therefore, our team had also to decide whether these courses were to be aimed at practitioners who are beginning their careers in early childhood education or later stages post-graduation and in practice. We had to decide whether our target audience would already possess the requisite knowledge, skills, values and attitudes to plan for and implement age-appropriate activities and curriculum for young children, as well as to be able to effectively monitor, evaluate and plan for developmental and educational programmes that meet the needs of children now and in the future? Quality continuing professional development (CPD) is necessary to ensure that teachers can meet the demands of diverse children needs, engage parents, as well as become active agents of their own professional growth. We had to make decisions on the content of our developing CPD programmes in regard to practitioners who are experienced (with at least five years of relevant work experience in early childhood education). These practitioners are typically professionally competent in their roles and provide models of excellent and innovative teaching, using their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other educators. Fortunately, our experience in preschool teacher education and development of reflective educational practice, which includes competences for constant self-observation, self-analysis and self-evaluation, enabled us to define a specific combination of theoretical and practical knowledge for these learners. This further expands existing methodical competencies of educators in even greater self-reflexivity and flexibility in creating a learning environment, building upon their previous education and experience.

Our aim was to improve preschool teachers' competences to identify the different ways children learn, recognizing and valuing the role of play and its impact on children's overall development and we also wanted to enhance practice respect for cultural diversity and the uniqueness of each child. We discussed the competencies required of contemporary practitioners, as well as opening this discussion with graduate practitioners, and the wider professional Preschool teacher stakeholders. Together this enabled us to build knowledge on the breadth of physical, cognitive, social-emotional, language and communication development when interacting with children, communicate with staff, colleagues, and families about the ways in which environments and programmes are designed to support and promote integrated development.

Our professors organized a series of focus group meeting with preschool teachers who were employed at preschool institutions in the region of Srem (Preschool Institution "Pčelica", Sremska Mitrovica, Preschool Institution "Jelica Stanivuković Šilja", Šid, Preschool Institution "Poletarac", Ruma, Preschool Institution "Boško Buha", Inđija). All the participants agreed that investing in their professional development is a key strategy for improving their competences and that CPD programmes should go beyond the basic accredited training course required for early childhood educator in order to successfully fulfill their present and future (future-proofed) roles. Participants expressed their commitment to improve and learn but they also emphasized the aspects of educational culture and practice they would like to focus upon. These meetings were valuable for us as they afforded an opportunity to achieve a working consensus on the contents of our CPD programmes, as well as their outcomes, in order to meet different needs and experiences of diverse early childhood educators.

The meetings with our partners within the KEY project enabled us to share experience with other Higher Educational Institutions and get important feedback from our foreign partners who offered us valuable inputs on continuous professional development programme development, as well as the possible ways of overcoming obstacles and designing continuous professional development programmes in such a way to ensure professional competence of early childhood educators throughout their careers. Our discussions with project partners helped us embrace the fact that continuous professional development includes both formal and informal training and made us reconsider our role as professionals who not only educate early childhood educators but are also responsible for their future professional development. This is a heavy responsibility that we take seriously and one that needs to prioritize and develop helping graduates to identify and use the most suitable ways of apply-

ing the knowledge they have gained during their initial studies to practice. Cooperation with KEY project partners helped us uncover the complex interplay of factors that can improve the quality of continuous professional development programmes for early childhood educators accredited and offered by our College. The lesson here is that CPD is always changing and needs to continue do so to meet emerging labour market, societal and graduate professional needs.

Quality and Evaluation

Increased awareness of how early education impacts children's development from involvement in KEY, has resulted in a greater emphasis on the professional development of teachers and careers. Accredited CPD programmes must meet the required Continuing Professional Development standards and benchmarks, and their learning value must be scrutinised to ensure integrity and quality. The Institute for the Improvement of Upbringing and Education provides recognised independent CPD accreditation in Serbia, which is compatible with global CPD requirements.

In order to ensure the quality of the programmes, when approving them, it is assessed whether the following requirements are met:

1. that the programme contributes to the development of the competences of teachers, educators, professional associates;
2. that the elements of the training programme (outcomes, priority area to which the program relates, competence/s developed by the programme, expected outcomes, content, duration of the programme and schedule of activities, forms of work, target groups, method of checking acquired knowledge and skills, method of monitoring the effects of the program and the way of providing support to the training participants in the application of acquired knowledge and skills in practice) are connected and harmonized;- that the programme contributes to professional training in the selected priority area/s;
3. that the results of the analysis of the needs for professional development to which the training programme responds are shown or that the results of the research leading to the achievement of the expected training outcomes are stated/demonstrated;
4. that the program corresponds to the valid programme conception of educational work, i.e., whether they are in accordance with the reformed teaching and learning programmes, as well as with the reformed preschool education programme;

