

LEARNING PROGRAMME

Why and How to Turn Your Schools (and Other Educational Organisations) into Learning Organisations: Foundations for Schools and School Systems in the 21st Century

10-DAY COURSE

50 learning hours | Course programme

Why and How to Turn Your Schools (and Other Educational Organisations) into Learning Organisations: Foundations for Schools and School Systems in the 21st Century – 10-Day Course

Introduction and Description

The unprecedented complexity of contemporary schooling—characterised by rapid technological advancement, shifting socio-economic landscapes, intensified inclusion mandates, and evolving expectations of teachers and learners—has foregrounded the need for educational institutions capable of sustained, collective learning. This course offers a rigorous exploration of the Learning Organization paradigm as a foundational model for reimagining how schools and other educational organisations operate, adapt, and innovate within the 21st century. Rather than viewing schools as static structures delivering predetermined curricula, the Learning Organization framework conceptualises them as dynamic, knowledge-creating systems in which professional inquiry, reflective practice, and collaborative problem-solving form the basis of institutional development.

The programme situates the Learning Organization within a broad theoretical and historical context, drawing on organisational learning theory (Argyris & Schön), systems thinking (Senge), distributed leadership models, school improvement research, and contemporary scholarship on collaborative professionalism and collective teacher efficacy. Through critical engagement with the OECD's *School as a Learning Organization* (SLO) model and its seven interrelated dimensions, participants interrogate the cultural, structural and relational conditions that enable schools to function as adaptive, self-regulating and innovation-generating environments. Particular emphasis is placed on the interdependence of organisational culture, leadership practices, professional learning systems, and external partnerships, recognising that sustainable development emerges from the synergistic interaction of these elements rather than from isolated initiatives.

Across ten intensive days, participants delve into comparative case studies, international policy frameworks, ethnographies of school change, and evaluation tools designed to assess organisational learning capacity. They analyse both successful and failed attempts at institutional transformation, thereby developing a nuanced understanding of the practical realities that accompany system-level change, including resistance, structural constraints, conflicting priorities and the emotional labour of reform. Through interactive workshops, systems-mapping exercises, inquiry cycles, and

design-based activities, attendees collaboratively construct context-specific strategies that support their school's evolution toward a more coherent, trust-based, inquiry-driven organisational model.

Central to the course is the recognition that Learning Organizations are not created through top-down implementation but through the cultivation of shared vision, professional trust, psychological safety, transparent communication and a sustained commitment to collective learning. Participants therefore critically examine the human and relational dimensions of organisational development—wellbeing, motivation, professional identity and distributed agency—alongside structural considerations such as timetabling, governance, resource allocation and digital ecosystems. By the conclusion of the programme, each participant will have developed an analytically robust and practically realistic action plan that integrates evidence-informed strategies, digital collaboration tools (eTwinning, School Education Platform), and sustainable mechanisms for monitoring and evaluating organisational progress over time.

This course ultimately equips educators and school leaders with the conceptual sophistication, methodological tools, and reflective dispositions necessary to guide their institutions through processes of continuous improvement, systemic learning and long-term transformation—ensuring that schools do not merely adapt to contemporary challenges, but actively shape their future as learning-centred, resilient and equitable organisations.

Methodology and Assessment

The course employs an experiential and participatory methodology combining theory inputs, facilitated discussions, case-based analysis, collaborative workshops, reflective journaling, and practical design tasks. Participants engage in group problem-solving, systems mapping, and structured inquiry cycles to translate conceptual models into context-specific strategies. Digital collaboration tools support networking and shared project development. Assessment is formative and continuous, based on active participation, reflective contributions, and the development of an individual or team action plan outlining steps toward implementing Learning Organization principles in their institution. A final presentation and peer feedback session consolidate learning and support transfer into professional practice.

Learning Objectives

By the end of the course, participants will be able to:

Understanding the Conceptual Foundations of Learning Organizations

• Analyse core organisational learning theories and trace the historical development of the Learning Organization concept.
• Examine the OECD *School as a Learning Organization* framework and its seven dimensions in depth.
• Distinguish between organisational culture, climate, systems thinking and distributed leadership as interrelated components of school development.

