

LEARNING PROGRAMME

Empowering Teachers and Educators by Promoting Resilience in Them

10-DAY COURSE

50 learning hours | Course programme

Empowering Teachers and Educators by Promoting Resilience in Them – 10-Day Course

Introduction and Description

This intensive 10-day professional development course is designed to equip educators with the conceptual foundations, practical tools and reflective competences required to foster resilience in themselves, their learners and their educational communities. The course adopts a holistic and evidence-based approach, drawing from educational psychology, positive psychology, social–emotional learning (SEL), cognitive-behavioural coaching, and experiential pedagogies.

Throughout the programme, participants explore the multiple layers of resilience—individual, relational, organisational and socio-cultural—and examine how these interact in contemporary educational environments marked by increasing complexity, emotional labour and systemic pressures. Through structured activities, case analyses, experiential workshops, and collaborative learning, participants critically examine the challenges teachers face and engage with a broad repertoire of strategies for strengthening emotional stability, cognitive flexibility, wellbeing, and sustainable professional engagement.

A central component of the course is the analysis and adaptation of a comprehensive resilience-promotion programme, enabling participants to understand how such programmes are constructed, sequenced, and contextualised across different educational levels. Participants engage deeply with a diverse bank of practical activities designed to enhance emotional literacy, self-regulation, positive reappraisal, problem-solving, social connectedness, and embodied awareness. They also develop competences in coaching for resilience, learning how to facilitate reflective conversations, support colleagues, and design personalised coaching plans suited to school contexts.

The course integrates digital competence development by introducing participants to relevant online tools and European platforms (eTwinning, European School Education Platform) for collaboration on resilience-themed projects. Individual support sessions help participants tailor what they learn to their local realities, while daily reflective practices consolidate their learning journey.

By the end of the course, participants will have developed a personalised action plan for strengthening resilience in their school or educational setting and will be equipped with both the theoretical understanding and the practical methodologies to implement sustainable resilience-building initiatives with learners and colleagues.

Methodology and Assessment

The course employs a holistic, experiential methodology combining theory with active practice. Participants engage in interactive workshops, reflective discussions, coaching exercises, nature-based activities, and embodied techniques that promote emotional, cognitive, physical and social dimensions of resilience. Outdoor experiential learning—such as sensory walks, grounding practices and nature journaling—supports deep reflection and wellbeing. Collaborative tasks, peer feedback and real-case analyses foster professional dialogue and contextualisation. Assessment is formative and continuous, based on active participation, reflective journaling, peer-supported coaching practice, and the development of an individual resilience action plan tailored to each participant's educational context.

Learning Objectives

By the end of the course, participants will be able to:

Conceptual Understanding

• Demonstrate a comprehensive understanding of the concept of resilience from psychological, pedagogical and systemic perspectives.
• Identify and analyse risk factors and protective factors influencing teacher wellbeing and resilience across individual, interpersonal and organisational contexts.
• Explain the principles underlying holistic approaches to resilience, including emotional, cognitive, physical, social and meaning-related dimensions.

Professional and Pedagogical Skills

• Apply evidence-based strategies for emotional regulation, cognitive reframing, stress management and positive reappraisal in professional contexts.
• Facilitate resilience-building activities for diverse learners using experiential, creative and reflective methodologies.
• Analyse and adapt resilience-promotion programmes to different educational settings, ensuring cultural and contextual relevance.
• Use coaching techniques—including active listening, questioning, strength-based

feedback and goal setting—to support colleagues or learners in developing resilience.
• Design personalised resilience coaching plans for individuals or teams within schools.

Digital and Collaborative Competences

• Employ online collaborative tools to support reflective practice, coaching processes and resilience-themed educational projects.
• Navigate and utilise European platforms (eTwinning, European School Education Platform) to initiate or participate in international collaboration focused on resilience and wellbeing.

Reflective and Strategic Implementation

• Critically assess their own resilience patterns and develop strategies for sustaining personal wellbeing in their professional role.
• Construct and present a context-responsive action plan for integrating resilience-enhancing practices within their institution.
• Evaluate the challenges, opportunities and impact of resilience-promotion initiatives in educational communities.