5. that the maximum number of participants per group is 30 for direct training and 45 for remote training;
6. that at least two implementers per group of 30 participants are provided for trainings that are realized through direct work, and for remote trainings one implementer has to be provided for every 45 participants;
7. that the programme realized through direct work lasts a minimum of eight and a maximum of 24 hours, whereas training can last a maximum of eight hours a day;
8. that the remote training can last from two to five weeks, with a maximum work-load of eight hours per week, for a total duration of eight to forty hours; within these forty hours, there may also be a part that is realized directly, and which, as a rule, is performed in groups of up to 30 participants;
9. that the references of the programme organizer are related to the topic of the programme and that they are appropriate;
10. that the author's references are related to the topic of the program and that they are appropriate;
11. that the references of the registered training implementers are related to the topic of the programme, skills and experience in programme implementation and that they are appropriate;
12. that the appropriate working materials and equipment for the implementation of the program are defined;
13. that the materials and technical conditions for the realization of the remote training are provided;

If the programs have already been implemented, it is also assessed whether the ways in which the application of acquired knowledge and skills was monitored in practice are described and that that an example of the realization of the planned effects of the program in practice is attached, with data fully provided on the institution and the visible effect. It is importance to gather, where any changes that are made/implemented, whether they are justifiable, and to audit whether they successfully achieve the impacts they set out to achieve.

In order to facilitate the programme application process and ensure the quality of the applied programmes, a Training Program Application Guide was created, which describes in detail the accreditation procedure, application submission criteria, detailed instructions for filling out each individual element of the application form, and programme approval criteria.

In order to ensure a uniform assessment of the programmes, as well as their quality, an instruction was designed and coordinators from the Institute, at the beginning of the approval process, implemented trainings with programme review commissions in the area for which they are in charge.

In addition to the above quality processes, the Institute for the Improvement of Education and Upbringing (ZUOV) monitors the implementation of the professional development programme in accordance with the Rulebook in Serbia. It does this through evaluation of the programme participants and their experiences, the training organizer's report on the conducted training and the organizer's report on monitoring the effects of the programme in practice, as well as direct monitoring and evaluation of the programme. For each programme, for which a report has been sent, an announcement of the event must be previously entered at the address www.zuov-katalog.rs and after the implementation of a seminar or a workshop the following documents must be submitted providing a robust audit trail:

1. Instruction for organizers of continuous professional development programs
2. Report on the held training with a list of participants
3. Questionnaire for training participants
4. Report on the method of implementation of the approved program and its effects in practice

These documents are valuable for quality assessment and future implementation and accreditation of the CPD programmes, as well as for further improvements on CPD of early childhood educators.

Through all the previously described activities, the Institute acts as a vital element in the system of professional development of employees in education, of which there are many composite parts, such as: programme organizers (who choose those to apply), authors (who manage and ensure the quality of the programs they offer); implementers (with their competences to transform the program into meaningful training and create positive learning conditions); HE preschool institutions (through selecting programs that are based on the needs of the employees mutually contribute and other stakeholders who all play their part in this complex educational ecosystem. Finally, the professional development of each individual CPD learner is conditioned both by the existence of a functional system and by the personal responsibility of each employee towards the work they perform, their identity as a professional and their commitment to the development of the profession.

The Future

The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared that child is for entry into school.

Early childhood educators are expected to have deeper understandings of child development and early education issues so that they can:
• provide richer educational experiences for all children, including those who are vulnerable and disadvantaged,
• engage children of varying abilities and backgrounds,
• connect with a diverse array of families.

The quality of pre-school provision depends greatly on the teachers and the training received by them. Teacher training and qualification offer high leverage-opportunities for enhancing standards of training and expanding career opportunities for early childhood educators. Besides required certification courses, ongoing professional development and training will ensure that pre-school professionals are well equipped to provide our young with an enriched learning environment to nurture their social skills and values and prepare them for lifelong learning. Continuing Professional Development is an ongoing process of continuously improving skills and competencies to enhance workplace performance and future career prospects. Every early childhood professional has a personal responsibility to develop and maintain their knowledge and skills to ensure professional competence throughout their careers. CPD programmes should be designed in order to enable them to adopt and assess new approaches to their practice and to develop better ways of working. Therefore, CPD should involve the process of regularly assessing current and future skills and knowledge requirements that are relevant to a teacher's responsibilities, as well as planning and implementing an ongoing programme of training and development to address these needs.

Preschool Teacher Training College in Sremska Mitrovica perceives its involvement in the KEY project as a valuable experience for further development and improvement of continuous development programmes for early childhood educators. We also see involvement in KEY as having provided the opportunity to share this experience with other organizers of continuous professional development programmes and learn from their approaches to the importance of continuous improve-

ment in professional skills and knowledge. Continuing professional development is a lifelong process of learning and our College will make further efforts to accredit and implement continuous development programmes for early childhood educators. This will enable preschool teachers to foster excellence in their teaching practice, enhance their professional image and progress their career, develop the skills they need to do their job more effectively, plan and design their own professional development, reflect on personal achievements and invest in future development.

