



COURSE DESCRIPTION

For Teachers: New Strategies For A Positive And Happy School

UNESCO's Happy Schools framework puts twelve criteria behind a word that usually gets used loosely. This week you score your own school against all twelve, then separate what you can change yourself from what you will have to ask for.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

This week you score your own school against an international set of criteria for what makes a school happy, then separate what you can change yourself from what you will have to ask for.

- **Monday** — you score your own school against every criterion and mark the three places where it is weakest.
- **Tuesday** — you build a code of conduct with a class rather than for one, and practise the routines that make trust hold.
- **Wednesday** — you try engaging, hands-on pedagogies and flexible ways of assessing, then sort the actions they suggest into what you can do alone, with one colleague, or only with a decision from above.
- **Thursday** — you look at what your school's physical and digital spaces, and its stated principles, are doing to the people in them.
- **Friday** — you finish the change you will make yourself, prepare two more, and rehearse the ask with a partner playing the person who has to say yes.

You go home with a scored map of where your own school is weak, one change you will start before the next school break, one prepared with a single colleague, and a written case for the one you cannot make alone, naming who has to agree. No prior knowledge of the framework is needed, and a rough sense of your own school is enough to start.

02 Course description

A teacher can master every soft skill in the book and still work inside a school where happiness is structurally difficult: a room nobody can rearrange, an assessment calendar that squeezes out everything else, shared values that exist on a poster and nowhere else. That is not an individual skills gap, and treating it as one is why so much wellbeing training changes nothing.

UNESCO's global Happy Schools framework was built for the other level. It sets out four pillars — People, Process, Place and Principles — and twelve criteria underneath them. They cover relationships and staff wellbeing, curriculum balance and assessment, the physical and digital spaces a school occupies, and the values of trust, inclusion and empowerment that decide whether any of the rest holds. It is worth knowing that the framework grew. The 2016 version had three categories and twenty-two criteria; the 2024 global report added Principles as a fourth pillar and cut the criteria to twelve.

The week runs on those twelve. Each participant scores their own school against every criterion on the first day, which produces something more useful than a list of good ideas: a map of where this particular school is actually weak. Positive-behaviour classroom techniques, codes of conduct built with a class rather than for it, and the pedagogies that make a lesson worth turning up to all sit inside that map, under the pillars they belong to. So do the two that are easiest to leave out — the school's spaces, and its stated principles.

What separates this from a wish list is the last day. Every participant finishes with three things: one change they can make on their own before the next school break, one that needs a single colleague, and one they cannot make alone. The last is written up as a case, with the person who would have to agree to it named, and the evidence they would bring. All three are honest. A teacher can rearrange a room and change how a lesson opens; a teacher cannot, alone, rewrite what a school says it stands for. Knowing which is which is most of the work.

03 Learning outcomes

- 01 Score your own school against UNESCO's twelve Happy Schools criteria, using this course's simple scoring method, and say, with evidence, which of the four pillars is weakest.
- 02 Build a code of conduct with a class rather than for one, and run the trust-building work that makes it hold past the first week.
- 03 Choose pedagogies and assessment routines that fit the Process criteria — balanced workload, active learning, flexible ways of showing what has been learned.
- 04 Name what your school's physical and digital spaces are doing to the people in them, and identify the changes that cost nothing.
- 05 Separate what you can change alone from what needs agreement, and make the case for one thing in the third column to the person who can actually grant it.

04 Methodology

Scored Before Solved	Nothing is designed until the school has been scored against all twelve criteria. Advice that arrives before diagnosis is how wellbeing training ends up being about whichever pillar the trainer likes most.
Three Columns, Always	Every idea in the week is sorted into what you can do yourself, what needs one colleague, and what you would have to ask leadership for. All three are legitimate; confusing them is what makes plans die quietly.

Practised, Not Presented

The classroom material — trust-building, codes of conduct, positive-behaviour techniques, movement and outdoor work — is run in the room and taken apart afterwards, rather than described from slides.

