



DAILY PROGRAMME

For Teachers: New Strategies For A Positive And Happy School

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Twelve Criteria, One School	DAY 2 People: Relationships, Wellbeing, Attitudes	DAY 3 Process: Curriculum, Pedagogy, Assessment	DAY 4 Place and Principles: The Half Nobody Teaches	DAY 5 Three Lists
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Day by day

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.

ISSUED BY

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COURSE PAGE

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