Transforming schools with digital

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Capacitaçao Digital das Escolas- Agir para Transformar
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A network of 34 ministries and national agencies of education to transform education

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EUN - A Brussels-based office of around 80 staff members from all over Europe (and beyond)

**Networking** schools and teaching staff (eTwinning, FCL Ambassadors, Scientix, etc.)

Innovative cross-countries **pilot projects** to enhance teaching and learning

Collecting and **brokering** evidence from policy, practice and research. Research projects and studies

What to achieve this morning?
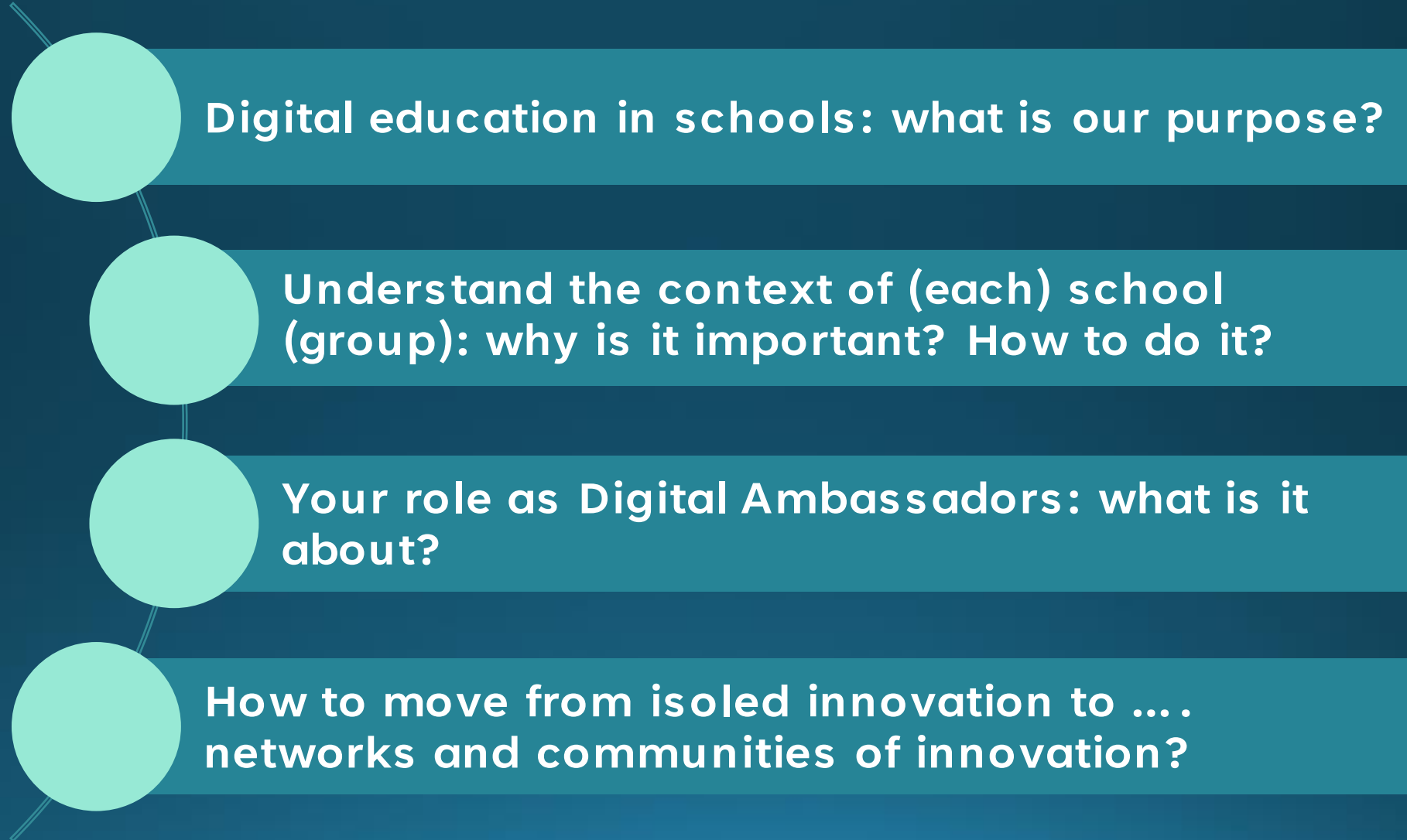
From my side...

