COURSE BROCHURE | ERASMUS+ TRAINING

Communicative Skills for European Teachers

Strengthen everyday educational communication through active listening, empathy, non-verbal awareness, group dynamics, trust and inclusive participation.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Azores	English	On-site	5 days	€400	E10201112

€400 per participant for 5 days in Azores, Portugal. Check current editions, fee and inclusions before booking.

Course description

Communication shapes how educators explain ideas, listen, build trust, manage participation and collaborate. The way educators explain ideas, listen, respond and interact with others influences learner engagement, trust and the quality of everyday educational experiences. In increasingly diverse learning environments, communicating with clarity, empathy and intercultural awareness is a valuable professional competence.

This course develops verbal, non-verbal and interpersonal communication through practical exercises, active listening, empathy, group dynamics and reflective practice. Participants will examine communication barriers and styles, adapt language, tone and body language, support inclusive participation and use motivational and relationship-building approaches in educational settings.

Through realistic educational scenarios, interactive workshops and exchange with European colleagues, participants will practise communicating effectively with learners, colleagues and wider educational communities. They will develop a personal communication action plan with practical strategies to strengthen everyday professional interactions and adapt their learning to their own educational contexts.

Who the course is for

For educators

Teachers, trainers, facilitators and other education professionals seeking to improve everyday communication and interpersonal relationships. The course is particularly relevant for those who want to listen more effectively, understand group dynamics, reduce communication barriers, encourage participation and build trust with learners and colleagues.

At a glance

Course level: Basic to Intermediate Professional Literacy

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

CURRICULUM FOCUS

Active Listening & Empathy / Classroom Communication & Group Dynamics / Motivation, Trust & Relationships

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 **Verbal Communication & Clarity** - Express ideas, questions, instructions and expectations clearly and appropriately in educational interactions.

02 **Non-Verbal Communication Awareness** - Recognise how posture, facial expression, gesture, voice, silence and physical positioning influence understanding and relationships.

03 **Active Listening & Empathy** - Use encouragement, open questions, paraphrasing and reflective listening to understand learner and colleague perspectives.

04 **Communication Barriers & Adaptation** - Identify common communication barriers and adapt language, pace, channel and style to different needs and contexts.

05 **Group Dynamics & Inclusive Participation** - Apply facilitation strategies that support balanced participation, psychological inclusion and constructive group interaction.

06 **Motivation, Trust & Supportive Influence** - Use strengths-based language, clear expectations and appropriate encouragement to support motivation and professional relationships.

07 **Reflective Communication Development** - Evaluate personal communication habits, practise alternative responses and prepare a realistic professional improvement plan.

08 **European Peer Exchange & Institutional Transfer** - Compare educational 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

Communication Foundations & Non-Verbal Expression

- Explore the role of communication in learning, relationships and professional cooperation.
- Compare verbal, paralinguistic and non-verbal communication.
- Examine voice, body language, facial expression, silence and physical positioning.
- Identify personal communication habits and possible mismatches between intention and impact.
- Practise clear instructions, questions and explanations through short group activities.

DAY 2

Active Listening, Empathy & Understanding Needs

- Identify conditions that help or hinder attentive listening.
- Practise encouragement, open questions, probing, paraphrasing and reflective listening.
- Distinguish empathy from agreement, assumption or problem-solving too quickly.
- Explore learner and colleague needs through perspective-taking activities.
- Apply listening techniques to realistic educational conversations.

DAY 3

Communication Styles, Barriers & Group Dynamics

- Examine communication styles and how they influence interaction.
- Identify linguistic, emotional, cultural, environmental and relational barriers.
- Analyse participation patterns, roles and influence within groups.
- Practise facilitation strategies that support quieter voices and balanced discussion.
- Develop trust-building and inclusive communication responses through scenarios.

04 / COURSE PROGRAMME | DAYS 4-5

Learning Activities & Training Schedule

DAY 4

Motivation, Supportive Influence & Educational Leadership

- Explore intrinsic and extrinsic motivation in educational relationships.
- Use strengths-based language and constructive expectations to encourage engagement.
- Distinguish supportive influence from pressure, manipulation or persuasion at any cost.
- Practise negotiation, collaborative problem-solving and everyday leadership communication.
- Apply the learning to classroom, team or project situations.

DAY 5

Integrated Communication Practice & Development Planning

- Integrate verbal, non-verbal, listening and facilitation skills in realistic scenarios.
- Observe communication impact and give specific, respectful peer feedback.
- Review personal strengths, barriers and high-priority development needs.
- Create a practical communication-development plan for the participant's professional context.
- Share transfer ideas, complete course 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

Verbal & Non-Verbal Communication Exercises

Participants explore clarity, voice, body language, silence and relational presence through short demonstrations, observation tasks and practical educational interactions.

Active Listening, Empathy & Perspective Practice

Guided exercises develop encouragement, questioning, paraphrasing and reflective listening while helping participants understand needs without making premature assumptions.

Group Dynamics, Facilitation & Motivational Scenarios

Participants analyse participation patterns and practise inclusive facilitation, strengths-based language, negotiation and supportive leadership in classroom and team situations.

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: Improving Classroom Discussion Through Active Listening**
>
> Imagine a teacher noticing that a few learners dominate classroom discussions while others rarely contribute. Participants observe the interaction pattern, identify communication barriers, practise listening and facilitation strategies, and redesign the discussion structure to support broader participation and trust. This example illustrates one possible educational 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 ↗

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