CHAPTER 7: REFLECTIVE CASE STUDY FIVE, DEVELOPING CPD HUBS FOR THE KEY PROJECT, THE FACULTY OF PHILOSOPHY, UNIVERSITY OF MONTENEGRO

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The Faculty of Philosophy of the University of Montenegro was founded in 1947 and is the oldest higher education institution in Montenegro. The Pedagogical Academy in Niksic was established in 1963, integrating the Teacher's School from Niksic and the Pedagogical College from Cetinje, and 14 years later it was transformed into the Teaching Faculty. In 1988, it was renamed the Faculty of Philosophy with most study programs lasting for four years.

Two very successful faculties grew out of the Faculty of Philosophy - the Faculty of Sports and Physical Education in 2008, and the Faculty of Philology in 2015.

Today, there are nine study programs at the Faculty of Philosophy (Philosophy, Sociology, History, Geography, Pedagogy, Preschool Education, Teacher Education, Psychology and Teacher Education in the Albanian language) with about 1,500 students.

The Study Program for Preschool Education is accredited according to the 3+2 model. Undergraduate studies last for three years (180 ECTS), and in the third, the students can choose between two modules: I) preschool teacher in a kindergarten and II) preschool teacher in a school. After completing the three-year studies, preschool teachers continue their Master's degree for two years or 120 ECTS.

The project *Keep Educating Yourself* (KEY) was designed with the aim of strengthening the role of higher education institutions in the system of professional development of preschool teachers in Serbia and Montenegro. The Faculty of Philosophy and the Study Program for Preschool Education recognized the need to contribute to the idea that the system of professional development of preschool teachers should be a truly continuous and long-term process. This process starts with initial education, but then is transferred post-graduation into the context of the graduate's professional kindergarten work, and former students lose the contact with the Faculty. The establishment of the Center for teacher training enabled the Faculty to maintain contact

with practice and be, not only an organization where one learns, but an organization that itself learns. On the other hand, constant insight into the needs of everyday practice will influence the improvement of the quality of work on the Study Program for Preschool Education and the Faculty as a whole. The new training courses will expand and modernize the existing training offer for preschool teachers and it will be better linked to current and future required teacher competencies.

In addition to the establishment of the Center, the reason for joining the KEY project was the opportunity to participate in developing training programs that will be implemented in the Center. Educational content in the Centers in partner HEIs relate to different areas of child development, family and community. Specifically, this included training programs on inclusive pedagogy, on the importance of using ICT in ECEC, on working with gifted children and teaching English in early and preschool education, on working with children from vulnerable groups, as well as training programs on civic education, consumer education, health education, sustainable development. The possibility of exchanging lecturers (trainers) from partner HEIs was another argument for joining the KEY project and this was accomplished within the framework of KEY, enhancing learning opportunities for all consortium partners.

The Faculty of Philosophy of the University of Montenegro was responsible for the implementation of Work Package 1, in which, apart from the project initiation activities, a comparative analysis of the systems of professional development of preschool teachers in Serbia, Montenegro, Hungary, Romania, Slovenia and Great Britain was carried out. A publication was produced that contained useful information on continuous professional development in different educational systems in Europe. Specifically, this focused upon providing a starting point to help preschool teachers and research institutions in developing the concept of professional development of preschool teachers with the aim of improving the preschool teacher profession within this comparative perspective.

Then, an analysis of the current Catalogue of teacher training programs and the research on teachers' needs for professional training were carried out and it was a solid basis for preparation and development of adequate training programs. In direct contact with practitioners, we established a list of priority areas for professional development of preschool teachers with the aim of their further professional development. Then the teachers from the Faculty of Philosophy, members of the project team, designed training programs that were accredited by the National Council, through the procedure that was performed by the Bureau for Education Services.

The first free workshops for preschool teachers were realized in in the Center for teacher training in 2021, in cooperation with the project partner, kindergarten "Ljubica Popović". The implementation of the accredited training programs will be continued in the coming period. Preschool teachers who attended the workshops at the Center evaluated them as high quality ones. For the purpose of dissemination, atendees are obliged to organize open activities in their kindergardens, together with the members of the professional development team, and present the strategies learned at the training.

This process indicated the necessity of constant communication between the Faculty, policy makers, such as the Ministry of Education and the Bureau for Education Services, and educational institutions – kindergardens and schools. This cooperation is especially important if we strive for the same goal, which is to provide more effective systemic support and affirmation of preschool education in Montenegrin society, as well as to strengthen the professional position and "visibility" of the educational staff, who have a complex, extremely responsible corpus of professional competencies in the education system and in the the society.

Participation in the KEY project significantly contributed to a more comprehensive overview of the professional development of preschool teachers. It showed that professional development is an integrative and long-term process that must have a connection with initial education. The faculties for teacher education can provide support to their students in the preparation of their personal strategies of professional development. It is also necessary for preschool teachers to actively participate in their own professional development: to select training programs according to their own and practice needs, to participate in practice research, to participate in horizontal and internal exchange and discussions, for the purpose of improving existing models and solutions.