... share with you some ideas (from research) and practices (from projects) that might inspire you in your role e.g. as Digital Ambassadors
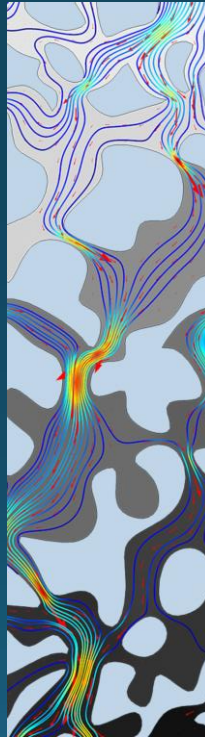
From your side?...

...share with me what you consider working well and what remains issues to be improved in your work with schools as ambassadors...and discuss it.

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Four discussion questions

Digital education in schools: what is our purpose?

Understand the context of (each) school (group): why is it important? How to do it?

Your role as Digital Ambassadors: what is it about?

How to move from isoled innovation to …. networks and communities of innovation?

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Digital education in schools: what is our purpose?

"Intelligent" use of technology...the one that **enhance student learning**

Resist the "techno-fix" approach to educational problems

Curious and careful look at each new 'technology' entering the scene

Clarify **FIRST** the learning aim and teaching approach

Acknowledge digital technology **alone** will **not** create sustainable educational futures

Prepare ALL students to understand, thrive and reveal their potential in digital societies

Make it explicit in discussions with schools – Make it visible in action

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Understand the context of (each) school (group):

Why is it important?

- "No one size fits all"

- Each school (group) is at the centre of its own interconnected and interdependent (complex) system (actors and conditions varies)

Understand the context of (each) school (group):

Why is it important? How to do it?

"Evidence-informed practice"

Each school (group) has unique strengths and needs

New practice must be meaningful to that school (group) and what matters to them

Learn together: build knowledge of factors

Check system boundaries & actors - who is included & not?

Make the system visible to its actors

UNDERSTAND THE SYSTEM

Build relationship: & trust

Establish shared purpose

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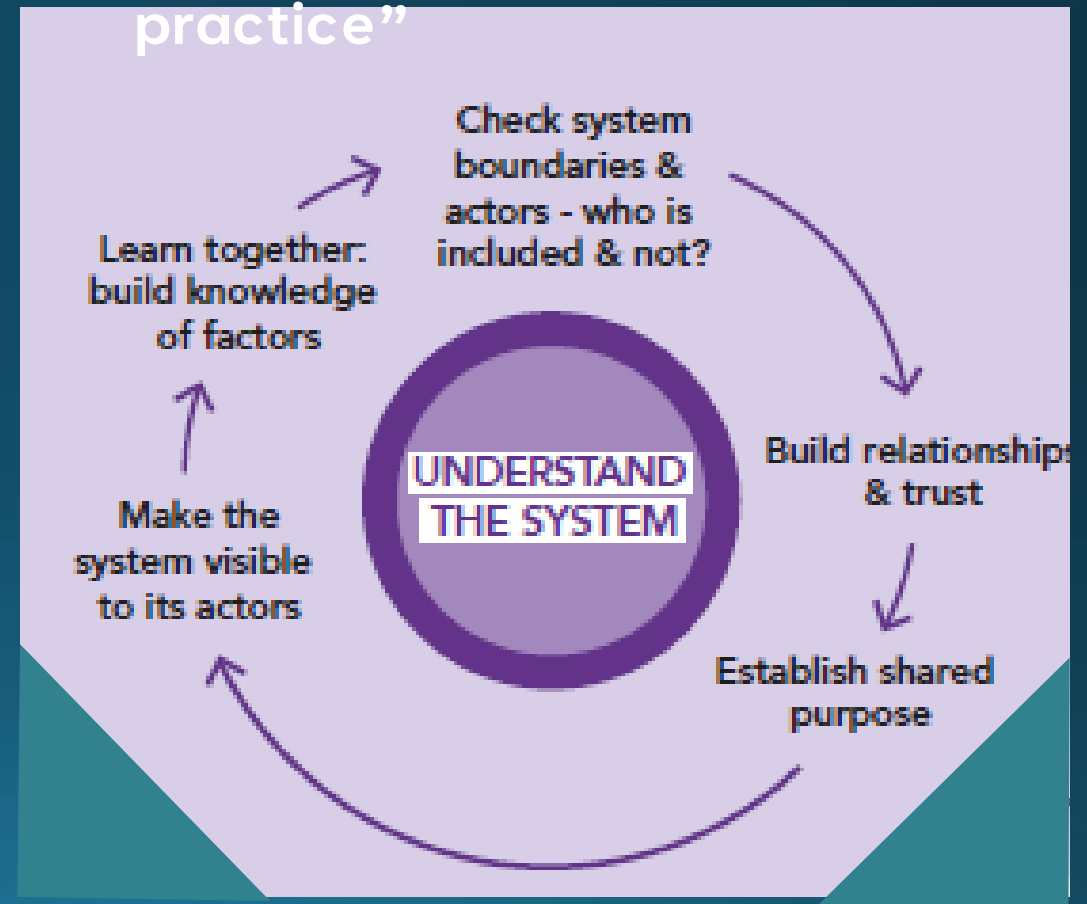Transforming education in Europe

