

Professional Identity in Continuing Professional Development (CPD) for Teachers

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ABSTRACT

The aim of our international research project FOOTT PRINTTS (Focus on Teacher Training - Practical Guidelines for In-Service Teacher Trainers) is to ensure international understanding and consensus on quality standards for the professional development of teachers. It is important to create spaces for the expansion and reflection of knowledge and skills in the context of continuing professional development (CPD). In addition, professional networks are to be formed and expanded (Lipowsky, 2021: 41; Stoll et al., 2012).

The summary of an extensive literature research and analysis in the frame of the FOOT PRINTTS-project formed the basis for the development of the questionnaires. The six participating countries were chosen strategically to reflect Northern, Southern, Western, Central and Eastern Europe as well as the diversity of education systems in Europe.

A total of 5.215 fully completed questionnaires were evaluated. The analysis of the collected data will be published in the form of guidelines and practical examples for FWB speakers on an interactive website: <https://foottprintts.eu/>.

An exploratory factor analysis was used to reduce the many variables individually queried in the questionnaire to a smaller number of overarching factors. Six factors for successful CPD were identified. One of these factors is the 'Professional Identity of the educational professionals

participating in the CPD. The professional identity refers to the extent to which CPD is meaningful and relevant for the sense of professional self. This includes views on motivation, role clarity, and how CPD supports career development, as perceived by teachers, teacher-trainers and decision makers.

Keywords: European Research Project, Life-long Learning, Professional Development, Quality of Teaching, Teacher Education