COURSE BROCHURE | ERASMUS+ TRAINING

# Communicating Under Pressure

Communicate clearly under pressure through self-regulation, active listening, assertiveness, de-escalation and constructive follow-up.

| LOCATION | LANGUAGE | FORMAT | DURATION | COURSE FEE | OID |
|---|---|---|---|---|---|
| Lisbon | English | On-site | 5 days | €450 | E10201112 |

€450 per participant for 5 days in Lisbon, Portugal. Check current editions, fee and inclusions before booking.

## Course description

High-pressure conversations in education can quickly affect judgement, trust and professional relationships. Difficult parent meetings, student conflict, feedback conversations, team tensions and unexpected incidents require educators to remain composed, listen accurately and communicate with clarity.

This course develops practical communication skills for situations involving emotion, disagreement or urgency. Participants will examine how pressure can affect attention, interpretation and behaviour, and practise self-regulation, active listening, factual clarification, assertive language, de-escalation, constructive feedback and negotiation.

Through realistic simulations, peer feedback and reflection, participants will strengthen communication competence, prepare communication strategies and an institutional action plan that support psychological safety, professional boundaries and constructive follow-up.

## Who the course is for

### For educators

Teachers, trainers, school leaders, coordinators, support staff and other education professionals who manage difficult conversations, complaints, feedback, conflict or high-pressure situations. The course is particularly relevant for those communicating with students, families, colleagues or institutional teams while maintaining empathy, clarity, boundaries and professional trust.

### At a glance

**Course level:** Basic to Intermediate Professional Communication

**Prerequisites:** No formal prerequisites. Participants should be willing to practise realistic communication scenarios and reflect on professional experience.

**Working language:** English. Please **contact the team** if you are unsure about the course level or working language.

**CURRICULUM FOCUS**

Active Listening & De-escalation / Stress & Emotional Regulation / Assertive Communication & Feedback

**View the course, current editions and fees**

02 / INTENDED LEARNING OBJECTIVES

# Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Stress Awareness & Emotional Regulation** - Recognise personal stress responses and apply practical regulation strategies before and during demanding professional conversations.

02 **Active Listening & Empathic Understanding** - Use attentive listening, paraphrasing and appropriate acknowledgement to understand concerns and reduce avoidable escalation.

03 **Factual Clarification & Message Framing** - Separate facts, interpretations and assumptions, gather relevant information and frame the issue clearly before responding.

04 **Assertive Communication & Boundaries** - Express needs, decisions and professional boundaries respectfully, using precise language and an appropriate tone.

05 **Conflict De-escalation** - Identify signs of escalation and apply communication strategies that slow the interaction, preserve dignity and support constructive dialogue.

06 **Constructive Feedback & Negotiation** - Deliver and receive feedback, identify shared interests and negotiate realistic next steps in challenging educational situations.

07 **Resilient Communication Planning** - Develop a communication and follow-up plan that supports professional resilience, psychological safety and appropriate escalation or referral.

08 **European Peer Exchange & Institutional Transfer** - Compare communication practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

## Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

# Learning Activities & Training Schedule

| MONDAY - FRIDAY (DAYS 1 - 5) | 08:30 - 13:30 | TRAINING HOURS 5h scheduled per day (25h total) | ⓘ *This is a typical timetable, subject to the provider's discretion.* |
|---|---|---|---|

DAY 1

## Pressure, Stress Responses & Careful Communication

- Identify common high-pressure situations, personal triggers and communication risks in educational settings.
- Explore how pressure can affect attention, interpretation, tone and decision-making without reducing behaviour to simple neuroscience claims.
- Practise pause, breathing, grounding and preparation strategies that support composure.
- Frame a specific issue, distinguish priorities and avoid sarcasm, blame or unnecessary escalation.
- Use tone, pace, silence and concise language in short communication exercises.

DAY 2

## Active Listening, Empathy & Receiving Criticism

- Practise attentive listening without interruption or premature problem-solving.
- Use paraphrasing, clarification and summarising to test understanding.
- Acknowledge emotions and concerns without automatically agreeing with every interpretation or request.
- Receive criticism with reduced defensiveness and identify useful information within difficult feedback.
- Reflect on personal communication habits and adapt listening responses to different situations.

DAY 3

## Assertiveness, Boundaries & Difficult Conversations

- Distinguish assertive communication from passive, aggressive or avoidant responses.
- Use facts, needs, requests and consequences to structure a clear professional message.
- Communicate limits and responsibilities while maintaining empathy and respect.
- Practise parent, colleague, student or team conversations through realistic roleplay.
- Plan appropriate documentation, follow-up and referral after a sensitive conversation.

04 / COURSE PROGRAMME | DAYS 4-5

# Learning Activities & Training Schedule

DAY 4

## De-escalation, Feedback & Negotiation

- Identify verbal and non-verbal signs that a conversation is escalating.
- Apply de-escalation language, questions and pacing while preserving safety and professional boundaries.
- Use structured feedback approaches that focus on observable behaviour, impact and next steps.
- Explore shared interests, realistic options and principled negotiation in educational disputes.
- Test the strategies through group simulations and structured peer feedback.

DAY 5

## Communication Action Plan, Peer Review & Transfer

- Integrate self-regulation, listening, clarification, assertiveness and de-escalation in a complex scenario.
- Develop a personal or institutional communication action plan for a recurring high-pressure situation.
- Review the plan through peer and trainer feedback, including limitations and escalation boundaries.
- Identify how communication routines can support trust and psychological safety without replacing formal protocols.
- Agree next steps, complete course reflection, evaluation and certification.

### ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

### COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

# Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

## Methods applied in this programme

### Stress Awareness & Self-Regulation Practice

Participants recognise pressure responses and rehearse brief regulation, preparation and attention-management strategies before applying communication techniques.

### Scenario-Based Listening, Assertiveness & De-escalation

Guided roleplays develop listening, clarification, boundary-setting and de-escalation skills in parent, student, colleague and team scenarios.

### Feedback, Negotiation & Action Planning

Participants test feedback and negotiation structures, receive observation-based feedback and translate the learning into a practical communication action plan.

### Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Managing a Difficult Parent-Teacher Conversation**
>
> Imagine a teacher preparing for a challenging meeting with a parent concerned about their child's experience. Participants identify the pressure points, prepare a clear purpose and factual information, practise active listening and assertive responses, and agree realistic follow-up. They review when the issue can be resolved through dialogue and when formal safeguarding, leadership or support procedures are required. This illustrates one possible application; actual activities may vary.

### An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

**Meet our trainers and explore our approach**

06 / PRACTICAL INFORMATION & SUPPORT

# Everything you need for your training

## Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

**Materials to bring: None**

## Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

## Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

## Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

**Provider OIDs: Portugal** E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
### Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
### Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
### Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

## Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

Contact: learningtogether.eu@sinerconsult.pt | +351 229 418 490