



COURSE DESCRIPTION

Soft Skills for Strong Teachers

What keeps a teacher going through a hard year? This week practises communication, feedback and de-escalation skills and asks what each one does for you as well as for your students, with Seligman's PERMA model of wellbeing as the lens.

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

What keeps a teacher going through a hard year? This week uses positive psychology to look at that question through everyday classroom skills.

Martin Seligman's PERMA model breaks wellbeing into five components: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. PERMA is a theory of wellbeing, not a list of skills, so this week uses it as a lens: it organises communication, leadership and classroom-management skills around the five components, and asks each day what a skill does for you as well as for your students.

- Monday — you meet the five components and take a private snapshot of your own teaching week.
- Tuesday — Relationships: active listening, verbal and non-verbal communication, and constructive feedback, practised in role-plays.
- Wednesday — Engagement and Accomplishment: motivating students and setting small goals with them, including how one piece of feedback changes for three different invented students.
- Thursday — hard moments: you rehearse de-escalation steps on trainer-prepared scenarios, look at your own reaction, and reflect on why you teach (Meaning).
- Friday — you write and share a personal plan with one small action for each of the five components.

You go home with that plan and a rehearsed way to handle a hard classroom moment.

02 Course description

Each day takes one or two PERMA components and asks two questions: what does this skill do for my students, and what does it do for me? On Tuesday, active listening is a Relationships skill: you listen to a partner and retell what you heard without adding your own interpretation, then practise giving constructive feedback. On Wednesday, motivating students touches Engagement, and setting a small goal with a student touches Accomplishment.

Three invented student profiles keep Wednesday practical: the same feedback sentence is rewritten for a student who is afraid of being wrong, a confident student who rushes, and a capable student who asks “what is the point?”. Nobody brings a real pupil into the room.

Thursday works on hard classroom moments with scenarios prepared by the trainer from common situations, for example two students arguing or a student who refuses to start. You rehearse a few practical steps — lower your voice, give space, offer two choices, state the next step — and notice your own reaction before you respond. These are practical steps to rehearse, not a script that fits every situation, and nobody is asked to replay an incident from their own school. The day also includes a short conversation about why you became a teacher.

On Friday you turn the week into a personal plan and try explaining it to a colleague. The course is about the individual teacher. Personal stress-reduction practices such as breathing and body awareness belong to Empowering Educators through Mindfulness and Well-Being, and school-level approaches to a positive climate belong to For Teachers: New Strategies for a Positive and Happy School.

03 Learning outcomes

- 01 Communicate more effectively with students — active listening, constructive feedback, and confident verbal and non-verbal communication.
- 02 Motivate your classroom and set small goals with students, matching your feedback to different student profiles.
- 03 Handle challenging classroom situations with confidence, using practical de-escalation steps you have rehearsed in role-play.
- 04 Reflect on your own reactions and on why you teach, using the five PERMA components as a lens.
- 05 Leave with a personal plan for continued professional development, with one small action for each component.

04 Methodology

Interactive, Not Lecture-Based	Each topic (communication, leadership, student support) is explored through interactive exercises, role-plays and group discussion — short theoretical framing only.
Trainer-Prepared Scenarios	Role-plays use scenarios prepared from common classroom situations; nobody is asked to replay an incident from their own school.
Personal Action Plan	The course ends with a personal plan built on the five PERMA components, shared with colleagues in small groups.

05 Daily programme

Day 1

Welcome, PERMA and Your Teaching Week

- **Icebreaker:** in pairs, share a sentence someone said to you this year that changed your day
- Introduction to the course and participants

- Martin Seligman's PERMA model — Positive Emotion, Engagement, Relationships, Meaning, Accomplishment — used this week as a lens
 - **Your private PERMA snapshot:** how the five components show up in a typical week of yours
 - Presentation of the schools of the participants
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Day 2

Relationships: Communication Skills

- **Warm-up:** your partner tells you something for one minute; you retell it without adding your own interpretation
 - Importance of effective verbal and non-verbal communication — PERMA's Relationships component in practice
 - Techniques for active listening
 - Providing constructive feedback to students
 - Interactive exercises and role-plays to practise communication skills
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Day 3

Engagement and Accomplishment: Motivating Students

- Motivating and guiding students — PERMA's Engagement and Accomplishment components in practice
 - Setting small goals together with a student
 - **Three invented student profiles:** rewriting the same feedback for each
 - Creating a positive classroom environment and promoting student participation
 - **Leading a class discussion:** who speaks, how you invite quieter students, and how you close it
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Day 4

Hard Moments and Why You Teach

- Strategies for effective classroom management and handling challenging situations
 - Rehearsing de-escalation steps on trainer-prepared scenarios, noticing your own reaction before you respond
 - Simulations and role-playing exercises for managing difficult scenarios
 - **Meaning:** why you became a teacher, shared in pairs, and experiences shared with educators from different cultural backgrounds
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Day 5

Your PERMA Plan and Closing

- **Writing your personal plan:** one small action for each of the five components, starting from one thing that went well this week (Positive Emotion)
- **Sharing your plan with colleagues in small groups:** one thing clear and doable, one thing to try
- What you can do alone, with a colleague, or must ask your school for
- **Course evaluation:** discussing and assessing acquired competencies, feedback on content and delivery
- Sharing resources and materials; exchanging contact information for future collaboration
- Issuing Certificates of Attendance

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

- Worked on during the week: a private PERMA snapshot sheet, three invented student profiles with a feedback-tailoring task, trainer-prepared hard-moment cards with rehearsal steps, and a personal PERMA plan with peer-feedback prompts. Everything works on paper.

07 How to prepare

- Nothing is needed in advance. Come as you are; every exercise is optional, and you decide what to share.

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

This mobility supports the Key Action 1 school education objective of “supporting professional development of teachers, school leaders and other school staff” (Erasmus+ Programme Guide 2026, Key Action 1 – Mobility for pupils and staff in school education, Objectives of the action, p. 103). The Guide's school education priority “Supporting teachers, school leaders and other teaching professions”, set out for cooperation partnerships (KA2) and a useful reference for the aim, covers teachers' “continuous professional development” and “making teaching careers more attractive and diverse, including via support to their wellbeing” (Partnerships for Cooperation – sector-specific priorities in the field of school education, p. 230). The week addresses both at the level of the individual teacher: communication, feedback, motivation and de-escalation skills practised in role-play, organised around Martin Seligman's PERMA model of wellbeing, so that each skill is looked at for what it does for the teacher as well as for students. Participants leave with a personal plan of one small action for each of the five PERMA components and a rehearsed way to handle a hard classroom moment.

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

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COURSE PAGE

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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.