



COURSE DESCRIPTION

Digital Transformation in Educational Management

Most schools already own digital tools. This week you write the plan that gets staff using them, working from the EU's SELFIE self-check and its DigCompOrg framework for digitally competent schools.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE School leaders — principals, vice principals, heads of department and coordinators No specific prerequisites — basic comfort with everyday digital tools (email, spreadsheets) is helpful but not required.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Most schools already own some digital tools. What separates the schools where those tools change how the place runs from the ones where they gather dust in a shared drive is often not more hardware, but leadership with a plan behind it.

The week works from DigCompOrg, the European Commission's framework for digitally competent schools, and SELFIE, the free tool built on it, and uses John Kotter's eight-step change model to plan how a leader gets a staff room to change. You write one Digital Transformation Action Plan for your own school, or for the part you lead, one section a day.

- Monday — you check your school against DigCompOrg's seven elements, choose three priorities, and plan how to run SELFIE back at your school.
- Tuesday — you look at what data your school already holds and build a simple dashboard from sample data.
- Wednesday — you write a vision in one sentence and a communication plan for staff, students and parents.
- Thursday — you plan the change: who is in your team, what will resist, a staff training roadmap, and a practised conversation with a hesitant colleague.
- Friday — you anchor the plan in a first 90 days, present it, and get structured feedback.

By Friday you have a written action plan with a change strategy attached, a first-90-days version small enough to start on your first Monday back, and a short list of what you can decide yourself and what you will ask others for. No real student or staff data is needed in the room.

02 Course description

DigCompOrg describes a digitally competent school through seven key elements: leadership and governance practices; teaching and learning practices; professional development; assessment practices; content and curricula; collaboration and networking; and infrastructure. It sets out fifteen sub-elements and 74 descriptors under them. The week uses the seven elements as a common vocabulary: on Monday you rate your school against them from what you already know, and each later day gives a section of your plan to one or two of them.

SELFIE is the tool the European Commission offers for the next step. It asks school leaders, teachers and students how technology is used in their school and produces a report on strengths and gaps. A full SELFIE run needs a coordinator, invitations to staff and students, and time to collect answers, so it cannot be done in a training room. The week therefore teaches you how to read a SELFIE report and how to plan one for your school, and treats running it as a step in your action plan.

Kotter's model comes from management writing, not from research in schools, and the course uses it that way: as a checklist of eight things leaders often skip — creating urgency, building a guiding group, forming a vision, communicating it, removing obstacles, creating short-term wins, building on them, and anchoring the change in how the school works. It is not walked through in order; each step appears where it fits, and Friday is spent on the last two, which are the ones most plans forget.

The plan can be written for a whole school or for the part of it you lead — a department, a year group, a campus. Some of it you can decide yourself, some needs your deputy or leadership team, and some — budget, devices, a policy — you have to ask your school board, owner or municipality for; the plan template has a place for each. The plan is aligned with the Erasmus+ digital transformation priority and the EU Digital Education Action Plan.

Tools are a means. Dashboards can be built in a spreadsheet chart view or in a tool such as Looker Studio, on paper if you prefer, using a small synthetic data set. Platforms such as Google Workspace for Education or Microsoft 365 Education are discussed as the ecosystems many schools already use, not taught as software.

This course is about leading the change. Classroom digital skills for teachers are covered separately, in Digital Content Creation for the Classroom and The Role of Artificial Intelligence in Personalized Learning.

03 Learning outcomes

- 01 Assess your school's digital maturity against DigCompOrg's seven key elements and plan how to run SELFIE at your school.
- 02 Draft a Digital Transformation Action Plan for your school or the part you lead, aligned with Erasmus+ and EU Digital Education Action Plan priorities.
- 03 Build a simple dashboard from sample data and use it to support a school management decision.
- 04 Plan a communication strategy for staff, students and parents, with a vision stated in one sentence.
- 05 Apply Kotter's eight steps as a checklist to plan the first 90 days of digital change, including how to work with a colleague who is hesitant.

