

LEARNING PROGRAMME

Team Building for Teachers and Educators in Schools and Educational Organisations

10-DAY COURSE

50 learning hours | Course programme

Team Building for Teachers and Educators in Schools and Educational Organisations – 10-Day Course

Introduction and Description

This comprehensive ten-day programme offers a theoretically rigorous and experientially rich examination of team building as a foundational dimension of organisational learning, collaborative professionalism and staff wellbeing in educational settings. Grounded in interdisciplinary scholarship from organisational psychology, educational leadership, socio-cultural theory and experiential learning research, the course conceptualises team building as a complex, multi-layered process through which educators develop shared meaning, mutual trust and a collective capacity for action. Rather than viewing team building solely as a set of discrete activities, the course situates it within the broader ecology of school culture, professional relationships and institutional development.

Participants engage critically with theoretical frameworks that illuminate how teams evolve, how relational dynamics influence learning and communication, and how leadership structures interact with interpersonal processes to shape the functioning of staff communities. Particular emphasis is placed on understanding schools as dynamic social systems where collaboration is simultaneously shaped by underlying assumptions, cultural norms, emotional climates and structural constraints.

A central pedagogical feature of the programme is the inclusion of two intensive outdoor learning days, which serve as authentic and embodied laboratories for exploring group dynamics in real time. Outdoor environments—unpredictable, multisensory and less constrained than institutional settings—bring relational patterns, leadership behaviours and communication tendencies to the fore with striking clarity. These experiences allow participants to witness and reflect on how trust is negotiated, how roles emerge, how groups self-organise and how collective problem-solving unfolds under conditions of novelty, ambiguity and shared challenge. Such contexts underscore the theoretical argument that meaningful team development requires movement beyond habitual professional routines into spaces that invite openness, cooperation and adaptive thinking.

Indoor sessions complement these outdoor experiences by offering analytic tools, conceptual frameworks and structured opportunities to examine the pedagogical, socio-emotional and organisational value of a diverse repertoire of team-building practices. Participants explore facilitation techniques, reflective debriefing models and inclusive approaches that are sensitive to differing interpersonal styles and staff compositions.

Throughout the course, they engage in iterative design processes, applying theoretical insights and experiential understanding to conceptualise team-building interventions that align with the cultural, developmental and strategic goals of their educational institutions.

By the end of the programme, participants develop a contextually grounded and pedagogically robust team-building plan that integrates indoor and outdoor methodologies, supports sustainable collaboration and contributes to cultivating resilient, communicative and professionally cohesive school environments. The course thus positions team building not as an isolated set of activities but as a strategic, ongoing organisational process capable of strengthening the social infrastructure of education.

Methodology and Assessment

The course uses experiential, participatory and reflective methodologies, combining indoor workshops, demonstrations, digital collaboration tasks and two full outdoor learning days. Outdoor sessions immerse participants in authentic cooperative challenges that enhance communication, trust and shared problem-solving. Indoor activities include structured discussions, practical facilitation exercises, design tasks and peer feedback. Digital sessions introduce tools for synchronous and asynchronous collaboration. Assessment is formative, based on active participation, reflective dialogue, collaborative work and the development of a school-specific team-building plan integrating indoor, outdoor and digital components. Final presentations enable participants to demonstrate learning transfer to their professional context.

Learning Objectives

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

Understanding Teams & Organisational Contexts

• Analyse theoretical frameworks of team development, cohesion and organisational learning relevant to schools.
• Evaluate contextual, interpersonal and structural factors that influence team functioning and staff collaboration.

Facilitation, Group Dynamics & Inclusive Practice

• Interpret group dynamics and apply facilitation strategies that promote trust, psychological safety and constructive communication in both indoor and outdoor settings.
• Identify and address barriers to effective teamwork, conflict sources and differing professional styles.

Designing Comprehensive Team-Building Interventions

• Critically assess a broad repertoire of indoor, outdoor and digital team-building activities and articulate their pedagogical and socio-emotional value.
• Design, adapt and implement coherent team-building sequences aligned with institutional needs, staff profiles and desired competencies.

