

3. Instruction

This section requires some definitions so that the creators and users of the matrix have a common understanding. Since various models and definitions are used in this area, it is necessary to choose one of them, which is explained below.

Four basic forms of teaching: collaborative, individualized, cooperative, instructive

Section 3. Lesson development is based on the models “**4 basic forms of teaching**” and “**3 pillars of lesson development**” by Hilbert Meyer (Meyer: “Teaching development” 2015 + “Teaching quality in the digital world”). The *4 basic forms of teaching* are **joint teaching** (non-subject-oriented work in the plenary of the whole class), **individualized teaching** (learner-centered individual work), **cooperative teaching** (learner-centered work in pairs and groups) and **instructional teaching** (teacher-centered). The last three basic forms are subject-oriented and together form the **3 pillars of lesson development** .

joint teaching is about the class and the teacher(s), who need to be organized and experienced as a group. For example, rules for dealing with one another need to be formulated, conflicts resolved, and joint activities - including those outside of school - experienced and reflected upon. This naturally applies to both analog and digital joint teaching.

In *individualized lessons*, learners (usually) work alone on assignments that are differentiated by the teacher, for example according to level of difficulty, interest, or compulsory and elective (compulsory) parts. The learners therefore have to make decisions, for example in their time management or their in-depth topics. In individualized lessons, they should therefore **learn at least partially self-directed wherever possible** . The teachers are primarily required to take on the role of coaches here. Digital learning environments offer a particularly wide range of options for individualized lessons, so the development potential for teachers is particularly great here.

In *cooperative (or collaborative) lessons*, learners work together with others on assignments. The group of methods of cooperative lessons using the **Think-Pair-Share** method in particular challenges and promotes the communicative team skills of learners and puts them in the role of teacher, which is particularly conducive to learning. In cooperative lessons, teachers primarily play the role of moderator of the group processes.

Digital learning environments offer new possibilities for synchronous (simultaneous) and asynchronous (time-delayed) cooperation.

In instructional teaching, teachers play a central role in imparting knowledge and skills. They set clear learning objectives and explain these to the learners. Lessons are well structured and organized to make the learning process understandable for the learners. Teachers give clear instructions and explain new concepts directly in the form of lectures, demonstrations and other explicit teaching methods. Although teachers play a leading role, learners are encouraged to actively participate in the learning process. Lessons follow a systematic progression in which new concepts are introduced step by step and build on previous learning content. Collaborative learning is emphasized as a supporting element in instructional teaching. Preamble UE: Teachers use it, for example, in the form of a lecture to inform learners, to introduce them to a new topic (e.g. as an advance organizer) or to summarize and structure a topic in conclusion. They demonstrate something, such as a scientific experiment, a physical exercise or a solution to a standard task. They conduct well-prepared, controlled classroom discussions in which material is worked on together and linked. Teachers also instruct the learners about teaching and learning methods. In doing so, they prepare in particular for lesson phases in which the learners are to work cooperatively and individually - whether, for example, to practice what they have learned or to work on new content. They also moderate and coordinate these lesson phases, evaluate them and summarize them.

SAMR Model

A model from digital lesson development expands on this basic structure. The **SAMR model** is intended to help teachers to gradually use digital options to qualitatively expand their teaching repertoire. It describes how teachers can start by simply translating existing analog lesson preparations into the digital world (= **substitution**), expand them using digital options (= **augmentation**) and qualitatively redesign them (= **modification**), and finally design completely new lesson sequences and materials that are not possible in an analog setting (= **redefinition**). It is important to note that this model is not intended to describe a path to ever better teaching, but rather aims to expand the options available to teachers. In many cases, for example, pure *substitution will* be the most suitable form of digital lesson development.

Taken from 3.2.7./ Introductory sentence in Level A:

Self-directed learning requires that learners can define their own learning goals, motivate themselves, select appropriate learning strategies, overcome obstacles and monitor their progress.