05 Daily programme

Day 1

Twelve Criteria, One School

- **Icebreaker:** each participant writes what “a happy school” means to them in two sentences, before hearing any framework. The notes are kept and read again on Friday
- Where the framework came from and how it changed: three categories and twenty-two criteria in 2016, four pillars and twelve criteria in the 2024 global report, and why Principles was added
- The twelve criteria, one by one, with what each is actually asking about
- **What the research asks students and parents:** the measurement scales now being built on this framework, what their questions reveal, and the honest limits of them
- **Working session:** each participant scores their own school across all twelve criteria and marks the three weakest. That score is the specification for the rest of the week

Day 2

People: Relationships, Wellbeing, Attitudes

- **Warm-up:** pairs describe a colleague’s small habit that makes the staffroom better — then consider why nobody has ever said so out loud
- **Supportive and collaborative relationships:** what makes them possible structurally rather than personally, and the difference between a friendly school and a safe one
- Physical and social-emotional wellbeing — including staff, which this pillar explicitly covers and most wellbeing initiatives quietly omit
- Building a code of conduct with a class rather than for one: run in full, then taken apart — what makes students own it, and what makes it dead by October
- **Consistency and trust:** the classroom routines that produce it, practised in the room
- **Working session:** the People criteria from your Day 1 score, with actions sorted into the three columns: alone, with one colleague, needs a decision from above

Day 3

Process: Curriculum, Pedagogy, Assessment

- **Balanced curricula and manageable workload:** what the criterion means when the timetable is not yours to set
- **Joyful and engaging pedagogies:** making learning relevant, breaking routine with movement-based, hands-on and outdoor work — run as activities, then examined for why they work
- Positive-behaviour classroom techniques in practice, and where they stop being enough
- **Holistic and flexible assessments:** what “flexible pathways to show learning” looks like in a real subject with a real exam at the end of it
- **Working session:** the Process criteria from your score, same three columns

Day 4

Place and Principles: The Half Nobody Teaches

- **Place, criterion by criterion:** safe, healthy, accessible and sustainable facilities; functional and inclusive spatial design; the school as a social hub for its community
- What a teacher can actually change about a space in a week, what needs a budget, and what only needs permission nobody has asked for
- The digital half of Place, which the framework explicitly includes and schools rarely audit
- **Principles:** trust, inclusion and empowerment — the pillar that decides whether the other three hold. What each looks like when it is real, and what it looks like when it is a poster
- Where a stated principle and an actual practice contradict each other in your own school, and what that contradiction teaches students regardless of what is taught
- **Working session:** the Place and Principles criteria from your score — this is where the third column fills up, and that is the point

Day 5

Three Lists

- **Day 1's two sentences are read back:** what has changed about what you meant by a happy school
- **List one, finished:** the change you will make yourself before the next school break, with the week it starts and what you will notice if it is working
- **List two, prepared:** one thing that needs a single colleague, and how you will ask
- **List three, prepared:** one thing you cannot do alone — written as a case, naming the person who would have to agree, the criterion it addresses, and the evidence you would bring
- The ask, rehearsed in pairs, with the other person playing the person who has to say yes — then two taken to the whole group
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- UNESCO's global Happy Schools framework — four pillars and twelve criteria, published free of charge, and the criteria this course's own scoring sheet works from
- Why the world needs happy schools: Global report on happiness in and for learning (UNESCO, 2024) — the report the framework comes from, worked with on Day 1
- The measurement scales developed against this framework for students and for parents — examined on Day 1 for what they ask and what their limits are, not administered
- Your own scoring of your school across the twelve criteria, completed on Day 1 and used as the specification for everything built afterwards

- A change plan and a written case, the two outputs of the week

07 How to prepare

- A rough sense of your own school is enough to start. Day 1 scores it against twelve criteria. If you happen to know who decides things like rearranging a room or changing a routine, that helps on Day 5, but you can work it out during the week.
- Have one class in mind as well. The classroom work in the middle of the week is built for a real group, and the plan written for students in general is the one that never gets used.
- Do not bring survey data or anything identifying students or colleagues. Everything scored during the week is your own reading of your own school, which keeps other people out of it.
- No prior knowledge of the framework is needed. It is introduced on Day 1 and used as a checklist from then on.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Among the school-education priorities it sets out for cooperation partnerships (KA2), a useful reference for the aim, the Erasmus+ Programme Guide lists "Promoting wellbeing at school", which aims "to help build capacity of schools, educators and school leaders to address well-being at school, in a whole-school approach perspective", including "promotion of well-being (both in terms of mental and physical health) for learners and teachers" and work to "establish a positive school climate" (Erasmus+ Programme Guide 2026, Partnerships for Cooperation – sector-specific priorities in the field of school education, p. 230). This week works at that whole-school level rather than on one teacher's skills: participants score their own school against the twelve criteria of UNESCO's Happy Schools framework, which covers staff wellbeing as well as students', and leave with one change they will make themselves, one prepared with a colleague, and a written case for one that needs a decision from school leadership, naming who has to agree. It also serves the Key Action 1 objective of "supporting professional development of teachers, school leaders and other school staff" (Key Action 1 – Mobility for pupils and staff in school education, Objectives of the action, p. 103).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2
Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

erasmusmobilityacademy.com/courses/for-teachers-new-strategies-for-a-positive-and-happy-school

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.