InterAct

LEARNING PROGRAMME

Mindfulness for Teachers

5-DAY COURSE

25 learning hours | Course programme

Mindfulness for Teachers – 5-Day Course

Introduction and Description

A growing body of interdisciplinary research demonstrates that mindfulness-based practices significantly reduce stress and anxiety, enhance attentional regulation, and contribute to greater emotional balance, satisfaction, and overall wellbeing. Within educational contexts, mindfulness has emerged as a vital self-care resource that supports teachers in managing the cognitive and emotional demands of their profession, while also fostering healthier interpersonal relationships and more attuned classroom environments.

This course provides teachers with a research-informed understanding of mindfulness as both an evidence-based wellbeing practice and a pedagogical capacity. Participants explore how sustained mindful awareness cultivates compassionate attention, presence, and relational sensitivity—competencies increasingly recognised as central to effective teaching, responsive classroom management, and inclusive school cultures. By engaging with theoretical perspectives from psychology, neuroscience, and contemplative education, participants develop insight into the mechanisms through which mindfulness influences stress physiology, executive functioning, and emotion regulation.

In addition to building personal mindfulness skills, the programme emphasises practical, ethically grounded strategies for integrating mindful approaches into daily school life. Through experiential exercises, reflective inquiry, and structured peer dialogue, participants learn how to apply mindfulness to challenging teaching moments, enhance communication with students and colleagues, and support the co-creation of calmer, more focused, and empathetic learning environments.

Designed for teachers across all levels and disciplines—as well as other professionals with an interest in mindfulness—the course equips participants with both conceptual understanding and classroom-ready practices, enabling them to deepen their wellbeing while shaping more humane and supportive educational settings.

Methodology and Assessment

The course employs an experiential, research-informed methodology combining theoretical input, guided practice, reflective dialogue, and peer learning. Participants are introduced to key models of mindfulness, stress regulation, and self-compassion, and engage in a progressive sequence of mindfulness exercises—including breath awareness, body scanning, mindful movement, and compassion-based practices—to support gradual integration into daily life and teaching routines. Emphasis is placed on

personal reflection, journaling, and group discussions to deepen understanding and encourage responsible, context-sensitive application in school environments. Assessment is formative and continuous, based on engagement in practice sessions, reflective contributions, and the development of an individual plan for sustaining mindfulness and applying course insights within educational settings.

Learning Objectives

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

Understanding Mindfulness Theory, Research & Educational Relevance

- Analyse the theoretical foundations of mindfulness and meditation, drawing on contemporary psychological, neuroscientific, and educational research.
- Explain the documented benefits of mindfulness for wellbeing, emotional regulation, attention, stress reduction, and interpersonal functioning.
- Critically evaluate how mindfulness-based approaches align with current challenges in teaching, including burnout, cognitive overload, and classroom stressors.

Developing Personal Mindfulness Practices

- Practise a range of mindfulness meditation techniques—including breath awareness, body scan, mindful movement, and compassion-based practices—and reflect on their effects.
- Apply mindfulness strategies to daily routines inside and outside school, cultivating sustained presence, balance, and self-awareness.
- Demonstrate understanding of stress mechanisms and describe how mindfulness can interrupt reactivity, support regulation, and foster resilience in demanding educational contexts.

Mindfulness in School Environments

- Assess the potential impact of mindfulness on classroom climate, teacher–student relationships, communication patterns, and whole-school wellbeing.

- Design simple, ethically grounded mindfulness activities suitable for diverse school environments, age groups, and learning needs.

- Recognise the role of self-compassion in professional wellbeing and articulate how compassion practices support emotional resilience and relational sensitivity in teaching.

Intercultural, Linguistic & Collaborative Learning

- Enhance English language fluency through academic discussion, reflective dialogue, and collaborative tasks in the course's official working language.

- Demonstrate intercultural awareness by exchanging perspectives and experiences with colleagues from diverse European contexts.

- Contribute to peer learning by sharing personal and professional experiences of mindfulness, supporting collective reflection and professional growth.

European Collaboration & Comparative Educational Insights

- Strengthen European cooperation networks by engaging with peers involved in mindfulness and wellbeing education across different countries.

- Compare educational approaches, wellbeing policies, and school cultures in Europe to better understand how mindfulness can be adapted to varied institutional contexts.

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	
Day 1	Introduction, Orientation & Foundations of Mindfulness
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	What is Mindfulness?
11.15 - 11.30	Break
11.30 - 12.15	Research & theory: evidence from MBSR, MBCT, CARE for Teachers, SEL frameworks
12.15 - 13.00	Guided experiential practice + reflective sharing
Day 2	Core Mindfulness Practices & Stress Management for Teachers
09.00 - 09.45	Understanding attention, distraction, and cognitive overload in teaching contexts
09.45 - 10.30	Stress physiology and stress cycles in busy school environments
10.30 - 11.15	Mindfulness as a self-regulation tool
11.15 - 11.30	Break
11.30 - 12.15	Classroom-ready micro-practices
12.15 - 13.00	Practice session: body scan + journaling on personal stress patterns
Day 3	Mindfulness in Daily Life & School Environments
09.00 - 09.45	Cultivating mindfulness in daily routines
09.45 - 10.30	Mindful communication with students, colleagues and parents
10.30 - 11.15	Classroom applications
11.15 - 11.30	Break
11.30 - 12.15	Designing supportive school environments
12.15 - 13.00	Guided practice: mindful movement + informal mindfulness tasks
Day 4	Self-Compassion & Mindfulness for Teacher Wellbeing
09.00 - 09.45	Understanding self-compassion and its research foundations

09.45 - 10.30	Self-kindness vs. self-criticism
10.30 - 11.15	Self-compassion for teachers
11.15 - 11.30	Break
11.30 - 12.15	Applying compassion practices with students in appropriate, trauma-sensitive ways
12.15 - 13.00	Practical exercises: loving-kindness meditation, compassionate journaling
Day 5	Integration, Individual Support & Closing Session
09.00 - 09.45	One-to-one support: reviewing personal practice, identifying obstacles
09.45 - 10.30	Creating simple mindfulness activities for students
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.