COURSE BROCHURE | ERASMUS+ TRAINING

Conflict Management in Schools

Manage school conflict constructively through analysis, active listening, assertive communication, de-escalation, collaborative problem-solving and relationship repair.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE
Multiple Locations	English	On-site	6 days	€580

6-day programme in **Azores and Porto**. See the course page for current fees, inclusions and dates.

Course description

Conflict is part of school life, but unmanaged conflict can damage relationships, participation, trust and learning. Constructive conflict management requires educators to understand context, communication patterns, needs, power and professional responsibility rather than treating every disagreement in the same way.

This course develops practical skills for analysing school conflict, regulating professional responses, listening actively, communicating assertively, de-escalating tension and facilitating collaborative problem-solving. Participants will examine classroom, student, staff and family conflicts, with attention to cultural difference, group dynamics, power imbalances and the distinction between ordinary conflict and situations requiring safeguarding or formal procedures.

Through case analysis, roleplay, mediation-informed practice and action planning, participants will develop fair and educationally appropriate responses that protect dignity, accountability and relationships.

Who the course is for

For educators

Teachers, trainers, school leaders, coordinators, support staff and other education professionals who manage disagreements, challenging behaviour or strained relationships within school communities. The course is particularly relevant for professionals seeking fair, practical approaches to classroom conflict, team tensions, student disputes and communication with families.

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

Conflict Analysis & De-escalation / Collaborative Problem-Solving / Relationship Repair & School Practice

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 **Conflict Analysis & Context** - Analyse a school conflict by distinguishing facts, perceptions, emotions, needs, triggers, power dynamics and contextual factors.

02 **Professional Self-Regulation** - Recognise personal reactions and use practical regulation strategies to maintain calm, fairness and professional judgement during conflict.

03 **Active Listening & Perspective-Taking** - Use questioning, paraphrasing and perspective-taking to clarify concerns and support accurate mutual understanding.

04 **Assertive Communication & De-escalation** - Communicate expectations, boundaries and concerns clearly while selecting language and behaviour that reduce unnecessary escalation.

05 **Collaborative Problem-Solving & Mediation-Informed Practice** - Facilitate structured dialogue that helps those involved identify interests, options, responsibilities and realistic agreements.

06 **Relationship Repair & Restorative Responses** - Use accountability, empathy and restorative questions to support relationship repair where appropriate and safe.

07 **Institutional Boundaries & Conflict Action Planning** - Distinguish situations suitable for informal resolution from those requiring safeguarding, documentation, disciplinary action or specialist support, and prepare a context-appropriate response plan.

08 **European Peer Exchange & Institutional Transfer** - Compare conflict-management 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

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Understanding Conflict in School Communities

- Explore conflict as a natural part of school relationships and learning communities.
- Distinguish disagreement, conflict, bullying, harmful behaviour and safeguarding concerns.
- Analyse conflict triggers, needs, perceptions, communication patterns and power dynamics.
- Apply a conflict-analysis framework to school scenarios, considering values, roles and institutional contexts.

DAY 3

Self-Regulation, Listening & Assertive Communication

- Recognise personal conflict responses and common escalation patterns.
- Practise grounding, pause and preparation strategies before difficult conversations.
- Use active listening, open questions, paraphrasing and factual clarification.
- Compare passive, aggressive and assertive communication.
- Rehearse clear boundaries and de-escalating responses through roleplay.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Classroom Conflict, Group Dynamics & Prevention

- Examine conflict in classroom groups, peer relationships and teacher–student interactions.
- Identify expectations, routines and participation patterns that contribute to conflict.
- Address challenging behaviour respectfully, considering fairness, belonging and group dynamics.
- Design inclusive communication and classroom-management strategies to prevent avoidable conflict.

DAY 5

Collaborative Problem-Solving, Mediation & Relationship Repair

- Structure problem-solving conversations around interests, needs, options and responsibilities.
- Practise mediator-informed dialogue while respecting impartiality and professional boundaries.
- Use restorative questions to encourage accountability and relationship repair where appropriate.
- Recognise when power imbalances, harm or safety risks make informal mediation unsuitable.
- Develop realistic agreements, follow-up measures and relationship-repair actions.

DAY 6

Institutional Response, Action Planning & Transfer

- Map institutional roles, escalation routes, documentation and support resources.
- Distinguish informal conflict work from safeguarding, disciplinary, complaints or legal procedures.
- Develop a conflict-management action plan for a classroom, team or school priority.
- Present the plan and refine it through structured peer and trainer feedback.
- Complete course review 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

Conflict Case Analysis & Contextual Reflection

Participants analyse realistic school conflicts to distinguish facts, interpretations, emotions, needs, group dynamics, power and institutional responsibilities.

Communication, De-escalation & Roleplay

Structured simulations develop self-regulation, active listening, assertiveness, boundary-setting and de-escalation in classroom, family, team and leadership interactions.

Collaborative Problem-Solving & Relationship Repair

Participants practise mediation-informed dialogue, restorative questions, agreement-building and follow-up planning.

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: Restoring Relationships After a Classroom Conflict**
>
> Imagine a teacher responding to a recurring disagreement between students that is affecting participation and trust. Participants analyse the conflict, prepare a calm and fair conversation, help the students clarify perspectives and responsibilities, and identify realistic repair and follow-up actions. The example also requires the teacher to recognise any signs of bullying, coercion or safeguarding risk that make informal dialogue inappropriate.

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