Digital Collaboration & Distributed Teams

• Integrate principles of e-team building and apply online platforms (eTwinning, School Education Platform) to support distributed professional collaboration.
• Develop digital coaching and collaboration structures to extend team-building processes beyond the training setting.

Professional Reflection & Institutional Implementation

• Create a sustainable team-building plan integrating experiential outdoor elements, indoor workshops and digital tools.
• Reflect critically on their evolving facilitation identity and the long-term impact of team building on school culture and educator wellbeing.

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	Introduction, Group Formation & Foundations of Team Building
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Group formation activities
11.15 - 11.30	Break
11.30 - 12.15	Introduction to team building in educational organisations
12.15 - 13.00	Mapping participants' prior experience with teamwork in educational contexts
Day 2	Understanding Teams: Theory, Dynamics & Organisational Contexts
09.00 - 09.45	Theoretical foundations
09.45 - 10.30	Team functioning in schools
10.30 - 11.15	Understanding group dynamics
11.15 - 11.30	Break
11.30 - 12.15	Barriers to effective teamwork
12.15 - 13.00	Paired reflection: diagnosing team-building needs and opportunities
Day 3	Experiential Team Building in Natural/Urban Environments
09.00 - 09.45	Outdoor learning orientation
09.45 - 10.30	Trust- and rapport-building activities in open spaces
10.30 - 11.15	Group problem-solving challenges

11.15 - 11.30	Break
11.30 - 12.15	Creative outdoor tasks
12.15 - 13.00	Structured debrief
Day 4	Typology & Design of Team-Building Activities
09.00 - 09.45	Overview of indoor team-building activity types
09.45 - 10.30	Anatomy of an activity
10.30 - 11.15	Demonstrations of warm-up and trust-building activities
11.15 - 11.30	Break
11.30 - 12.15	Demonstrations of communication and cooperation-focused tasks
12.15 - 13.00	Reflection on learning from outdoor activities and implications for indoor practice
Day 5	Facilitation Skills, Inclusive Practice & Conflict-Sensitive Approaches
09.00 - 09.45	The role of the facilitator
09.45 - 10.30	Techniques for guiding group processes
10.30 - 11.15	Understanding and transforming conflict in teams
11.15 - 11.30	Break
11.30 - 12.15	Designing inclusive team-building experiences for diverse groups
12.15 - 13.00	Facilitation identity, strengths and areas for growth
Day 6	Digital Approaches: e-Team Building & Online Collaboration
09.00 - 09.45	Introduction to e-team building
09.45 - 10.30	Synchronous digital collaboration tools
10.30 - 11.15	Asynchronous activities
11.15 - 11.30	Break
11.30 - 12.15	Designing accessible and engaging online group activities
12.15 - 13.00	Creating a short e-team building session
Day 7	Sharing Professional Experience & Reflective Practice

09.00 - 09.45	Methods for capturing and sharing learning
09.45 - 10.30	Exchange of participants' institutional experiences with team building
10.30 - 11.15	Techniques for showcasing team-building outcomes
11.15 - 11.30	Break
11.30 - 12.15	Linking team building with school improvement processes & strategic development
12.15 - 13.00	Preparation for Outdoor Day
Day 8	Leadership, Collaboration & Complex Challenges
09.00 - 09.45	Activation session
09.45 - 10.30	Long-format collaborative mission
10.30 - 11.15	Rotating leadership tasks and observation of team dynamics in action
11.15 - 11.30	Break
11.30 - 12.15	Creative and reflective outdoor challenges encouraging collective meaning-making
12.15 - 13.00	Final debrief of outdoor experiences
Day 9	Designing Team-Building Programmes for Schools
09.00 - 09.45	Backward design for team building
09.45 - 10.30	Selecting appropriate indoor, outdoor and digital approaches
10.30 - 11.15	Drafting participants' personalised team-building plans (part 1)
11.15 - 11.30	Break
11.30 - 12.15	Drafting participants' personalised team-building plans (part 1)
12.15 - 13.00	Peer-review and iterative refinement
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
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.