Fig. from the Human Learning Systems report(s)- 2021

The outcomes: a 'healthy circle'

Inquiry – Building relationships and shared purpose

Schools (groups) become conscious, see and understand there is a system.

Move from the purpose 'given by the outside" to a sense of owned purpose
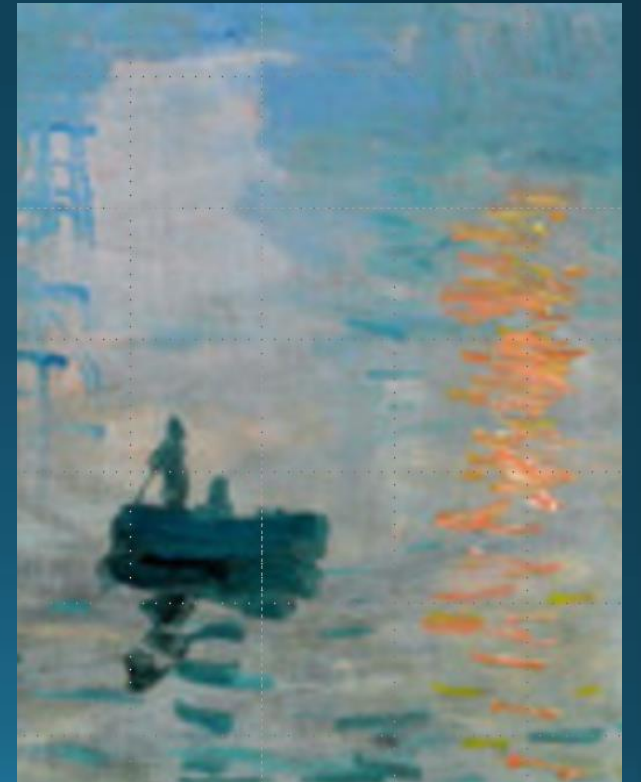
It enables people to ask: what we are doing, does it help to achieve our purpose? If so, how does it do that?

- **What surprises you in what has just been presented about**

  - **the purpose of digital education in schools**

  - **and/or understanding the context and how to do so ?**

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Your role as Digital Ambassadors: what is it about ?

Evidence emerging from research ... on innovation practice

- Every innovative action undertaken by teachers, school leaders, etc. needs a sense of **shared purpose**, and an **agreed method** by which to achieve that purpose.

- It requires **discussions** and **choices** about resource allocation, skills and capabilities

- It requires people to **reflect** on how the work is being done, and about the **mechanisms** to be put in place to ensure it **continues** to improve and adapt in a changing world

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Acting as … an enabler of learning

- **Education systems are complex, context-specific and dynamic.**
  - "What works" is **highly localized and constantly changing**

- To create change, you need to understand each school (group) as a unique system, their relationships, their strengths, their needs, the outcomes they prioritise, and **how those outcomes are created: this is learning**

- **Experimentation is required to explore how a different practice can respond to all of those things, and how different people and organisations can collaborate**

Evidence emerging from research … on innovation practice

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Changes cannot be "delivered",

