

Wellbeing in the Age of AI

A 5-Day Erasmus+ Professional Development Course

OVERVIEW

Artificial intelligence is changing what teachers are expected to know, how they are expected to work, and what the future of their profession looks like. For some, this brings excitement. For many, it brings anxiety, overload, and a quiet but persistent sense of falling behind. This course addresses both.

Wellbeing in the Age of AI is a five-day course at the intersection of two urgent conversations: teacher wellbeing and artificial intelligence in education. Rather than treating them separately, this course explores how they are connected. How does the pressure to adopt AI tools affect teacher stress and professional identity? How can AI actually reduce workload rather than add to it? What does it mean to stay human, present, and purposeful in a profession being reshaped by technology?

Each day combines practical wellbeing strategies with grounded, hands-on AI literacy. Participants learn to use AI tools as genuine allies for managing workload and reclaiming time, while also developing the emotional resilience and self-awareness needed to navigate a profession in transition. Sessions draw on mindfulness practice, positive psychology, evidence-based stress management, and direct experience with AI tools relevant to the teaching role.

Participants leave with two things that are rarely offered together: a clearer, calmer relationship with their own professional life, and a practical AI toolkit that makes that life more manageable. No prior experience with AI or mindfulness is required.

SCHEDULE

Day 1: The Teacher in 2026 - Who Are We Now?

- Opening circle: mapping where participants are right now - professionally, emotionally, and in relation to technology
- The changed profession: exploring what teaching looked like ten years ago and what it demands today, with honest attention to what has been gained and lost
- AI anxiety and AI enthusiasm: naming the range of feelings teachers have about artificial intelligence, and understanding both as valid responses to real change
- Introduction to the course framework: how wellbeing and AI literacy will be explored together throughout the week

Day 2: AI as a Workload Ally, Not Another Demand

- Reframing AI: from something teachers must learn about to something that can genuinely give time back - understanding the difference in practice
- Hands-on session: using ChatGPT and Claude to generate lesson materials, written communications, and administrative documents in minutes rather than hours
- Psychological safety with technology: addressing the fear of doing it wrong, looking incompetent, or being replaced - and why all three fears deserve a thoughtful response
- Reflection practice: a short guided mindfulness exercise focused on the body's response to pressure and change

Day 3: Staying Human in a Digital Classroom

- What AI cannot do: examining the irreplaceable human dimensions of teaching -- empathy, relationship, judgement, moral presence - and why they matter more, not less, in an AI-rich environment
- Mindful technology use: developing a healthier, more intentional relationship with devices, notifications, and the pressure to be constantly connected
- AI and student relationships: how to introduce AI tools to students in ways that deepen rather than replace genuine educational connection
- Creative wellbeing workshop: a restorative session using non-digital creative activity to reconnect with pleasure, play, and professional identity

Day 4: Resilience, Identity, and Professional Purpose

- Professional identity in transition: exploring how rapid change challenges teachers' sense of competence and worth, and how to rebuild a stable professional self-concept
- AI for professional growth: using AI tools to support CPD, explore new areas of practice, and reduce the isolation that many teachers experience in their development
- Peer mentoring and collegial support: the research on why professional relationships are among the strongest predictors of teacher wellbeing, and how to build them intentionally
- Values mapping exercise: identifying what matters most to each participant as an educator, and using those values as a compass for decisions about technology, time, and energy

Day 5: Designing a Life That Works

- Morning practice: a guided session integrating breath, movement, and intention-setting as a model for daily professional ritual
- Building your personal wellbeing architecture: combining AI workflow tools, mindfulness habits, and social support into a coherent, sustainable system
- The 30-day plan: each participant designs a concrete, realistic set of commitments covering both AI integration and wellbeing practice for the month ahead
- Closing ceremony: letters of appreciation to self, acknowledgement of the week's work, and a collective commitment to the European community of educators built during the course

LEARNING OUTCOMES

After completing this course, participants will be able to:

- Articulate the relationship between technological change, professional stress, and teacher wellbeing, drawing on both personal experience and current research
- Use AI tools strategically to reduce the most time-consuming and draining elements of the teaching workload, reclaiming time for higher-quality professional work
- Apply evidence-based wellbeing practices -- including mindfulness, self-compassion, and resilience strategies -- as sustainable daily habits
- Develop a healthier, more intentional relationship with digital technology, including strategies for managing screen fatigue and information overload
- Identify and articulate their core professional values as a foundation for navigating change, setting boundaries, and sustaining motivation
- Support students' wellbeing and digital literacy by modelling conscious, purposeful engagement with AI tools in the classroom
- Build and maintain peer support relationships that contribute to a more collaborative and humane school culture

TEACHING AND LEARNING METHODS

- Integrated dual-track design: each day combines hands-on AI practice with wellbeing-focused reflection and skill-building, ensuring that neither strand is treated as secondary
- Experiential and somatic learning: participants engage with mindfulness practices, movement, and creative activities alongside digital tool use, activating multiple modes of knowing and processing
- Facilitated dialogue and peer reflection: structured conversations across national contexts help participants see their challenges as shared professional realities rather than personal failures
- Authentic task design: all AI sessions are grounded in participants' real workloads and concerns, ensuring that every tool explored addresses a genuine professional need
- Personal inquiry approach: participants are consistently invited to examine their own responses, assumptions, and needs rather than receiving prescriptive solutions
- Restorative session design: the weekly schedule is deliberately paced to alternate intensity with rest, modelling the kind of rhythm participants are encouraged to build into their own professional lives
- Action planning and accountability: each day ends with a small personal commitment, building toward a comprehensive 30-day plan that participants take home on the final day

ERASMUS+ PRIORITIES

This course directly addresses the following Erasmus+ horizontal and sector-specific priorities:

- Health, Wellbeing, and Inclusion: directly targeting teacher mental health, burnout prevention, and professional sustainability as foundational conditions for high-quality, inclusive education
- Digital Transformation in Education: building practical AI competence in an emotionally intelligent framework, aligned with the EU Digital Education Action Plan 2021-2027 and the DigCompEdu wellbeing dimension
- Quality and Innovation in Teaching: equipping educators with both the technological skills and the personal resilience required for effective, adaptive professional practice in a rapidly changing landscape
- Social and Emotional Learning: developing the self-awareness, emotional regulation, and interpersonal skills that teachers need both for their own flourishing and for modelling these capacities to students
- Teacher Professional Development and Retention: addressing the wellbeing crisis in European education systems as a structural challenge, supporting the long-term motivation and retention of skilled educators

** The schedule above is a guide and may be adapted to reflect the specific needs, experience level, and priorities of each participant group.*



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