3.1. teaching development

Note: When diagnosing the current situation, keep in mind the averagely competent teacher or the majority of the teaching staff.

design field	Level A	level B	level C	Level D / Expansion
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<p>3.1.1. cooperation of teachers in lesson development</p>	<p>The potential of cooperative teaching development - especially in the digital field, which is new to many - is communicated to the teaching staff. The school management also actively encourages them to use it.</p> <p>The school management promotes, supports and praises initiatives and activities of teachers who develop or want to develop lessons together.</p> <p>At least some teachers are interested and fundamentally willing to develop lessons in cooperation with others.</p>	<p>There are examples at the school of cooperation between teachers in the development of teaching sequences and materials. The teachers involved open up their lessons to others - for example for peer observation. There is also a willingness to share lesson preparations and materials, either one's own or those created in cooperation, with other teachers.</p> <p>The school management provides resources for these activities and initiatives within the scope of its possibilities (time, space, materials, etc.). It regularly encourages participation among the teaching staff - for example, within the framework of educational conferences.</p> <p>The school management supports such cooperation between teachers through personnel development measures (team development, internal and external training on the topics of peer observation, lesson observation, peer feedback, professional learning communities, lesson studies, etc.).</p>	<p>The teachers regularly develop digitally supported teaching and learning sequences together in teams. These can be subject-specific or interdisciplinary (e.g. as project teaching). Ideally, they use tried and tested team structures, such as professional learning communities, and tried and tested models for joint lesson development, such as lesson studies. These teaching sequences are also carried out jointly where possible - e.g. in team teaching.</p> <p>Peer observation and peer feedback on lessons are carried out professionally and regularly and are naturally understood and used as learning and development opportunities.</p> <p>Teaching and learning sequences developed jointly or individually are available to all teachers in a database within the school. External databases are also used for digital teaching examples and materials (e.g. eTapas).</p>	<p>The teachers are extending their cooperation in lesson development beyond their own school. They are making their jointly developed digital lesson sequences available as open educational resources in the Eduthek.</p> <p>The teaching teams carry out their joint lesson development with a professional research approach. For example, they use action research tools, write academic papers (journal articles, dissertations, etc.) and exchange ideas with the teaching research community.</p>
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<p>3.1.2. SAMR model for digital teaching development</p>	<p>The teachers are familiar with the SAMR model (Substitution - Augmentation - Modification - Redefinition) for digital teaching development and are willing to develop further along this model.</p> <p><u>substitution</u></p> <p>Teachers can transfer teaching and learning sequences planned for analog use to a digital setting and carry them out successfully there. (e.g. use of digitized texts, digital presentations instead of posters, digital worksheets instead of printed worksheets, use of digital dictionaries and map apps, ...)</p>	<p><u>Augmentation</u></p> <p>Teachers can make planned teaching and learning sequences more efficient by using digital options for analog use. (e.g. using e-books with embedded videos, audio files and interactive exercises, using online quiz tools, language learning apps and spell checkers for immediate feedback, accessing online resources for comprehensive research options, using learning platforms for managing learning materials, submitting learning products and giving feedback, ...)</p>	<p><u>Modification</u></p> <p>The teachers use the digital possibilities to qualitatively redesign teaching and learning sequences. (e.g. use of tools for simultaneous (synchronous) and delayed (asynchronous) as well as location-independent processing of jointly created learning products, use of collaborative tools for conducting online discussions, use of virtual laboratories and digital simulations to investigate and present complex concepts, creation of multimedia presentations with videos, animations and interactive elements, shifting knowledge transfer in the flipped classroom, use of adaptive learning software, ...)</p>	<p><u>redefinition (redesign)</u></p> <p>Teachers can use the digital possibilities to develop new teaching and learning sequences. This creates teaching sequences that cannot be implemented in this form in analog form. (e.g. networking and collaboration within the framework of international projects (global classroom), creation and publication of digital content such as podcasts, videos, blogs or vlogs, conducting virtual excursions through museums, historical sites or space with the help of VR or AR, using AI as a learning coach or digital tutor to develop individual learning strategies, ...)</p>