After attending training programs, preschool teachers often cite the impossibility to apply the acquired knowledge in their everyday work with children as a drawback, so a special attention should be paid to ensuring that the knowledge gained during the training is as applicable as possible in practice.

Due to the specificity of the time in which it was implemented, during the pandemic caused by the new corona virus, the KEY project also showed the need to popularize online learning among preschool teachers.

The continuous involvement of teachers from the Faculty of Philosophy, from the Study Program for Preschool Education, in researching education system in Montenegro at all levels (preschool education, primary and secondary school) is an important guarantee of determining, not only the quality of educational practice, but also the teachers' needs for further education and training. The established Center for Teacher Training will predominantly deal with examining the needs of teachers in practice, determining the quality and applicability of the offered training programs and creating new training programs for teachers at all levels of education.

Currently, the quality of trainings is measured through evaluation forms and participants have the opportunity to make proposals for new training programs that they find necessary for their practice.

In case of no interest of teachers in accredited programs or if there are negative reflections about the trainings, suggestions for serious changes in the work of the staff at the Teacher Training Center will be made, especially when it comes to examining the needs of preschool teachers in practice and creating training opportunities in line with the observed needs.

The Center for Teacher Training operates now as a networked hub for the implementation of ideas for the modern organization around the work of teachers of various profiles/levels who seek to meet their needs through professional development and training. In addition, it is an incubator of new programs that will be recognized as a core leader in reforming educational practices in the broader educational system of Montenegro.

To conclude, the realization of the KEY project at the Faculty of Philosophy of the University of Montenegro, laid a solid foundation for further education and training of not only preschool, but of all teachers in Montenegro. In addition to strengthening institutional cooperation, this project developed a new aspect of the Faculty's responsibilities, which is to continue the education of teachers in service, and to use teaching practice as an inexhaustible source of research and improvement within education.

CHAPTER 8: APPLYING REFLECTIVE LEARNING TO DEVELOP GUIDANCE STEPS FOR FUTURE CPD DEVELOPMENT FROM THE KEY PROJECT

Author: Professor Geraldine Lee-Treweek (Birmingham City University, UK)

Introduction

It is hoped that the reader has spent time and enjoyed perusing the earlier reflective case study chapters of this book. These will have provided an insight into how, working together under the auspices of the Erasmus+ KEY project, the Preschool Teacher Training HE collaborative partners, designed, developed and created CPD hubs in their diverse institutional contexts and countries. As noted earlier on, CPD is recognised today as a core component of sustained and ongoing development of the highest quality professionals in diverse fields, from law and policing to health and social welfare professions, business and management and all levels of education, etc. Wherever there is professional knowledge, status and standing, along with increasing requirements for professionalism, there is a need for CPD development, building capacity, skills, competencies and knowledge for the future.

The 'future-proofing' of the graduate has been noted to be vital in increasingly complex labour markets and employability contexts (Peacock, 2017). Contemporary global labour markets require agile, capable and flexible professionals, whose knowledge does not stand still. Moreover, there is a professional and ethical responsibility on the contemporary professional to take accountability for upgrading their own skills and expertise in their fields. In this sense, good CPD is not just about creating learning opportunities, it is also about supporting the individual to develop a lifelong learning identity; learning and change becoming a core and active part of who the professional is, rather than the updating of knowledge being something that is 'done' to the passive learner, as an adjunct to their professional life. Good CPD, therefore, requires a shift in emphasis in HE, in which students, right from the beginning of their undergraduate studies, are encouraged to see their learning journey as one that will accompany them throughout professional life and that will be a part of their identities, long after graduation. There is a strong component here of the importance of student ownership and investment in that journey, recognising that in a lifelong learning model of the professional, nobody ever 'arrives' or com-

pletes their travels. Accumulated, enhanced and developed learning are possible for all, no one is a finished product, which, when one considers it, is empowering for all learners, because it means that even teachers are on the same journey!

In this section of the book, the reflective case study components and learning have been broken down to provide a series of guidance 'steps' that can be followed to replicate the development of the KEY CPD hubs. However, the point of this section is not to provide an exhaustive recipe for development of all CPD hubs or developments. It is recognised, as noted earlier, that different disciplines, HE providers, subjects and structures, will demand/require some level of bespoke development and implementation of change in their specific CPD field. However, there are some core components that would appear to be useful to all CPD development projects of this nature. Therefore, some might term this section a toolkit or a stepped guidance approach to how others can achieve success with CPD. The author leaves it to you to define what is being offered, but this chapter is designed to be useful and provide a basic exemplar or blueprint of 'how to', that will support your own diverse initiatives in CPD areas. You will see below that reference is made to the reflective case studies included earlier and how KEY consortium colleagues described created their hubs. It is their experience that provides the bedrock for the stepped guidance presented below.

