InterAct

LEARNING PROGRAMME

Mindful Education: Creating a Positive Learning Environment

5-DAY COURSE

25 learning hours | Course programme

Mindful Education: Creating a Positive Learning Environment – 5-Day Course

Introduction and Description

This course provides a comprehensive, research-informed exploration of mindfulness as a pedagogical, relational and organisational framework capable of transforming the conditions under which teaching and learning occur. Building on foundational scholarship in educational psychology, contemplative science, affective neuroscience and socio-emotional learning, the programme examines the ways in which mindful awareness—understood as intentional, embodied and non-judgemental attention—shapes cognitive functioning, emotional regulation, behaviour, and interpersonal dynamics within educational spaces.

Participants engage critically with theoretical models that conceptualise mindfulness as both an individual capacity and a collective cultural practice, analysing how it intersects with constructs such as teacher wellbeing, trauma-informed education, interpersonal neurobiology, positive psychology and relational pedagogy. The course foregrounds the reciprocal nature of classroom interactions, emphasising how teachers' internal states and regulatory capacities directly influence students' sense of safety, engagement and readiness to learn. In this regard, mindful education is presented not simply as a set of techniques but as an ethically grounded stance that supports reflective professionalism, inclusive practices and equitable access to learning.

Through experiential workshops, guided contemplative practices, case study analyses and collaborative inquiry, participants examine the practical and conceptual dimensions of integrating mindfulness into educational routines and curricular structures. They explore strategies for cultivating calm yet alert classroom climates; facilitating attentive, compassionate and dialogic communication; and responding to conflict, stress and dysregulation with sensitivity and discernment. The course further interrogates the cultural, ethical and developmental factors that shape mindfulness implementation across diverse school contexts, encouraging participants to adopt a critical and contextually informed perspective.

By the end of the programme, teachers will have developed a sophisticated understanding of the mechanisms through which mindful education contributes to learner wellbeing, prosocial behaviour, academic engagement and teacher resilience. They will be equipped to design mindful learning environments, articulate rationale-based approaches for integrating contemplative practices into their pedagogy, and enact a reflective professional identity grounded in awareness, empathy and relational responsibility. In doing so, they will be prepared to foster classroom cultures that support psychological safety, collaborative growth, and the holistic flourishing of all learners.

Methodology and Assessment

The course uses experiential and inquiry-based methodology, combining guided mindfulness practices, reflective journaling, case study analysis, collaborative dialogue, and practical classroom simulations. Learning is supported through modelling, observation, peer exchange, and opportunities to design context-specific applications. Assessment is formative and continuous, based on active participation, reflective engagement, and a final presentation in which participants synthesise key concepts and propose mindful practices tailored to their own educational contexts.

Learning Objectives

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

Foundations of Mindfulness in Education

• Analyse the theoretical, philosophical and psychological foundations of mindfulness as applied to educational settings.
• Explain the cognitive, emotional and neurobiological mechanisms through which attention, presence and self-regulation influence learning and behaviour.
• Critically evaluate contemporary models of mindful education and their empirical evidence base.

Teacher Wellbeing, Self-Regulation & Professional Awareness

• Examine the relationship between teacher stress, emotional labour and classroom dynamics, situating mindfulness as a protective factor.
• Apply mindfulness-based strategies to regulate attention, manage stress responses and cultivate professional resilience.
• Reflect on their own behavioural patterns, automatic reactions and professional identity through mindful inquiry and structured self-reflection.

Mindful Pedagogy & Classroom Climate

• Integrate mindful routines, transitions and rituals into teaching practices to support learners' focus, emotional regulation and readiness to learn.
• Recognise early signs of dysregulation, stress and conflict in the classroom and implement appropriate mindfulness-based interventions.

• Design learning environments that foster psychological safety, empathy, compassion and positive peer relationships.

Mindful Communication & Relational Pedagogy

• Employ mindful communication strategies including deep listening, presence-based dialogue and compassionate responding.
• Facilitate classroom interactions that promote empathy, cooperation, inclusive participation and constructive conflict resolution.
• Model and scaffold mindful relational behaviours that strengthen collective awareness and mutual respect among learners.

Practical Applications & Creative Mindfulness Activities

• Adapt a range of creative and experiential mindfulness practices—movement, sensory exploration, reflective writing, arts-based activities—to diverse age groups and educational contexts.
• Evaluate the developmental appropriateness, accessibility and cultural responsiveness of mindfulness activities for varied learner populations.
• Develop practical toolkits and lesson-integrated applications for embedding mindfulness into subject teaching and whole-school routines.

Critical Reflection, Ethical Considerations & Professional Growth

• Critically examine ethical considerations, boundaries and cultural factors relevant to implementing mindfulness in schools.
• Articulate a context-sensitive, ethically grounded rationale for integrating mindfulness into their own professional practice.
• Develop an action plan that outlines sustained implementation, monitoring and reflective refinement of mindful educational approaches.

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 (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Mindful Education & Community Building
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Building Trust & Psychological Safety
11.15 - 11.30	Break
11.30 - 12.15	Community-building circle
12.15 - 13.00	Stream of Consciousness Journaling
Day 2	Mindfulness Foundations & Evidence-Informed Strategies
09.00 - 09.45	Understanding Mindfulness in Education
09.45 - 10.30	Strategies Beyond Meditation: Positive psychology in the classroom
10.30 - 11.15	Qualitative vs. Quantitative Practices
11.15 - 11.30	Break
11.30 - 12.15	Dharma / MindUP
12.15 - 13.00	Mindfulness Toolbox
Day 3	Mindfulness, Stress Management & Self-Compassion
09.00 - 09.45	Understanding Stress Mechanisms
09.45 - 10.30	Mindfulness for Stress Reduction
10.30 - 11.15	Cultivating Mindfulness in Daily Life & School
11.15 - 11.30	Break
11.30 - 12.15	Self-Compassion in Teaching
12.15 - 13.00	Designing a “stress-aware” classroom environment

Day 4	Applying Mindfulness to Teaching & Classroom Dynamics
09.00 - 09.45	Integrating Mindfulness Principles into Teaching Practices
09.45 - 10.30	Recognizing & Managing Stress and Conflict in the Classroom
10.30 - 11.15	Creative Classroom Practices
11.15 - 11.30	Break
11.30 - 12.15	Emotional Freedom Techniques
12.15 - 13.00	Case Studies & Scenario Work
Day 5	Mindful Communication, Collaboration & Closure
09.00 - 09.45	Mindful Collaboration & Intercultural Competence
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.