

# Erasmus+ Valencia



As part of our ongoing commitment to fostering sustainable and meaningful well-being within our school community, myself and two colleagues from our school took part in an Erasmus+ mobility course in Valencia, focused on positive psychology, well-being, and leadership in education. This experience provided us with valuable time and space to reflect on our professional practice and to explore how well-being can be authentically embedded within the everyday life of a school.



The central focus of the mobility was the understanding that well-being should not be treated as a performative initiative or an added responsibility for already busy teachers, but rather as a core, systemic element of how schools function. Through a combination of collaborative learning, practical workshops, and reflective activities, we explored what it means to create school environments where well-being supports, rather than competes with, teaching and learning.

Professionally, the course deepened our understanding of positive psychology in practice and its relevance to classroom culture, staff collaboration, and leadership. We examined how small, consistent practices such as shared language, supportive routines, and relationship-centred approaches, can have a significant impact when they are aligned across a whole school. Designing personalised well-being initiatives allowed us to consider how these ideas could be realistically and sustainably applied in our own context.



A particularly valuable aspect of the experience was the emphasis on collective responsibility. Working alongside educators from different European settings reinforced the idea that well-being is most effective when it is shared and supported at every level of a school community. The course also highlighted the role of leaders and teachers in modelling balance, reflection, and optimism, helping to create environments where both students and staff feel valued and supported.

Beyond the professional learning, the mobility offered an important opportunity for connection. Shared discussions, group activities, and cultural experiences strengthened our own collegial relationships and reminded us of the importance of learning together, away from the pressures of daily school life. These experiences contributed to a deeper sense of purpose and clarity around our role as educators. We have come away from our mobility course having formed friendships with an international group of teachers and wonderful new memories from our trip to a beautiful city. In this regard, it truly did provide us with a wealth of new visions of teaching and learning.

Overall, this Erasmus+ mobility experience has had a lasting impact on how we view well-being in education. It reinforced our belief that when well-being is embedded into the structures, values, and relationships of a school, it becomes a powerful foundation for meaningful learning and positive school culture. The insights gained will continue to



inform our practice and, we hope, contribute to the long-term well-being of our wider school community.



*Ms Kennedy*



Erasmus+ Valencia