Step 1: drawing on the expertise of previous networks or creating new ones to pursue improvement, identify opportunities and generate new ideas around CPD.

The reflective case study chapters of this book all discuss how the idea of CPD development emerged as the focus for the KEY project and then was developed and implemented in each HE partner institution. There are a few aspects of these accounts that provide a useful starting point for good practice in developing CPD more generally:

- The KEY CPD hub project emerged from earlier work - the European Union, TEMPUS funded *TEACH* project. However, *KEY* is not a simplen extension of *TEACH*, neither has it replicated the aims, objectives or activities of *TEACH*. But *TEACH* provided an appetite amongst the collaborative partnership (or community of practice) for the question 'what next?' All the collaborative partners had found that involvement in *TEACH* had raised their appreciation of the need

for incremental progress, for new initiatives and ways of improving practice. It was as if the individual staff and HEI organisations had experienced through *TEACH* a fine-tuning of their ability to recognise the need for improvements and new opportunities. This is perhaps the first point of learning relevant for readers in planning their own CPD development - that by being open to working with others collaboratively for improvement, this leads to further activity, ideas generation, and orientation to change. Linked to this,

- The importance of working with like-minded others is pivotal in achieving success in CPD development. The reflective accounts in earlier chapters, emphasise the benefits and opportunities flowing from working with a 'community of practice'. *"A community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."* (Wenger-Traynor and Wenger-Traynor, online, ND). In the early stages of developing a learning project, building a community of practice, possibly around earlier work and drawing together interested parties, acts as a sandpit for ideas, enabling the community members to share and play with ideas that may lead to a new initiative or way forward.

- Deciding on an area of improvement or development that is timely is core for CPD development. This involves using your community of practice or networks, along with expertise already existing in your HEI. It is important to ascertain, what/how much do you know about changing professional development requirements, the labour market (local, regional, national, international), which may mean there is a gap in provision in your field? What are the effects and impacts of that gap and how can you fill it with your HEIs skill, expertise or understandings? At this point your intelligence around this skills or knowledge absence may well be vague and imprecise, and you will need to do some investigating. However, generating a range of ideas, working with your community of practice on viability of these, and thinking generally about the possibilities is important for how/if you proceed further. No idea should be rejected at this stage, some of the best innovations arise out of what seem to be the most unlikely ideas. Maybe you have a sense that some area of CPD would be well received but you do not quite have the right staffing, add this to the collection of ideas and do not make any redundant before you have had time to work on or think about them.

- Have you a ready-made 'community of practice' with whom you have good collaborative experiences, and who can be brought together to learn more and share expertise in setting up new CPD?
- How carefully are you gathering and storing your ideas for possible CPD? Do you reject ideas 'out of hand' without thoroughly analysing the possibilities? Maybe this rejection is part of the culture of your HEI – what can you do to encourage a more open-minded approach to all ideas your team generate?

Step 2: identifying strengths in your staff team and considering previous experience from which you can innovate and build?

The reflective accounts in this book's earlier chapters have typically emphasised a long history or legacy in relation to curriculum development, pedagogical innovation, writing or activity around teaching and learning, etc. Identifying what strengths your team and HEI already has, and revisiting what you do now in CPD or have done in the past, will provide a sense of what might be possible to improve as a base for your new CPD. For instance, KEY colleagues from Sremska Mitrovica and AATPS, Pirot, state in their reflective accounts that they had run some CPD previously. This is a good start, maybe you have done similar? If so, how could you 'supercharge' that offer? Are there new or emerging areas that would benefit new graduates and established practitioner learners, by increasing their competencies/skills and, therefore, power on the labour market? Are there areas of CPD that would enhance their employability portfolio and give them an edge through studying up-to-the-minute topics or skills? In other words, take what you have already offered or delivered before and think about topics that would increase popularity and add-value for the learner.

Another aspect of thinking about what you already have is to question/critically evaluate how you have previously delivered a CPD offer. Would the offer you already provide, or did in the past, be more popular if delivered differently in block teaching, online (through a virtual learning environment), face-to-face on weekends or evenings? Sometimes, what you offer or have offered in the past needs altering in terms of thinking about 'wraparound' student learning, recognising how you deliver potentially being a selling point or conversely, off putting to students. It is vital to be cognizant of how professional learners might prefer a CPD offer (Bragg, Walsh

and Heyeres, 2021). Could you take what has been offered and change the format of this to better meet learner needs? For instance, could you use a webinar model of online delivery (Arnilla, 2022), or use face-to-face hack-a-thons as a different form of group learning (Pagganini, Ferraz, Gama and Alves, 2021)? Questioning how you have delivered and offered CPD in the past may lead to new departures in provision for future new CPD.

As you will likely already have drawn together a small community of practice, composed of other HEI staff and colleagues from within and across your own HEI, you have an excellent opportunity to test ideas together about how you have run CPD in past and how you could offer it in a new, innovative way now. Use the early stages of CPD development to test and run possibilities; again, do not reject anything unless you have thoroughly examined it.

