InterAct

LEARNING PROGRAMME

Inclusive Classroom Climate and Well-Being (Belonging, Emotional Safety and Trauma-Sensitive Education)

5-DAY COURSE

25 learning hours | Course programme

Inclusive Classroom Climate and Well-Being (Belonging, Emotional Safety and Trauma-Sensitive Education) – 5-Day Course

Introduction and Description

This intensive course responds to the growing recognition that effective teaching and learning depend not only on instructional quality, but also on the emotional, relational, and psychological conditions in which learning takes place. Across European education systems, teachers are increasingly confronted with classrooms marked by diversity, vulnerability, stress, and uneven access to emotional support, factors that directly influence student engagement, behaviour, and academic success. This five-day programme offers a focused and practice-oriented exploration of how inclusive classroom climates can be intentionally designed to support both learner well-being and educational equity.

The programme conceptualises classroom climate as a dynamic interaction of relationships, norms, pedagogical choices, and everyday practices that shape students' sense of belonging, safety, and agency. Participants examine how emotional safety functions as a prerequisite for participation and learning, particularly for students experiencing socio-economic disadvantage, migration, linguistic diversity, learning difficulties, or emotional and behavioural challenges. The course emphasises inclusion not only as physical access or differentiation, but as emotional and relational participation within the learning community.

A key component of the course is trauma-sensitive education. Participants develop a grounded understanding of how stress and adversity affect learning, attention, behaviour, and emotional regulation, while clarifying the professional and ethical boundaries of the teacher's role. Rather than clinical intervention, the focus is on pedagogical strategies that promote predictability, trust, co-regulation, and supportive responses to challenging behaviour, enabling teachers to maintain high expectations without resorting to exclusionary practices.

The course also highlights student voice and participation as protective factors for well-being and inclusion. Participants explore democratic classroom practices that foster dialogue, shared responsibility, and respectful relationships. In parallel, attention is given to teacher well-being and professional sustainability, acknowledging the emotional labour inherent in inclusive teaching and the need for reflective practice, boundaries, and collegial support.

By integrating research-informed perspectives with practical classroom tools, this five-day programme supports educators in creating emotionally safe, inclusive learning

environments and contributes to whole-school approaches to well-being, social cohesion, and inclusive education.

Methodology and Assessment

The course is based on an interactive, learner-centred methodology that reflects the principles of emotional safety and inclusion explored throughout the programme. Learning activities include short theoretical inputs, guided reflection, case studies, scenario analysis, collaborative discussion, and practical design workshops. Participants are encouraged to connect research-informed concepts with their own professional contexts through reflective tasks, peer exchange, and applied classroom planning.

Assessment is formative and reflective, focusing on professional growth rather than formal testing. Participants demonstrate learning through active participation, reflective journaling, collaborative activities, and the development of a personal classroom or school-based action plan focused on inclusive climate and well-being. Continuous feedback and self-assessment support the consolidation of learning outcomes and sustainable implementation.

Learning Objectives

1. Understanding Inclusive Classroom Climate

Participants will deepen their understanding of classroom climate as a relational, emotional, and pedagogical construct, recognising its role in fostering belonging, engagement, and equitable participation for all learners.

2. Well-Being and Learning

Participants will analyse the relationship between emotional well-being, motivation, behaviour, and academic achievement, and reflect on how everyday classroom practices can either support or undermine learner well-being.

3. Trauma-Sensitive and Emotionally Safe Pedagogy

Participants will develop a foundational understanding of trauma-sensitive education, including the effects of stress and adversity on learning, and will identify realistic strategies to promote safety, predictability, and emotional regulation in classrooms.

4. Student Voice and Participation

Participants will explore inclusive approaches to student voice, dialogue, and shared decision-making, enabling them to design learning environments where all learners feel heard, respected, and valued.

5. Relational Practices and Behaviour Support

Participants will strengthen their capacity to build positive teacher–student and peer relationships, respond constructively to challenging behaviour, and apply restorative and relational approaches that reduce exclusion.

6. Well-Being-Oriented Learning Design

Participants will adapt lesson planning, group work, and assessment practices to reduce anxiety, support autonomy, and maintain high expectations within emotionally supportive learning environments.

7. Teacher Well-Being and Professional Sustainability

Participants will reflect on the emotional demands of teaching and develop strategies for self-care, boundary-setting, and collegial support as part of sustainable inclusive practice.

Preparation

After registration participants will receive a 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	
Day 1	Foundations of Inclusive Classroom Climate
09.00 - 09.45	Introductions & Icebreakers

09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	What is an inclusive classroom climate?
11.15 - 11.30	Break
11.30 - 12.15	Well-being and learning
12.15 - 13.00	Inclusion beyond access
Day 2	Learner Diversity, Vulnerability, and Emotional Safety
09.00 - 09.45	Diversity, identity, and lived experiences
09.45 - 10.30	Invisible barriers to participation
10.30 - 11.15	Teacher beliefs and classroom climate
11.15 - 11.30	Break
11.30 - 12.15	Emotional literacy in education
12.15 - 13.00	Case-based discussion
Day 3	Trauma-Sensitive Education: Core Principles
09.00 - 09.45	Trauma and learning
09.45 - 10.30	Trauma-sensitive vs. trauma-informed practice
10.30 - 11.15	Safety, predictability, and trust
11.15 - 11.30	Break
11.30 - 12.15	Responding to challenging behaviour
12.15 - 13.00	Practice lab
Day 4	Student Voice, Relationships, and Participation
09.00 - 09.45	Student voice as a foundation for belonging
09.45 - 10.30	Inclusive participation structures
10.30 - 11.15	Teacher–student and peer relationships
11.15 - 11.30	Break
11.30 - 12.15	Restorative and relational approaches
12.15 - 13.00	Classroom and school action planning
Day 5	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks

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	Designing voice-inclusive activities
Day 6	Relationships as the Core of Inclusion
09.00 - 09.45	Teacher–student relationships
09.45 - 10.30	Peer relationships and classroom belonging
10.30 - 11.15	Restorative approaches in schools
11.15 - 11.30	Break
11.30 - 12.15	Difficult conversations with learners
12.15 - 13.00	Relational challenges and growth points
Day 7	Well-Being-Oriented Learning Design
09.00 - 09.45	Emotional safety in lesson planning
09.45 - 10.30	Flexible pathways and learner choice
10.30 - 11.15	Assessment and well-being
11.15 - 11.30	Break
11.30 - 12.15	Inclusive group work
12.15 - 13.00	Adapting existing lessons through a well-being lens
Day 8	Teacher Well-Being and Professional Sustainability
09.00 - 09.45	Emotional labour in teaching
09.45 - 10.30	Boundaries and self-care
10.30 - 11.15	Collegial support and school culture
11.15 - 11.30	Break
11.30 - 12.15	Reflective and mindful practices
12.15 - 13.00	Personal well-being action plan
Day 9	Whole-School Approaches to Well-Being
09.00 - 09.45	From classroom to school culture

09.45 - 10.30	Collaboration with families
10.30 - 11.15	Interdisciplinary and cross-curricular links
11.15 - 11.30	Break
11.30 - 12.15	Inclusive crisis-response cultures
12.15 - 13.00	Classroom and school action planning
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks
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.