COURSE BROCHURE | ERASMUS+ TRAINING

Positive Psychology in Education

Apply positive psychology and the PERMA framework to strengthen engagement, relationships, personal strengths and meaningful wellbeing practices in education.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE
Multiple Locations	English	On-site	6 days	From €480 to €500

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

Course description

Positive psychology examines the strengths, experiences and conditions that help individuals and communities flourish. In education, it offers practical approaches to supporting engagement, positive relationships, motivation and meaningful learning. Rather than focusing only on happiness, positive psychology considers different dimensions of wellbeing while recognising real challenges and individual differences.

This course introduces educators to the foundations of Positive Psychology and the PERMA framework: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. Participants will examine character strengths, flow, gratitude, kindness, hope and meaningful goals, alongside the importance of ethical practice, cultural awareness and avoiding toxic positivity. They will consider how these concepts can support learners, educators and school communities.

Through practical exercises, educational case studies and collaborative workshops, participants will design strengths-based activities, relationship-building practices and meaningful learning experiences. They will also develop a classroom or school-wide Flourishing Plan, considering realistic actions, appropriate wellbeing indicators and ways to adapt positive psychology approaches to their own educational contexts.

Who the course is for

For educators

Teachers, trainers, school leaders and other education professionals interested in applying Positive Psychology to teaching, learning and school wellbeing. Particularly relevant for those seeking strengths-based approaches, greater learner engagement, positive relationships and meaningful educational experiences, while developing realistic wellbeing practices for their own institutions.

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

Positive Psychology & PERMA / Strengths, Flow & Relationships / Hope, Meaning & Flourishing

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 **Positive Psychology Foundations** - Explain the principles, evidence and limitations of Positive Psychology, distinguishing flourishing from happiness or positive thinking alone.

02 **PERMA Framework in Education** - Apply the PERMA framework to examine wellbeing, engagement, relationships, meaning and accomplishment in educational settings.

03 **Character Strengths & Positive Feedback** - Identify and use character strengths responsibly, considering individual differences, context and strengths-based feedback.

04 **Engagement, Flow & Learning Design** - Design learning activities that encourage engagement, appropriate challenge, skill development and opportunities for flow.

05 **Positive Relationships & Everyday Practices** - Apply gratitude, kindness, appreciation and relationship-building practices while respecting emotions and personal boundaries.

06 **Hope, Meaning & Accomplishment** - Develop activities that connect learning with personal values, meaningful goals, hope and a sense of achievement.

07 **Ethical Wellbeing & Positive Institutions** - Identify conditions that support flourishing while recognising toxic positivity, cultural differences and the need for appropriate wellbeing indicators.

08 **European Peer Exchange & Institutional Transfer** - Develop a realistic classroom or school-wide Flourishing Plan, drawing on Positive Psychology practices and relevant experiences shared by European peers.

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 to share ideas, discuss current challenges in the Education sector and collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Positive Psychology, PERMA & Flourishing

- Introduce the foundations, research and limitations of Positive Psychology in education.
- Distinguish flourishing from happiness, positive thinking and the absence of psychological difficulties.
- Examine the five dimensions of PERMA and their relevance to learners, educators and school communities.
- Reflect on current wellbeing practices and identify opportunities for improvement using the PERMA framework.

DAY 3

Character Strengths, Engagement & Flow

- Identify character strengths and discuss their responsible use without labelling learners.
- Consider how strengths can be used effectively or overused in different educational situations.
- Examine how appropriate challenge, developing skills and clear goals can encourage engagement and flow.
- Design a strengths-based learning activity that supports participation and meaningful learning.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Positive Relationships, Gratitude & Kindness

- Identify practices that strengthen belonging, connection and a sense of being valued in school communities.
- Practise gratitude, kindness, appreciation and strengths-based feedback through educational examples.
- Discuss how positive relationships can coexist with emotional honesty, respectful boundaries and repairing misunderstandings.
- Design a simple classroom or staff routine that encourages supportive relationships and positive interactions.

DAY 5

Meaning, Hope & Accomplishment

- Examine how values, purpose and contribution can make learning more meaningful.
- Apply hope-based approaches by identifying goals, possible pathways and actions within learners' control.
- Develop realistic learning goals that encourage progress, mastery and recognition of achievement.
- Design a learning activity that connects personal meaning, motivation and accomplishment.

DAY 6

Positive Institutions & Flourishing Plan

- Examine how school environments, leadership and everyday practices can support positive institutions.
- Recognise toxic positivity, cultural differences and the importance of acknowledging genuine difficulties.
- Develop and present a classroom or school-wide Flourishing Plan, incorporating strategies from the course.
- Refine the plan through peer feedback.
- Complete 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

PERMA Reflection & Wellbeing Mapping

Guided reflection and educational case studies help participants apply PERMA to examine wellbeing practices and identify opportunities for improvement.

Strengths, Engagement & Relationship Workshops

Practical exercises develop strengths-based activities, opportunities for engagement and positive relationship practices suitable for different educational contexts.

Hope, Meaning & Flourishing Plan Design

Participants design meaningful learning activities and develop a Flourishing Plan with realistic goals, ethical considerations and indicators of progress.

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: Designing an Ethical PERMA-Based Flourishing Initiative**
>
> Imagine a school team seeking to strengthen engagement and belonging without imposing a single model of happiness. Participants use PERMA to identify strengths and gaps, select one or two practical areas such as relationships, meaningful goals or accomplishment, and design an inclusive initiative with voluntary participation where appropriate. The plan includes realistic indicators and a review process rather than promises of guaranteed wellbeing outcomes.

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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