COURSE BROCHURE | ERASMUS+ TRAINING

# Educational Leadership

Strengthen collaborative and instructional leadership through shared direction, professional learning, constructive feedback and responsible conflict management.

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

6-day programme. See the course page for current locations, fees, inclusions and edition dates.

## Course description

Educational leadership plays a vital role in fostering collaboration, professional growth and meaningful institutional change. Beyond formal authority, successful leadership involves building trust, establishing a shared vision, making informed decisions and supporting continuous improvement in teaching and learning. These competences are valuable for school leaders, department heads, coordinators, teachers and education professionals with existing or emerging leadership responsibilities.

This practical course explores leadership approaches, professional values, organisational culture and collaborative decision-making in educational settings. Through interactive workshops, realistic scenarios and guided reflection, participants will develop skills in instructional leadership, peer observation, constructive feedback, team development and professional communication. They will also examine conflict management, restorative approaches and the importance of maintaining appropriate professional and institutional boundaries.

Through collaborative challenges and exchange with European colleagues, participants will develop a realistic educational leadership action plan addressing an institutional priority. The course emphasises practical strategies for leading change, strengthening professional relationships and transferring effective leadership practices to participants' own educational contexts.

## Who the course is for

### For educators

School principals, leadership teams, department heads, coordinators, teachers and other education professionals with formal or emerging leadership responsibilities. The course is particularly relevant for participants seeking to strengthen shared decision-making, professional learning, team trust, difficult conversations and school improvement planning.

### 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**

Collaborative School Leadership / Instructional Leadership & Feedback / Conflict Resolution & School Culture

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

02 / LEARNING OBJECTIVES

# Learning outcomes

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

01 **Leadership Self-Awareness & Context** - Evaluate personal leadership assumptions, strengths and development needs in relation to the participant's institutional context.

02 **Vision, Values & Shared Direction** - Translate educational values and priorities into a clear, inclusive direction for teams and school improvement.

03 **Collaborative & Distributed Leadership** - Apply shared decision-making, role clarity and distributed leadership approaches to strengthen responsibility and participation.

04 **Instructional Leadership & Professional Learning** - Use peer observation, mentoring and constructive feedback to support teaching quality and professional development.

05 **Communication, Trust & Psychological Safety** - Facilitate transparent communication, participation and feedback practices that strengthen trust and professional dialogue.

06 **Conflict Analysis & Restorative Response** - Analyse school conflicts, practise de-escalation and restorative approaches, and recognise situations requiring formal or safeguarding procedures.

07 **Change Implementation & Action Planning** - Develop a realistic leadership action plan with responsibilities, milestones, communication and review arrangements.

08 **European Peer Exchange & Institutional Transfer** - Compare leadership practices with European peers and identify approaches 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

## Leadership Identity, Values & Organisational Context

- Explore the purpose, responsibilities and professional values of educational leadership.
- Compare transformational, distributed, situational and instructional leadership approaches.
- Reflect on personal leadership strengths, assumptions and development needs.
- Analyse how organisational culture and context influence leadership decisions.
- Define an individual leadership challenge for the course project.

DAY 3

## Shared Vision, Decision-Making & Collaborative Governance

- Translate institutional values and priorities into a clear, shared educational vision.
- Explore participation, role clarity, delegation and distributed responsibility.
- Analyse decision-making processes and barriers to meaningful staff involvement.
- Practise collaborative decision-making and develop a stakeholder communication map for the selected leadership challenge.

04 / COURSE PROGRAMME | DAYS 4-6

# Learning Activities & Training Schedule

DAY 4

## Instructional Leadership, Peer Observation & Professional Learning

- Explore how instructional leadership supports teaching quality, learning and professional growth.
- Design purposeful peer observation processes that encourage trust and professional learning.
- Practise evidence-based feedback, mentoring conversations and professional goal-setting.
- Develop a staff learning activity or professional development action, considering confidentiality, follow-up and institutional needs.

DAY 5

## Conflict, Difficult Conversations & Restorative Leadership

- Analyse conflict causes, power dynamics, communication patterns and escalation triggers.
- Practise active listening, de-escalation and clear professional boundaries.
- Explore restorative questions and approaches to rebuilding professional relationships.
- Distinguish manageable conflicts from bullying, discrimination, safeguarding concerns and serious misconduct.
- Apply the approaches to realistic staff or classroom leadership scenarios.

DAY 6

## Leading Change, Action Planning & Professional Transfer

- Integrate leadership, collaboration, professional learning and conflict-response strategies.
- Develop a leadership action plan with objectives, responsibilities and evaluation criteria.
- Present the plan and receive structured peer and trainer feedback.
- Refine the plan for implementation.
- Complete course reflection 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

### Leadership Case Analysis & Reflective Self-Assessment

Participants examine contrasting leadership approaches and use structured reflection to connect theory with their own roles and institutional contexts.

### Collaborative Leadership & Professional Feedback Simulations

Facilitated exercises develop shared decision-making, peer observation, mentoring and feedback skills through realistic professional scenarios.

### Conflict Practice & Leadership Action Planning

Participants analyse conflict dynamics, rehearse difficult conversations and translate learning into a practical leadership improvement 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: Leading a Collaborative School Improvement Priority**
>
> Imagine a school seeking to improve collaboration around a recurring teaching and learning priority. Participants analyse the leadership context, identify stakeholder perspectives and clarify a shared direction. They then design collaborative decision-making, peer-learning and communication arrangements, anticipate potential conflict and prepare a practical implementation and review plan.

### 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

A clear overview of your course resources, included services, documentation and next steps.

## 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.

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