04 Methodology

Short Inputs, Long Workshops	Short theoretical inputs (max. 1 hour per day) combined with hands-on workshops and peer-learning sessions.
One Plan, One Section a Day	Participants write one Digital Transformation Action Plan for their own school or the part they lead, adding a section each day and refining it through peer review.
Your School, Not a Case Study	Work starts from what participants already know about their school, without names or real student data, and uses role-play to make the plan realistic.

05 Daily programme

Day 1

Where Your School Stands: DigCompOrg and SELFIE

- **Icebreaker:** "Digital Leadership Self-Portrait" — participants map their current digital competencies and leadership challenges on a shared whiteboard (a tool such as Miro, a shared slide, or paper)
- What is digital transformation in education? Key concepts, the EU Digital Education Action Plan, and why school leaders are the key drivers
- DigCompOrg's seven key elements, and a one-page check of your own school against them, from what you already know
- **SELFIE:** what it asks, who answers, what its report covers, and how you would run it at your school
- Your three priorities, and one sentence on why now

Day 2

Data-Driven School Management

- **Warm-up Activity – "Data Bingo":** participants match school management challenges with data-driven solutions in a bingo-style game
- **From gut feeling to evidence:** what data a school already holds (attendance, homework return, device access), what decisions it could support, and what must never leave the school
- **Hands-on Workshop – Building a School Dashboard:** using a spreadsheet chart view or a tool such as Looker Studio, participants build a simple dashboard from a small synthetic school data set
- **Writing the data section of your Action Plan:** one decision to improve, who owns the data, and one measure that would show a short-term win — for one of your three priorities, seen through leadership and governance

Day 3

Communication and Vision

- **Warm-up Activity – "Communication Audit":** participants map all current communication channels in their school and identify bottlenecks
- Your vision in one sentence, and how to test that a colleague, a parent and a student would each understand it
- **Digital ecosystems for school communication:** the platforms many schools already use, and best practice for parent-teacher-student communication

- **Workshop – Designing a School Communication Strategy:** a plan for staff and for parents and the community, for one of your three priorities, seen through collaboration and networking
- **Peer review:** participants exchange communication plans and give structured feedback

Day 4

Leading the Change

- **Warm-up Activity – "Resistance Map":** participants anonymously share the biggest resistance points they face and discuss solutions collectively
- **Kotter's eight steps as a checklist for schools:** urgency, a guiding group, vision, communication, obstacles, short-term wins, building on them, anchoring — and where each shows up in your plan
- **Workshop – Designing a Staff Digital Training Roadmap:** a one-page plan for your teaching staff, for one of your three priorities, seen through professional development, using a page of the plan template
- **Role-Play Simulation – "The Reluctant Teacher":** participants practise persuasion and coaching techniques for a digitally hesitant colleague

Day 5

Anchoring the Change and Presenting Your Plan

- **Anchoring the change:** how to keep going after the first wins, and how to make the plan part of how your school works (Kotter's last two steps)
- Your first 90 days, built around your three priorities: what you do in weeks 1–2, 3–6 and 7–12, and what you keep after that
- What you can decide yourself, what you need your leadership team for, and what you will ask your school board or municipality for
- Action Plan presentations in groups of four or five, with structured peer feedback
- Reflection and self-assessment
- Certification Ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: a one-page DigCompOrg school check, an Action Plan template with a page for the staff training roadmap, and a small synthetic sample data set (no real student data), together with the plans participants produce during the course. Dashboards can be built in a spreadsheet chart view or a tool such as Looker Studio.

07 How to prepare

- Nothing needs to be prepared in advance. The Day 1 check of your own school is done from what you already know, and no school documents or real data are needed.

- A laptop is useful on Day 2 for building the dashboard in a spreadsheet or a tool such as Looker Studio; you can also build it on paper.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Digital transformation is one of the Erasmus+ horizontal priorities, and the Programme Guide sets out the Programme's role in "supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8). This course works one level above the classroom, where the Guide places an objective of school education mobility in its own right: "supporting professional development of teachers, school leaders and other school staff" (Key Action 1 – School Education Mobility, p. 103). The participant leaves with a Digital Transformation Action Plan for their own school, built on the European Commission's DigCompOrg framework, with a plan for running its SELFIE self-reflection tool back at school.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2

Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

erasmusmobilityacademy.com/courses/digital-transformation-in-educational-management

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.