they have to be explored... and discussed along the way
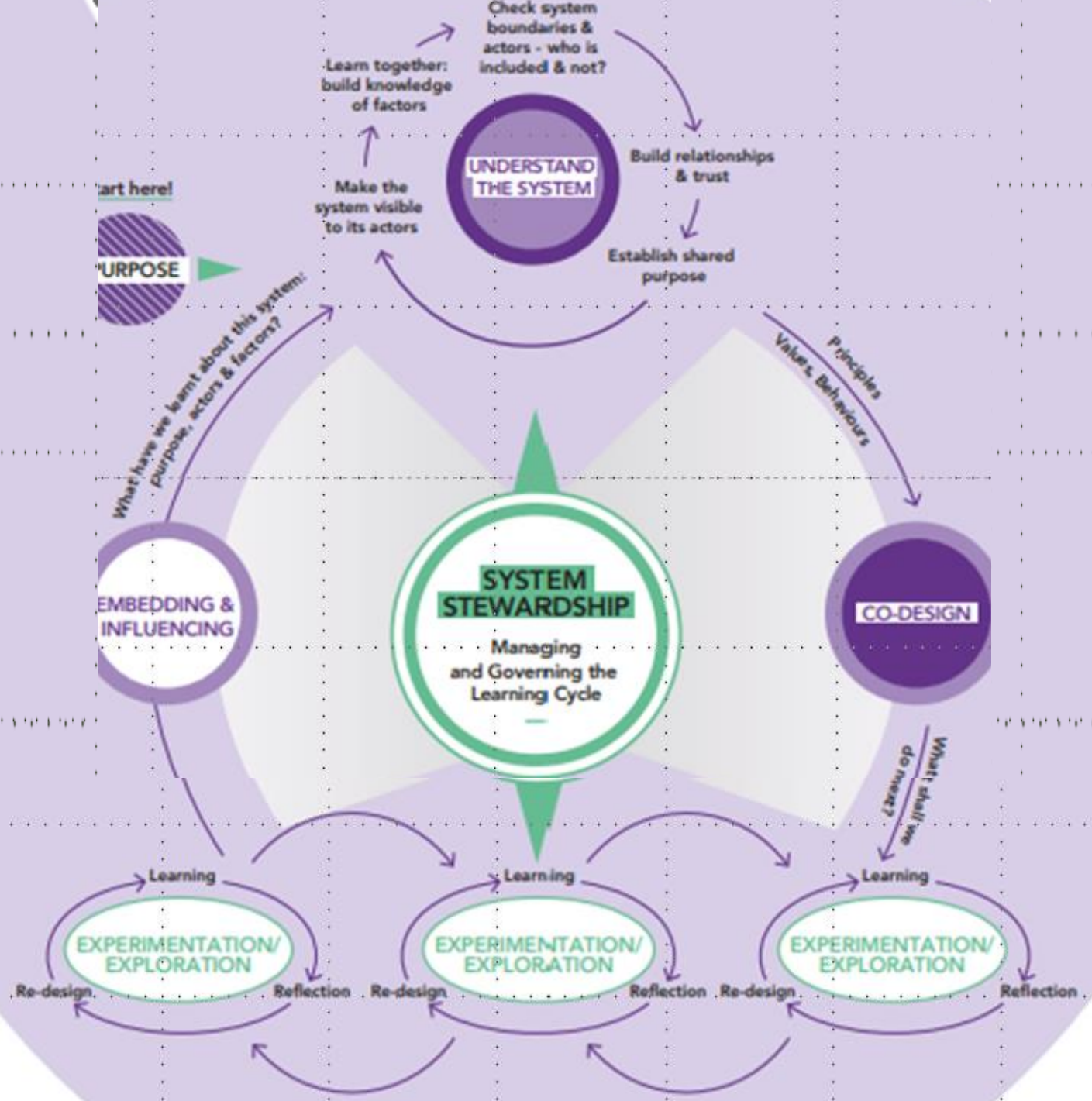
What is needed to act as ... an enabler of learning?

**Evidence emerging from research ... on innovation practice**

To steer Learning Cycles ("System Stewardship"), you :

- establish a culture in which **failure is discussable**, and **support learning** explicitly and directly

- **Share information** about what is learnt across and between organisations; different actors from across the system need to be able to **make sense** of that information together, in order to make it meaningful **> create learning infrastructure**: information systems/channels which enable information sharing, and learning spaces which enable shared sense-making through professional **DISCUSSIONS** and **DIALOGUE**

- **Celebrate** achievements and **reward** learning for change

- **Team configuration** is very important

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And by the way...

What about using the same approach to your own group?

