Brick stones to build capacity for excellent vocational education and turn green

Anne-Birgitte Rohwedder
Tibor Dori
Agenda

This session provide the participants with empirical grounded knowledge about the eight Bricks-stones, but most important we will discuss how to develop these organizational and individual capacities.

We invite participants with an interest in the fundamental resource for transition: organizational learning and capacity building.
Green transition is about learning

A “transition” is a Movement, Passage, or Change from One Position to Another.
The story of the Brick-stones

LEADERSHIP FOR LEARNING
Erasmus+ KaZ in VET

2017-2019

4 VET Schools + 1 university of applied science

Organizational learning

Principals leading learning

Teachers leading learning

Students learning

Cooperative Partnerships for Capacity Building in VET
Erasmus+
WHY are we here?

LEADERSHIP FOR LEARNING
Erasmus+ Ka2 in VET

CAN YOU MAKE A TRAINING COURSE-PLEASE?

EFVET-conference 2019

Cooperative Partnerships for Capacity Building in VET
Erasmus+
Task-force: designing and evaluating

<table>
<thead>
<tr>
<th>3 common seminars</th>
<th>Action learning</th>
<th>School-visits and peer-feedback</th>
</tr>
</thead>
</table>

Research

Cooperative Partnerships for Capacity Building
i2VET
Erasmus+
Excise

• Individual (2 min):
  • How does green transition appear in your organization?
  • What enable learning in your organization? (write down on sticky notes – keep it for later use)

• Share and discuss with the group (10 min)
  • How is learning and green transition linked

• In Plenum
  • Share the most important message (1 min / group)
The DNA of leadership for learning

Professional skills and knowledge

Personal beliefs and attitude

Each of the two strands contain a line of brick-stones or practical codes inherent in leadership for learning.

The sets of brick-stones are interdependent and synergistically integrated.
The DNA of leadership for learning

Despite the focus on the individual capacity, this study revealed the importance of a “school vision”.

<table>
<thead>
<tr>
<th>Professional skills and knowledge:</th>
<th>Personal beliefs and attitude:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating and living the vision of the school</td>
<td>Passion and commitment</td>
</tr>
<tr>
<td>Collaboration (working and framing)</td>
<td>Being a collaborator and feeling interdependence</td>
</tr>
<tr>
<td>Doing inquiry-based development</td>
<td>Being open to feedback</td>
</tr>
<tr>
<td>Directional</td>
<td>Respectful and trustful</td>
</tr>
<tr>
<td>Monitoring quality</td>
<td>Empathy and equality</td>
</tr>
<tr>
<td>Establishing an open for learning environment</td>
<td>Open to learning attitude</td>
</tr>
<tr>
<td>Complex-Problem solving</td>
<td>Growth Mindset</td>
</tr>
<tr>
<td>Using a variety of pedagogical methods</td>
<td>Creativity and innovative thinking</td>
</tr>
</tbody>
</table>
Professional skills and knowledge: Communicating and living the vision

Personal beliefs and attitude:

Passion and commitment

It is about giving meaning to the work that we do in the school

Being prepared to walk the extra mile to promote students’ learning and wellbeing. Dedication and loyalty to the norm and values expressed in the schools’ visions of learning.
Professional skills and knowledge:
Collaboration
(working and framing)

Working together / having dialogues, supporting and empowering each other to improve practice
Having a shared language about the process of learning made an important attribution.

Personal beliefs and attitude:
Being a collaborator and feeling interdependence

Value “togetherness” high enough to commit yourselves to it / Valuing the diversity in perspectives and hold various opinions open for interpretation.
Professional skills and knowledge:
Doing inquiry-based development

Personal beliefs and attitude:
Open to feedback

Systematically reflect and evaluate the impact of your own and others’ practices.

Involves real curiosity and commitment in learning from feedback,
Professional skills and knowledge: Directional/Normative

Working with the setting of clear expectations – also indicating that some actions or outcomes are considered more desirable than others.

Personal beliefs and attitude: Respectful and trustful

the ability to build respectful and trusting relationship..
Professional skills and knowledge:

Monitoring quality

Monitoring quality is based on reliable and authentic information (data) in use for formative evaluations – not summative.

Personal beliefs and attitude:

Empathy and equality

Equality and empathy create emotional wellbeing as a motivator for learning and make learners feel valued as a person.
Professional skills and knowledge:

Establishing an open for learning environment

Facilitate a learning environment in which group interactions and dialogues are stimulated.
Supports opportunities for extending skills and knowledge by reassuring an error friendly "classroom".

Personal beliefs and attitude:

Open to learning attitude

The personal attitude encourage the learner to step outside comfort zones, pushing the boundaries of learning, and maintaining a "wanting to learn" atmosphere in the environment.
Professional skills and knowledge:

Complex problem solving

Deal with the demands of being both immediately practical and developing underlying principles so that future problems can be solved.

Personal beliefs and attitude:

Growth Mindset

You do not waste time proving how great you are. You believe that you can become better and you empower other people to have the same feeling of being able to learn new things and become even better.
Professional skills and knowledge:

Using a variety of pedagogical methods

the ability to employ a wide variety of pedagogical method

Personal beliefs and attitude:

Creativity and innovative thinking

Welcoming new ideas, new ways of looking at things, and new pedagogical methods. Creative thinking is defined as the thinking that enables learners and leaders to experimenting with alternatives to improve students’ learning.
If green transition is about learning

• **In group**
  What are the implication addressing green transition in your organization?

How can the brick-stones in the DNA of leadership for learning support green transition? (10 min)

• **In Plenum**
  • Share the most important message (1min / group)
Capacity building – to go green.

Developing the collective ability - dispositions, skills knowledge, motivations and resources- to act together to bring about positive change (Fullan 2005)

Capacity is a power –a habit of “mind” focused on engaging in and sustaining the learning of people at all levels of the educational system for the collective purpose of enhancing student learning in its broadest sense” (Stoll 2010)

Capacity Building is not linear but complex and reflexive dynamic
To go green

Recall and share:
What enable learning in your organization?

• Put your sticky notes on the big poster – on the brick-stone they support

• If they don’t fit any of the brick-stones put them next to the poster
To go green

Discuss:

What is the most important brick–stone to develop in your organization to go green– why this, and how will you work on it?

Point them out on the big poster (using stickers)
What did you find was the most important take away from this workshop

Make a sticky note - as your exit ticket