Applying Research-Informed Models to School Contexts

• Interpret international research on school improvement, collective teacher efficacy, and the impact of organisational learning on student outcomes.
• Evaluate case studies to identify enabling conditions, obstacles, and leverage points for systemic change.
• Design context-sensitive strategies for strengthening professional learning, inquiry cultures, and collaborative structures.

Developing Skills for Leading and Sustaining Organisational Learning

• Employ tools such as inquiry cycles, learning walks, data teams, reflective protocols and rapid prototyping to support continuous improvement.
• Facilitate collaborative professional learning communities and cultivate psychological safety, trust and shared vision.
• Construct an evidence-based school development plan aligned with LO principles, integrating digital collaboration tools (eTwinning, ESEP) and long-term sustainability mechanisms.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can

send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Introductions, Framing & The Future of Schooling
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Challenges of 21st-century schooling
11.15 - 11.30	Break
11.30 - 12.15	Skills frameworks for future-ready learners
12.15 - 13.00	Reflective exercise: School as an Ecosystem
Day 2	Educational Theory: Past, Present & Emerging Paradigms
09.00 - 09.45	Historical overview of educational theory
09.45 - 10.30	Contemporary theories shaping today's schools
10.30 - 11.15	School effectiveness and improvement research
11.15 - 11.30	Break
11.30 - 12.15	From individual competence to collective efficacy
12.15 - 13.00	Workshop: Theory into practice
Day 3	Systems Thinking & Organizational Theory for Educational Settings
09.00 - 09.45	Systems thinking for school improvement
09.45 - 10.30	Organizational culture & climate in schools
10.30 - 11.15	Leadership for learning
11.15 - 11.30	Break
11.30 - 12.15	Learning ecosystems & collaborative structures
12.15 - 13.00	Workshop: Mapping your school as a system
Day 4	Understanding the Learning Organization: Origins & Evolution
09.00 - 09.45	Origins of the Learning Organization concept
09.45 - 10.30	Peter Senge's contribution to LO theory

10.30 - 11.15	Early applications of LO concepts in education
11.15 - 11.30	Break
11.30 - 12.15	Contemporary interpretations of LOs in schools
12.15 - 13.00	Workshop: Identifying LO elements in your school
Day 5	The OECD “School as a Learning Organization” (SLO) Framework
09.00 - 09.45	Introduction to the SLO framework
09.45 - 10.30	Comparison with earlier models
10.30 - 11.15	Deep dive into Dimensions 1–3
11.15 - 11.30	Break
11.30 - 12.15	Deep dive into Dimensions 4–7
12.15 - 13.00	Workshop: Self-evaluation using the SLO rubric
Day 6	Practical Analysis of the SLO Model & Organisational Learning Routines
09.00 - 09.45	Detailed breakdown of each dimension in practice
09.45 - 10.30	Collaborative learning structures
10.30 - 11.15	Organisational learning tools
11.15 - 11.30	Break
11.30 - 12.15	Interaction between dimensions
12.15 - 13.00	Workshop: Redesign a school process using LO principles
Day 7	Significance, Research Evidence & Human Factors in Learning Organizations
09.00 - 09.45	Why Learning Organizations matter in the 21st century
09.45 - 10.30	Collective teacher efficacy as a key driver
10.30 - 11.15	Human and relational dimensions of LOs
11.15 - 11.30	Break
11.30 - 12.15	Research evidence on LO outcomes
12.15 - 13.00	Workshop: Creating a Theory of Change for your school
Day 8	Case Studies, Comparative Perspectives & Applied Analysis
09.00 - 09.45	Exemplary LO case studies from various contexts

09.45 - 10.30	Analysis of failed LO transformations
10.30 - 11.15	Virtual exploration
11.15 - 11.30	Break
11.30 - 12.15	International perspectives on systemic learning
12.15 - 13.00	Workshop: Case-based group problem solving
Day 9	Implementation Pathways, Change Management & Digital Collaboration
09.00 - 09.45	Models of change in education
09.45 - 10.30	Conditions for successful LO implementation
10.30 - 11.15	Building a realistic development plan
11.15 - 11.30	Break
11.30 - 12.15	Online tools for collaboration (eTwinning, ESEP)
12.15 - 13.00	Individual support and coaching
Day 10	Consolidation, Sharing Transformative Plans & Closing
09.00 - 09.45	Preparing the final presentations and individual support
09.45 - 10.30	Final presentations and feedback
10.30 - 11.15	Sustainability & next steps
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.