

Digital transformation in the Flemish education system: reforming ICT teams at school

Management: include it as a possible next strategic project.
ICT coordinator: set priorities with the limited available ICT hours - focus on the core technical tasks.

Management: work on this as a priority, in collaboration with school group/community.
 • For support: pedagogical guidance service or independent consultants.
ICT coordinator: focus on the core technical tasks.

- Check whether the collaboration is running smoothly
- Check whether the composition of the team and the division of tasks need to be adjusted
- If necessary, repeat steps from this step-by-step plan to make adjustments

- Management:** bring involved people together in an ICT team.
- Use the 'ICT coordination task overview' to divide tasks in consultation and based on motivation and expertise.
 - Acknowledge motivation and expertise by putting in the necessary hours/resources.
 - Create clear mandates.
 - Make agreements about knowledge sharing, backup and documenting the work.
 - Make agreements about organization

- The tasks are of strategic importance: recruitment.
- The tasks are not of strategic importance and/or purely technical: consider outsourcing.

Step-by step

01
 Check: are you aware that the transition to a team-oriented ICT operation is a growth process, and are you prepared to make available the time to do this?

Yes

02
 Is there an underlying pedagogical vision?

Yes

03
 Is there an ICT policy plan?

Yes

04
 The ICT resources that a school receives are usually not sufficient to handle all ICT coordination tasks

Yes

06
 Is the expertise present within the school(s)?

No

07
 Towards team-oriented ICT coordination

Yes

08
 Regularly evaluate the ICT team operation

No

05
 Check 'ICT coordination task

To what extent are all the tasks of applications at the school/schools in the school group/community, based on the ICT policy plan? Customize for a customized task overview.

For which tasks can economies of scale (financial/efficiency) be achieved by implementing them for all schools at school group/community level?

What tasks require specialised expertise and can therefore be better organised at school group/community level?

Which tasks can best be included in the schools themselves in order to be able to respond quickly and effectively to the specific needs?

05
 Check 'ICT coordination task list'

To what extent are all tasks of applications at the school, based on the ICT policy plan? Customize for a customized task overview.

Which tasks are essential in the short term? Which can be spread over the long term? Which can be deleted without compromising the priorities of the ICT policy plan?

For which tasks is cooperation within the school group/community appropriate? Feed back to

