


LEARNING PROGRAMME

# Growth Mindset – Lessons from Positive Psychology

## 5-DAY COURSE

25 learning hours | Course programme

# Growth Mindset – Lessons from Positive Psychology – 5-Day Course

## Introduction and Description

This course offers a comprehensive and theoretically grounded examination of growth mindset theory and positive psychology as frameworks for enhancing student learning, wellbeing and academic resilience in contemporary educational systems. Drawing on interdisciplinary research across developmental psychology, educational neuroscience, motivational science and social psychology, the programme interrogates how learners' implicit theories of intelligence, ability and effort shape cognitive, behavioural and emotional engagement. Further, it situates mindset formation within broader ecological contexts—classroom climate, teacher expectations, relational dynamics and school culture—highlighting how institutional practices can either cultivate adaptive learning dispositions or perpetuate self-limiting beliefs.

Central to the course is the exploration of foundational psychological needs (autonomy, competence, relatedness) as articulated in Self-Determination Theory (Deci & Ryan), and their role in supporting student flourishing, intrinsic motivation and sustained academic persistence. Participants critically examine the interplay between mindset beliefs, need satisfaction, and wellbeing indicators within the PERMA framework, considering how these constructs manifest in diverse, multicultural and increasingly complex school contexts.

A substantive component of the course focuses on character strengths, their empirical basis within positive psychology, and their pedagogical value for personalised learning, inclusive practices and whole-school wellbeing strategies. Participants analyse how strengths-based approaches intersect with growth-mindset pedagogy to enhance learners' self-efficacy, goal-setting behaviours and orientation toward lifelong learning.

The programme also integrates contemporary perspectives on resilience, emphasising resilience as a dynamic, relational and context-dependent process rather than a fixed trait. Educators examine the mechanisms through which students adapt to adversity, academic challenge and socio-emotional stressors, and they design evidence-informed strategies to strengthen resilience within daily classroom practice. Additionally, the course explores the centrality of positive relationships, prosocial classroom climates and emotionally attuned teaching in fostering engagement, belonging and motivational readiness to learn.

Methodologically, the course adopts a reflective and practice-centred orientation. Participants engage with theoretical readings, case analyses, applied workshops, and collaborative design tasks that bridge research insights with actionable pedagogical strategies. They develop interventions that normalise struggle, position mistakes as

integral to learning progress, and create classroom ecosystems that nurture curiosity, perseverance, and adaptive problem-solving. Emphasis is placed on inclusivity, recognising the differentiated needs of students with diverse linguistic, cultural, socio-economic and SEN backgrounds.

By the conclusion of the course, educators will have developed a robust conceptual understanding of the psychological mechanisms underpinning growth mindset and positive psychology, as well as the pedagogical expertise to translate these concepts into sustainable, contextually responsive practices. They will be equipped to contribute to school-wide initiatives that promote wellbeing, equity, academic resilience and a culture of lifelong learning.

## Methodology and Assessment

The course employs experiential learning, collaborative workshops, guided reflection, and evidence-based practice demonstrations. Participants engage in mindset diagnostics, scenario analysis, micro-teaching, strengths identification activities, and resilience-building exercises. Interactive lectures introduce theoretical foundations, which are then applied through practical design tasks and classroom simulations. Individual coaching supports personalised implementation planning. Assessment is continuous and formative, based on participation, reflective journals, collaborative outputs, and the development of a small prototype intervention or classroom activity presented on the final day.

## Learning Objectives

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

### Understanding Mindset Theory & Positive Psychology

• Critically examine the principles of growth vs. fixed mindset and evaluate their relevance for contemporary schooling.
• Analyse how basic human needs influence motivation, mindset development and student engagement.
• Interpret key models of wellbeing (e.g., PERMA) and their implications for pedagogy.

### Fostering Adaptive Learning Beliefs

• Identify teacher behaviours, feedback patterns and classroom structures that shape student mindset formation.
• Apply evidence-based strategies to cultivate persistence, effortful learning, constructive responses to failure and academic resilience.

• Develop approaches that support diverse learners, including students with SEN, multilingual students and underachieving groups.

### Strengths, Relationships & Resilience

• Assess individual and group character strengths and incorporate strengths-based practices into classroom routines.
• Design activities that promote resilience, emotional regulation and self-efficacy.
• Implement relational strategies that enhance belonging, cooperation and prosocial behaviour.

### Practical Application & Professional Reflection

• Create growth-mindset-oriented lessons, routines, and micro-interventions tailored to their own school context.
• Integrate digital tools and collaborative platforms (eTwinning, ESEP) into mindset-or wellbeing-oriented projects.
• Reflect critically on their own beliefs, assumptions and professional identity as mindset-influencing educators.

## 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: 400 €

## 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 (25 didactic hours - 5*45min per day) Monday to Friday | |
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| Day 1 | Foundations of Positive Psychology & Mindset Theory |
| 09.00 - 09.45 | Introductions & Icebreakers |

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| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Positive Psychology in Education |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Basic Human Needs & School Engagement |
| 12.15 - 13.00 | Mindset as a Predictor of Student Outcomes |
| Day 2 | Understanding Growth vs. Fixed Mindset in Depth |
| 09.00 - 09.45 | Deep-Dive into Mindset Theory |
| 09.45 - 10.30 | Recognising Fixed-Mindset Triggers |
| 10.30 - 11.15 | Fostering Growth Mindset in Teachers |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evidence-Based Strategies for Students |
| 12.15 - 13.00 | Applied Practice & Micro-teaching Tasks |
| Day 3 | Character Strengths & Goal-Setting for Flourishing |
| 09.00 - 09.45 | Introduction to Character Strengths |
| 09.45 - 10.30 | Using Strengths in Classroom Practice |
| 10.30 - 11.15 | From Strengths to Goals |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Classroom Applications |
| 12.15 - 13.00 | Reflective Session |
| Day 4 | Resilience, Emotional Regulation & Positive Relationships |
| 09.00 - 09.45 | Understanding Resilience in Education |
| 09.45 - 10.30 | Developing Resilience Skills |
| 10.30 - 11.15 | Social-Emotional Skills & Positive Relationships |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Strategies for Healthy Classrooms |
| 12.15 - 13.00 | Designing resilience-building lessons |
| Day 5 | Application, Presentations and Closure |
| 09.00 - 09.45 | Designing Growth Mindset Interventions |

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| 09.45 - 10.30 | Preparing the final presentations and individual support |
| 10.30 - 11.15 | Final presentations and feedback |
| 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.