Questions to Guide Step 2:
- Can you audit current practice in CPD or similar work to see if there are clear routes for further development?
- What could you do to make any previous CPD offer more attractive or learner-relevant? Can you develop new topics, new modes of delivery – can you 'supercharge' any existing offer through attention to such areas?
- Can you scan the labour market and existing job vacancies to think about emerging skills in demand for Preschool Teachers? Check out comparative literature on new skills, drawing from other countries, as well as your own. Can you integrate this market intelligence to make the new courses responsive to the latest market conditions and potential arising future trends?

Step 3: bringing wider stakeholders into development, finding out their views and ensuring their engagement and input in new CPD provision

In developing CPD, one is typically developing learning opportunities that are of direct relevance and interest to a wide range of professional bodies, regulatory structures and wider stakeholders. In the field of Preschool Teacher training across Serbia and Montenegro, there were a variety of interested parties who had vested interests in how the KEY CPD hubs might develop, the topics and content and the

possible wider positives for the profession from increasing lifelong professional learning opportunities. It is imperative to build-in wide stakeholder engagement to shape any development of CPD at the earliest possible stage. For instance, the account by Mihailo Palov Preschool Teacher Training College, Vrsac (RS) demonstrates that the experiences and ideas of diverse stakeholders were sought from representatives of professional bodies, regional and national policy makers, graduate Preschool Teacher Training professionals and parents. In the first book of these two-linked KEY project texts, an examination of the wide engagement and research with these stakeholders is covered in detail. However, you can also see the importance of broad engagement and evidence-gathered covered within the chapter in this volume written by the Vrsac team.

Similarly, in Chapter 5 (this volume), colleagues from the College of Vocational Studies for Preschool Teachers and Business Informatics "Sirmium", Sremska Mitrovica, discuss reaching out to local preschool teachers in practice to find out their views on CPD and including professional/regulatory bodies in deliberations. Whilst formal research methods might be used (as discussed below), reach-out activities in the form of conferences or online discussion groups, webinars, etc, which may not be formal research but are more about promotion and engagement with relevant stakeholders, are crucial to encourage wide participation in CPD design. Inclusive involvement and participation are emphasized in all of the earlier reflective chapters on developing CPD hubs; opening engagement opportunities for diverse 'knowers' and people with lived experience of the field, is demonstrated to be decisive in planning CPD developments in Preschool Teacher Training. One might even say that encouraging such diverse engagement is also ethical, moral and professional as good, inclusive, practice in action.

Questions to Guide Step 3:
- How can you include and engage a diverse range of stakeholders and players in your plans for CPD development?
- How can you ensure that these different groups can input into the ideas as they develop and how will you hear and integrate their voices?

Step 4: select and use research tools to aid you in rigorously gathering data to plan the CPD

This step is related closely to the preceding one; in tandem with involving diverse others, it is important that you gather, rigorously and robustly, their views and use these to inform your practice. Gathering an evidence-base to ensure that you are making the right decisions about the direction of CPD is important, using surveys, interviews or other research methods are imperative to gather strong evidence of needs. Such research can inform the content of CPD, choice of delivery mechanisms and can be used to encourage CPD learners to think about what kind of provision would help them to develop themselves. There are a range of qualitative and quantitative methods that you might choose to deploy in gathering evidence of needs and interests around CPD. In book One of these project texts, you will find chapters on use of different research methods for data gathering about CPD development and for evaluation of your project and its monitoring. It is not the purpose of this text to reiterate this content, but the chapters by Yardley, Nastic-Stojanovic and Mićanović et al (all available in Book One), are helpful starting points for considering the use of diverse research methods to ensure that diverse stakeholder views and quality are central to your development of CPD programmes. Suffice to say, one major facet of the quality of a programme is its responsive development, content and delivery and the alignment of these with the needs of learners. Carrying out thorough research will facilitate an evidence-based approach, which is a vital step. Identifying colleagues with strong research skills within your HEI, can be important in getting any necessary research tasks done properly and planning for this is necessary.

One point to note, which was not relevant to how KEY proceeded, but that may be relevant to your specific CPD development project, is consideration of whether the voices of children, as beneficiaries of preschool learning, should be integrated. For instance, when working with another EU funded project in Bosnia and Herzegovina previously, which was titled *TEACHER,* my team decided to investigate how a good teacher should act and 'be' with children, by asking children to draw and write a little about their views on this. The data were gathered with young children aged three to seven. The report on engagement with young children is no longer available, but some of the drawings gathered from children on 'the good teacher' are visible in a general stakeholder report that survives (Kardas, Lee-Treweek and Leydon, 2017). Whilst not imperative in all cases, when designing new CPD, you might want to think about whether you need research that involves children as

prime beneficiaries of Preschool Teacher Training, as well as including research with other stakeholders.