Fig. from the Human Learning Systems report(s)–
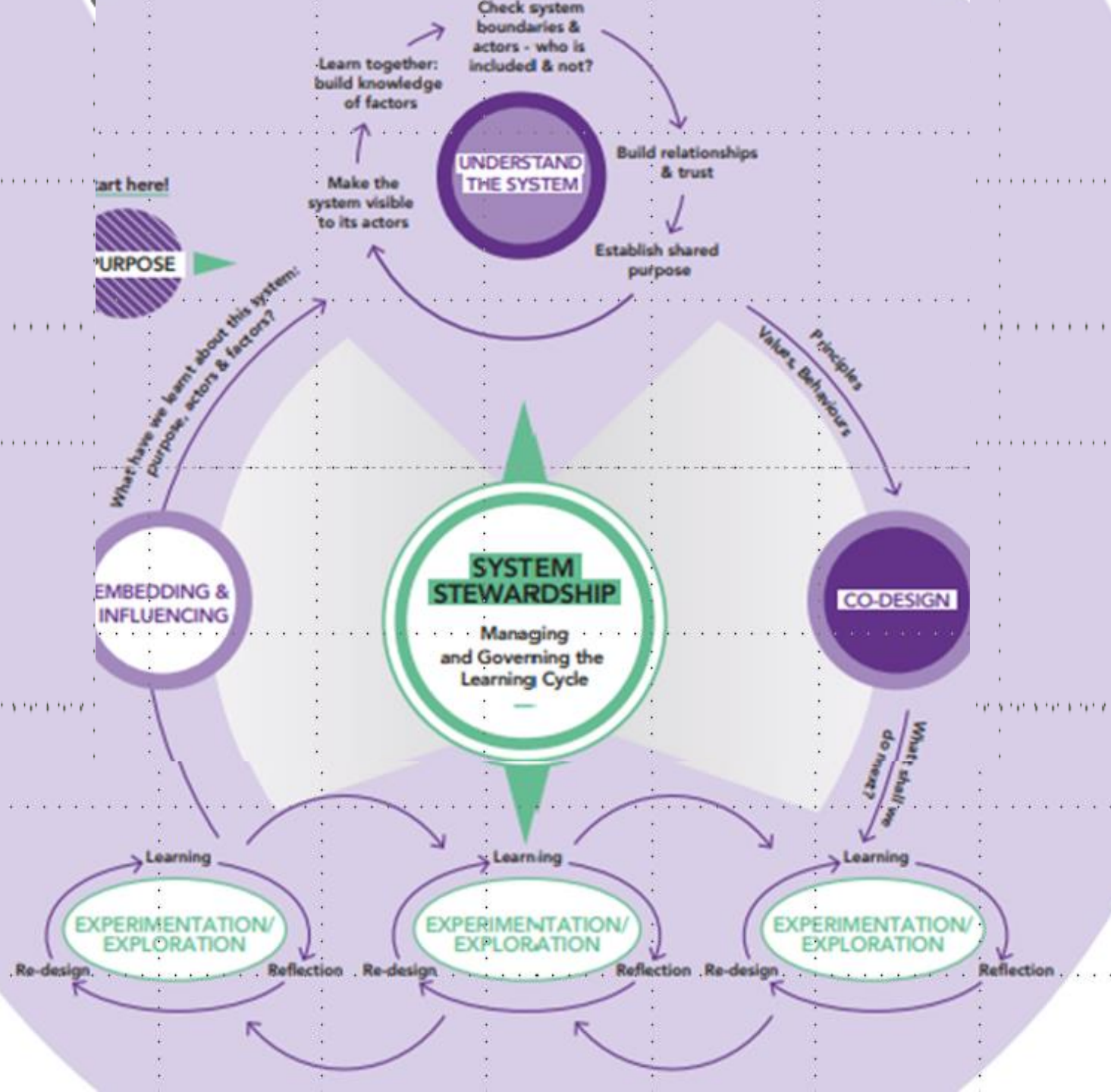
The last question...(for today)

Digital education in schools: what is our purpose?

Understand the context of (each) school (group): why is it important? How to do it?

Your role of Digital Ambassadors: what is it about?