Interpersonal and Social Skills

• Strengthen communication, empathy, teamwork and relational trust through collaborative activities.
• Build capacity for cultivating supportive school cultures that recognise teacher wellbeing as a core component of educational quality.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Group Building & Foundations of Resilience
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Warm-up activities focused on trust-building and defining resilience
11.15 - 11.30	Break
11.30 - 12.15	Theoretical introduction: origins of the concept and key definitions
12.15 - 13.00	Resilience timeline
Day 2	Understanding Resilience in Educational Contexts
09.00 - 09.45	Strengths spotting
09.45 - 10.30	Contextualizing resilience
10.30 - 11.15	Challenges analyses based on real classroom scenarios
11.15 - 11.30	Break
11.30 - 12.15	Mapping stressors and protective factors in different settings
12.15 - 13.00	Interactive role-play
Day 3	Holistic Approaches to Resilience
09.00 - 09.45	Warm-up: embodied mindfulness / grounding techniques
09.45 - 10.30	Core pillars of holistic resilience

10.30 - 11.15	Self-awareness and emotional literacy
11.15 - 11.30	Break
11.30 - 12.15	Tools for identifying emotional triggers & regulation strategies
12.15 - 13.00	Reframing, positive reappraisal, optimistic thinking and social resilience
Day 4	Comprehensive Resilience Programme: Theory & Structure
09.00 - 09.45	Cooperative group challenge
09.45 - 10.30	Components of successful resilience programmes
10.30 - 11.15	Examining evidence-based models
11.15 - 11.30	Break
11.30 - 12.15	Group analysis: strengths, gaps, cultural adaptation needs in schools
12.15 - 13.00	Connecting the theory to participants' own contexts
Day 5	Activity Bank: Learning, Practising and Adapting (Part 1)
09.00 - 09.45	Introduction to resilience-building activities for classrooms & teacher teams
09.45 - 10.30	Activities developing emotional awareness & emotional regulation
10.30 - 11.15	Activities related to positive thinking, gratitude, fostering optimism
11.15 - 11.30	Break
11.30 - 12.15	Practicing with peers
12.15 - 13.00	Resilience and storytelling: using narratives to build meaning and agency
Day 6	Activity Bank: Learning, Practising and Adapting (Part II)
09.00 - 09.45	Activities focused on social and relational resilience
09.45 - 10.30	Cognitive resilience activities
10.30 - 11.15	Embodied resilience activities
11.15 - 11.30	Break
11.30 - 12.15	Outdoor resilience activities
12.15 - 13.00	Nature-based methods for wellbeing

Day 7	Coaching for Resilience in Schools
09.00 - 09.45	Introduction to coaching as a tool to strengthen resilience
09.45 - 10.30	Core coaching skills
10.30 - 11.15	Coaching micro-sessions in triads
11.15 - 11.30	Break
11.30 - 12.15	Developing individual resilience coaching plans for teachers and learners
12.15 - 13.00	Reflection: challenges and opportunities in implementing coaching at school
Day 8	Digital Tools & Online Collaboration for Resilience Projects
09.00 - 09.45	Introduction to digital collaboration platforms
09.45 - 10.30	ESEP & eTwinning: integrating resilience-focused projects
10.30 - 11.15	Digital tools to support coaching, journaling and reflection
11.15 - 11.30	Break
11.30 - 12.15	Group creation of an online resilience project
12.15 - 13.00	Sharing drafts and peer feedback
Day 9	Individual Support & Tailored Implementation Planning
09.00 - 09.45	Warm-up: mindful dialogue
09.45 - 10.30	Designing activities & partner collaboration models
10.30 - 11.15	One-to-one or small group consultations
11.15 - 11.30	Break
11.30 - 12.15	Refinement of individual resilience promotion plans
12.15 - 13.00	Troubleshooting: addressing barriers
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Peer review of implementation strategies
09.45 - 10.30	Preparing final presentations and individual support
10.30 - 11.15	Group exhibition of participants' resilience plans

11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.

**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.