Questions to Guide Step 4:

- Can you carry out a needs assessment to build an evidence-base of what your CPD can include?
- Do you have the research methods skills to carry research out within your organisation, or can you draw upon others from your community of practice who could help with the required quantitative and qualitative methods for your needs assessment?

Step 5: planning and writing your new CPD courses, ensuring inclusive staff involvement

This step is reliant upon having carefully followed the earlier steps, particularly in gathering of intelligence about the potential new content of the planned CPD and the needs assessment/requirements of stakeholders. It is important to create new courses that can stand the test of time and are up-to-the-minute, whilst also ensuring any vital classic material is also included.

Creating something that is new often requires innovative approaches and valuing of ground-breaking or different ways of doing things. In order that this be the case, it is crucial that longstanding notions of staff status hierarchies, authority and traditional structures in HEIs are not allowed to stand in the way of the emergence of fresh ideas and ways of proceeding (Gast, Schildkamp and van der Veen, 2017). A main factor in getting CPD right is allowing all staff, even the most junior, to contribute, and to value their involvement. Many very well-meaning attempts at creating future-proofed, in-novative CPD fall at the first hurdle by only allowing those staff with the longest time in the College or University to set and lead the agendas. It can be difficult to recognize that newer staff may be those with the experience most close to that of new graduates working in kindergardens. However, at the same time, the knowledge of more experi-enced staff has itself an important role in ensuring success too. The key message is for all staff designing courses to respect each other and to value their diverse perspectives, expertise and skills. However, this is much more easily said (or written about) than done. That said, on the KEY Project, we used methods called 'Liberating Structures'

(McCandless and Lipmanowicz, 2014) to encourage wide staff group engagement. Liberating Structures offer a methodology to ensure diverse voice in group tasks, changing how groups value and interact together to ensure meaningful inclusion. You can read more about how these were used in the KEY Project in Hoffin's chapter on 'Liberating CPD' in book 1 of these linked publications. There is also a dedicated website to using this set of methods and we would recommend you investigate this. (https://www.liberatingstructures.com/).

In designing the new courses, piloting and testing is important. It is crucial to have stakeholder 'critical friends' who are honest about what you are developing and if it is achieving what you want. Here, stakeholders that you have engaged earlier in development processes can be harnessed to help with checking that your new courses are working in the way you would like. Do not forget to build in time to enable this important stage to happen and to be open to hearing comments, even critical ones, which could lead to much better quality of CPD in the longer term.

Questions to Guide Step 5:
- Can you embed a model, such as 'liberating structures' or similar, to ensure that all levels of staff can contribute to your new CPD development initiatives? How are you going to ensure that truly new, innovative ideas are heard, valued and make it into your final offer?
- Can you use the wide stakeholders you have worked with from the early development of your CPD and possibly your broad community of practice, to test and pilot your newly developing courses?

Step 6: ensuring regulatory compliance, meeting deadlines and seeking advice from professional agencies and bodies, where required

Many of us tend to be quite intimidated by those who have regulatory control over the HE courses we offer, or who are from professional or policy agencies who have power within our fields. However, the earlier you can interact with these organisations, find out their timetables, structures of working and expectations, the better. All the partners on the KEY project had to work with such agencies and it would be fair to say that those who gained the most, build relationships with key individuals

within these structures. It goes without saying that maintaining good relationships with such organisations often hinges upon adherence to, and respect for, their deadlines. Moreover, early contact where things are not working as you would like, or when you might require their help and support, is vital.

Questions to Guide Step 6:
- Have you built good, working relationships with regulatory, statutory, professional or other important bodies? If you have failed to do this can you redress it by linking closely to them and ensuring they are aware of what you are doing and when you will need them to examine your courses, etc?
- Do you have experienced colleagues or people in your community of practice who can advise on relationships with influential compliance organsations?
- Are there areas that you need help with and would a visit face-to-face to an HE regulatory body enable you to deal with several concerns at one time?

Step 7: keeping lines of communication open about your progress, so that at the launch of the new CPD there is excitement and anticipation for your new offer

This step takes us back to the vital importance of connecting and reconnecting regularly with stakeholders all the way through your new CPD development. There are different ways to do this. Some HEIs set up 'learner forums' or 'advisory boards' populated with lots of diverse stakeholders who they regularly bring together, update and discuss progress with. Gathering information on needs of your potential learners and other stakeholders early on and then not bothering with them until you have completed your new CPD, is a recipe for disaster. Keep the lines of communication open by creating a communication and impact plan that engages your stakeholders across the timeline.

Questions to Guider Step 7:
- How are you going to ensure that you include your stakeholders in every step of your CPD development?
- How can you use regular updates, web activities, leaflets, advisory boards and other tools to ensure that your learner market does not 'go cold' before you have finished your CPD development?