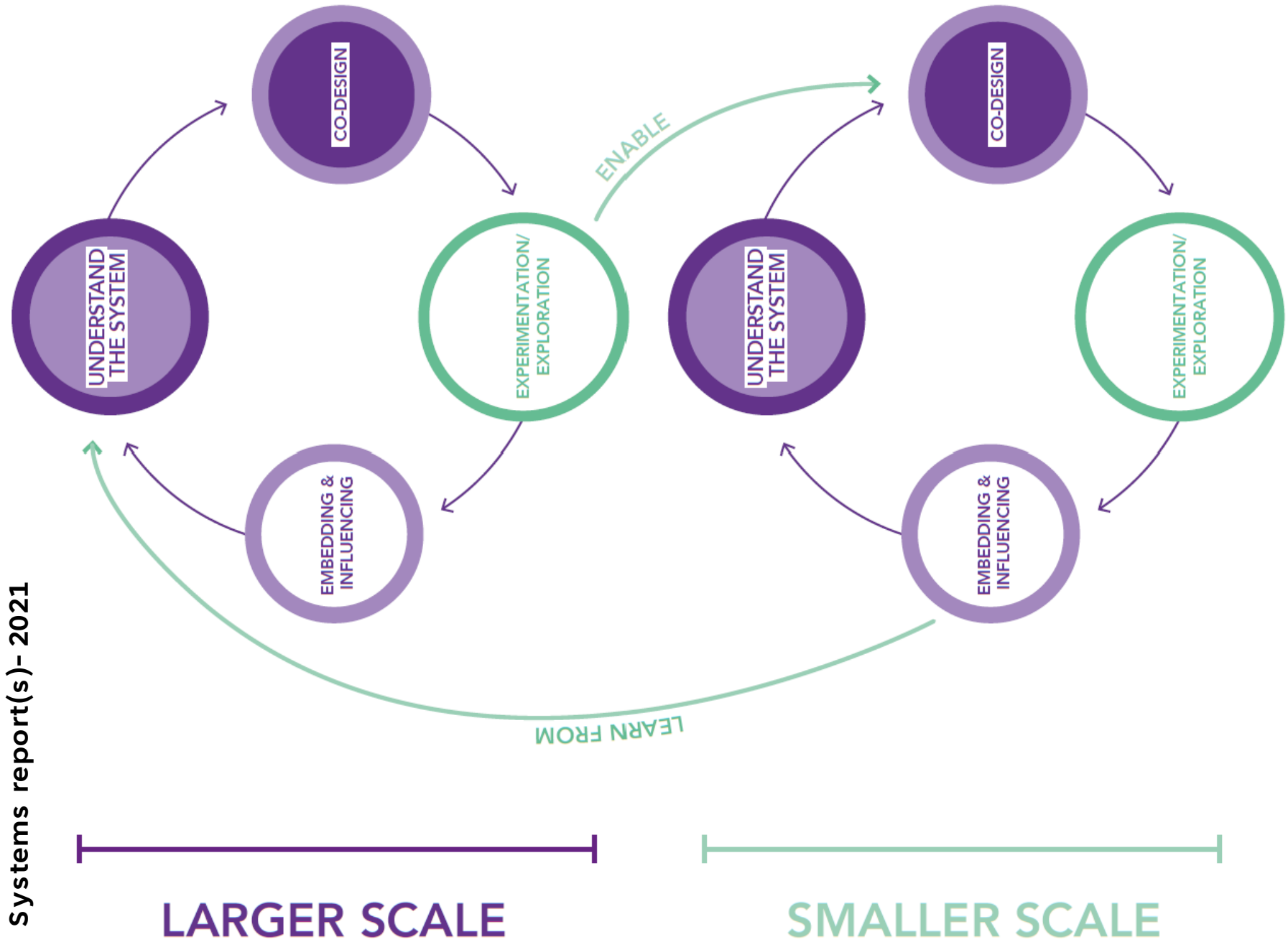How to move from isoled innovation to …. networks and communities of innovation?

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- **Learning cycle can be implemented at all system levels**
  - **Schools (group)**
  - **Ambassadors group(s)**
  - **Teaching subject**
  - **Primary/secondary education**
  - **Etc.**

- **... in an articulated way**

- **Scaling the capacity to**

Fig. from the Human Learning Systems report(s)– 2021

CO-DESIGN

UNDERSTAND THE SYSTEM

EXPERIMENTATION/ EXPLORATION

EMBEDDING & INFLUENCING

ENABLE

LEARN FROM

CO-DESIGN

UNDERSTAND THE SYSTEM

EXPERIMENTATION/ EXPLORATION

EMBEDDING & INFLUENCING

LARGER SCALE

SMALLER SCALE

A few "take aways"?

- Don't disaggregate your action into separated component parts; they all impact together at the same time (understanding context, communication with schools and its surrounding community including parents, students, etc.)

- Create a collaborative environment, sharing knowledge and practice

- Acknowledge the time it takes for paradigms to shift

- Fix steps and monitor their achievement

- Standardised packages are helpless because they don't meet school/schools groups individual needs.

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A kind of approach leading to professional fulfillment and satisfaction (in schools & in roles supporting them)

Rik Wouters - 1882-1916

- Do you feel sometimes as "enabler of learning? When, in which circumstances, for example?

- Is there another important aspect of your role you would like to mention?