COURSE BROCHURE | ERASMUS+ TRAINING

Emotional Intelligence

Develop emotional self-awareness, regulation and empathy to manage pressure, strengthen relationships and support sustainable professional wellbeing in education.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	6 days	€580	E10201112

€580 per participant for 6 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Emotional intelligence plays an important role in how educators understand themselves, respond to challenges and build positive professional relationships. Recognising emotions, managing personal reactions and understanding different perspectives can support clearer decision-making, constructive communication, effective teamwork and professional wellbeing in educational environments.

This practical course explores how emotional awareness, personal triggers, assumptions and stress responses influence professional behaviour. Through interactive workshops, guided reflection and realistic educational scenarios, participants will develop self-awareness, emotional regulation, cognitive reframing, empathy and perspective-taking. They will also practise trust-based communication, constructive feedback and conflict de-escalation while respecting professional boundaries.

Through experiential activities and exchange with European colleagues, participants will develop a realistic emotional intelligence action plan with practical strategies for everyday professional interactions, healthier working relationships and supportive team environments. The emphasis is on applying these competences sustainably within participants' own educational institutions.

Who the course is for

For educators

Teachers, trainers, school leaders and education professionals seeking to strengthen emotional intelligence, communication and professional wellbeing. Particularly relevant for those managing demanding interpersonal situations, team relationships or workplace pressure who want practical strategies for self-awareness, regulation, empathy, feedback and conflict prevention.

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

Self-Awareness & Regulation / Empathy & Trust-Based Communication / Professional Wellbeing & Team Climate

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 **Emotional Intelligence Concepts & Professional Relevance** - Compare practical emotional-intelligence perspectives and identify their relevance to educational relationships and decision-making.

02 **Self-Awareness & Trigger Recognition** - Recognise personal emotional patterns, stress triggers and assumptions that may influence professional responses.

03 **Emotional Regulation & Reflective Choice** - Apply grounding, pause, reframing and response-planning strategies to manage difficult emotions more constructively.

04 **Empathy & Perspective-Taking** - Use perspective-taking and emotional acknowledgement to improve understanding without making diagnostic assumptions.

05 **Trust-Based Communication & Feedback** - Apply attentive listening, clear expression and constructive feedback to strengthen professional relationships.

06 **Conflict Prevention & De-escalation** - Recognise escalation patterns and use calm, assertive communication to address interpersonal friction.

07 **Professional Wellbeing & Team Action Planning** - Develop realistic personal and team practices that support boundaries, recovery, collaboration and sustainable professional wellbeing.

08 **European Peer Exchange & Institutional Transfer** - Compare emotional-intelligence 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

Emotional Intelligence Foundations & Self-Awareness

- Explore practical emotional-intelligence models and their relevance to education.
- Examine how emotions can influence attention, judgement, communication and behaviour.
- Identify personal strengths, emotional triggers and common response patterns.
- Distinguish emotional awareness from assumptions about others.
- Set an individual learning goal for the week.

DAY 3

Stress Triggers, Self-Regulation & Reflective Choice

- Recognise personal and workplace situations that trigger automatic reactions.
- Distinguish emotions, interpretations, impulses and deliberate responses.
- Practise breathing, grounding, reframing and other self-regulation techniques.
- Develop a short response plan for high-pressure situations, considering boundaries, recovery and support needs.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Empathy, Perspective-Taking & Trust-Based Relationships

- Explore empathy, perspective-taking and the limits of emotional inference.
- Practise active listening, acknowledgement and clarifying questions.
- Examine how trust, consistency and psychological safety influence professional relationships.
- Apply empathetic communication while maintaining clear expectations and professional boundaries.

DAY 5

Difficult Emotions, Conflict & Constructive Feedback

- Analyse how defensiveness, frustration and uncertainty influence communication.
- Use empathetic language and de-escalation strategies in challenging conversations.
- Practise giving and receiving constructive feedback.
- Work through realistic conflicts involving students, colleagues, teams or families.
- Identify situations requiring safeguarding, referral or formal procedures rather than informal resolution.

DAY 6

Organisational Emotional Intelligence & Wellbeing Action Planning

- Explore how emotional intelligence supports leadership, teamwork and collaborative school cultures.
- Identify communication routines and team practices that contribute to professional wellbeing.
- Develop a realistic personal action plan with practical strategies for application.
- Present and refine the plan through feedback.
- 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

Emotional Intelligence Analysis & Reflective Self-Assessment

Participants examine practical models, personal patterns and stress triggers using guided reflection and non-diagnostic self-assessment.

Self-Regulation, Empathy & Communication Practice

Exercises and roleplays develop pausing, reframing, listening, perspective-taking, boundaries and trust-based communication.

Conflict Scenarios & Wellbeing Action Planning

Participants practise de-escalation and feedback, then translate useful strategies into realistic personal or institutional plans.

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: Developing an Emotional Intelligence Action Plan for a School Team**
>
> Imagine an education team seeking to improve communication and reduce recurring interpersonal tension. Participants identify common triggers and response patterns, select practical regulation and listening strategies, develop clearer feedback routines and agree on realistic wellbeing and collaboration practices. The final plan focuses on professional behaviour and team processes rather than clinical intervention.

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