Step 8: setting up systems of quality audit, evaluation and updating of the CPD programme/s

Once the initial testing and implementation of CPD programmes in in place, it is vital that quality systems provide effective ongoing audit, monitoring and evaluation. In most HEIs such systems are a regular part of the work of course production and analysis of how quality assurance. Regular evaluation, using a variety of research methods, along with providing more informal opportunities for CPD learners to feedback their experiences and views, is crucial. Of course, there needs to be the process and will to respond to such data, and, where necessary, for changes to be made to maintain or improve standards. This is particularly important where it is identified that courses are failing to deliver even a satisfactory level of learner experience.

As you will be aware, HE quality and regulatory systems vary according to country standards. Familiarity with the standards of the agencies that monitor these will be vital in helping ensure quality processes stay firmly at the forefront of delivery and implementation of CPD. As noted above, working closely with such bodies and having good working relationships and communication, is vital, not least because CPD modifications in future may need to be requested through them.

Nastic-Stojanovic's chapter in Book 1 of these linked two texts, focuses upon processes of evaluation and quality assurance and monitoring and I direct you towards this resource for further discussion of these matters.

Questions to Guide Step 8:
- How robust and extensive are the quality assurance mechanisms within your HEI? Are these same systems used fully with your CPD offer and are they appropriate or fit-for-purpose for maintaining high quality provision for graduate learners?
- How might you enhance quality audit through including new research methods or approaches and/or involving your stakeholders in quality and evaluation?

Step 9: helping learners to map their needs, progress and a personalized trajectory of CPD, going into their futures

Finally, there is a step that is not quite part of the process of creating CPD, as such, but it is about working with CPD learners to help them to get the most out of their CPD journey and engagement. It is important that CPD learners can self-evaluate their skills and needs for personal and professional development, as a competency that they will use far into their professional futures (Blaschke, 2012). The KEY project did not focus specifically on this area, but it is mentioned here because self-evaluation of one's own CPD requirements and needs is something that can usefully be integrated into planning for the running of CPD courses.

Once CPD courses are developed and about to be launched, the issue arises of how you support learners to know, not just about the content and delivery methods of the CPD offer you provide, but how this will fit with the skills they already have and where the gaps are in their own competencies. In essence, it is necessary to think - how are we going to help/support learners to better evaluate their own CPD needs?

In the UK, many professionals can access online evaluation toolkits to help gauge their CPD needs. In general, though these tools tend to exist behind online paywalls where paying schools, colleges or individual members can get access. However, the formulaic, 'enter your details and be told about your needs' approach is not necessarily required or useful for learners. Indeed, it might be argued that empowering learners to engage in their own self-evaluation of CPD needs, without paying extra for it, is possibly one of the best ways to ensure their engagement in professional development in the longer term. Therefore, one last step that is important in providing ongoing, sustainable, CPD, is to encourage learners to consider how to audit their own skills, map or represent this (whichever way makes sense to them) and to aid them in plotting their change and new competencies as they complete different CPD courses. On a rudimentary level this can achieved through 'prior to CPD' survey questionnaires, with other surveys administered once learners finish specific courses. However, a more narrative-based and ongoing approach is also possible. This might encourage use of creation of diaries or personal logs by CPD learners, which could be used by them to examine, with their CPD peers, their own personal and professional development through courses studied. This approach offers to learners a greater sense of 'flow' and process in their change and development through their CPD. Using reflective learning, personal learning diaries and examining these together with other learners pro-

vides a nuanced mechanism by which students can engage with their learning journey as a real-time form of experiential learning.

KEY, its aims, objectives and focus, was not centred around CPD learner/user self-evaluation and to this extent this area has not been examined in-depth within the project. However, it is perhaps important to mention that finding ways and means to encourage learners to increase their skills of self-assessment is vital. Afterall, good CPD will meet learner needs, but it will also empower them to be actively involved in their own learning trajectory. Embedding thorough mechanisms of self-reflectivity will, doubtless, be core to ensuring learner evaluation of their needs and mapping themselves against emerging professional skills and competencies into the future.

Questions to Guide Step 9
- How are you going to build into your CPD offer, opportunities for learners to stop and evaluate their current skills and their needs and requirements going forward?
- Can you use peer learning, reflective diaries or learning logs or other tools to help learners become better at examining and auditing their own skills sets?

Conclusion

This chapter has utilized the reflective case studies from the previous chapters to create a practice-informed guide to CPD development, delivery and implementation. This guide is, as noted before, not designed to be the 'last word' on creating CPD hubs and courses. It is a starting point on an exciting journey, using the examine of the KEY project journey to encourage, inspire, and help shape the possibilities for others wishing to follow. We are all learners, we all require enhancement of our skills, knowledge, expertise and competencies. One marvelous aspect of CPD is that it levels the playing field because it invites us to see ourselves as educational 'works in progress'; we are all invited to join in in enhancing what we do and how we do it, to become stronger and more competent professionals. These are undoubtedly demanding modern times, but CPD offers the opportunity for all to engage in continual professional enhancement and to be better able to address emerging challenges. We hope that this book has provided a starting point for your own exciting journey in creating CPD for a better future.

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