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<p>3.1.3. evaluation of teaching</p>	<p>The teachers fulfil the minimum obligation to evaluate their teaching (“at least one feedback to teachers (...) per school year” from the learners - see www.qms.at) and also take into account the digital component of their teaching.</p> <p>The teachers have a positive attitude towards these evaluations and use their results to further develop their teaching. They also discuss these results and the resulting consequences with the students who provide feedback.</p> <p>The school management actively requests these evaluations, sets an example with the feedback for school management and generally promotes the feedback culture at the school.</p>	<p>Teachers are expanding the variety of methods for evaluating their analogue and digital teaching in order to be able to develop it in a more targeted manner.</p> <p>In addition to quantitative methods (statistically analyzable, usually questionnaires with closed questions), qualitative methods are also used (not or hardly statistically analyzable; e.g. open questions, group interviews, classroom observations).</p> <p>There are several teachers at the school who visit each other in class for the purpose of qualitative evaluation (peer observation) and give each other feedback (peer feedback). The school management expressly encourages such initiatives.</p>	<p>Teachers regularly evaluate their digital lessons using quantitative and qualitative methods.</p> <p>Ideally, you will also make use of peer observation and be able to both receive and competently give peer feedback.</p> <p>They regularly obtain feedback from learners on their digital lessons. They also use digital feedback options (e.g. online questionnaires with automatic evaluation).</p> <p>The teachers also know how they can use the results of their evaluations to further develop their digital teaching.</p>	<p>The teachers expand their skills in evaluating their lessons in the direction of a research-based approach. For example, they familiarize themselves with action research and use it competently to further develop their lessons.</p> <p>The teachers publish the results of their work in relevant journals. They professionalize themselves in this area through further master's and/or doctoral studies.</p>
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<p>3.1.4. Dealing with future social and technological developments</p>	<p>The school management and teachers are aware that future social and technological developments and realities should also be addressed by the school.</p> <p>There is a willingness to engage with these issues and to openly reflect together on their possible impact on schools and teaching.</p>	<p>There are teachers at the school who competently and attentively observe current technological developments and innovations and can assess their possible impact on and application in schools and lessons.</p> <p>These teachers are testing scenarios for using these new possibilities in their lessons. They are willing to share and reflect on their experiences with other teachers.</p>	<p>Current technical developments and innovations are regularly discussed openly and critically among teachers, and it is discussed whether, where and how these innovations can and should be used in schools and in lessons.</p> <p>The testing of application scenarios for these new possibilities will be set up as a teaching development project at the school.</p> <p>The project is being evaluated systematically to check its school-wide use and to ensure that the new technologies can be integrated into teaching in a practical and sustainable manner.</p> <p>(see also 3.1.1.)</p>	<p>The school sees itself as a beacon school for innovation by testing and evaluating new technologies and methods as a pioneer. The lessons learned can serve as an example for other schools that can benefit from these experiences and implement similar approaches in their own context.</p> <p>To ensure the effectiveness and sustainability of the measures, scientific support is provided for the continuous evaluation and adaptation of the technologies and methods used. This ensures that the innovations not only achieve short-term success, but also have a positive impact on teaching in the long term.</p>
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<p>3.1.5. integration of digital tools</p>	<p>Teachers recognize the relevance and applicability of digital tools in their specific subject area and identify goals to be achieved by integrating digital tools into their teaching.</p> <p>Improving interactivity, individualizing learning or promoting media literacy can be important aspects for the selection.</p> <p>The teachers have basic knowledge of digital tools and can use simple applications in class. (e.g. use of digital textbooks or digital supplements to textbooks, use of presentation software and learning platforms, integration of online resources in class, ...)</p>	<p>The teachers develop an understanding of how these resources support learning. They know the basic technical requirements and possibilities of digital tools and understand what is necessary to use them effectively in the classroom.</p> <p>The teachers can safely use a variety of digital tools, for example to develop interactive teaching units or to use these tools for collaborative projects. They are also familiar with digital tools that have received the “Learning Apps Quality Seal” from the BMBWF. (www.guetesiegel-lernapps.at)</p>	<p>Teachers can assess whether current and new digital tools are particularly suitable for use in their lessons (see also 3.1.1. and 3.1.4.)</p> <p>They take into account subject-didactic, technical and pedagogical aspects (DPACK model) and are familiar with important features of digital tools such as data protection (GDPR compliance) and licensing models.</p> <p>Teachers integrate digital tools seamlessly into lessons and adapt them to the individual needs of learners. They use adaptive learning platforms, create personalized learning paths and use automated feedback mechanisms.</p>	<p>Teachers use digital tools creatively and innovatively to develop new learning methods and continuously improve lessons.</p> <p>By using AI-supported tools, such as intelligent digital tutors, and VR/AR technologies, immersive learning experiences are created for students. These innovative teaching concepts and projects aim to promote learners' creativity and critical thinking and to enable them to use the latest digital technologies. (Media Education Policy Decree)</p>
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<p>3.1.6. use and creation of digital content</p>	<p>Teachers are able to find and use quality-assured digital materials for teaching. They know platforms for digital teaching materials (e.g. eduthek.at, edutube.at, schule.at, saferinternet.at, digikomp.at,...)</p> <p>In addition, they have knowledge of copyright, licenses and Creative Commons in order to handle digital content legally and responsibly.</p>	<p>Teachers can evaluate digital materials for their suitability for teaching in terms of subject matter, didactics and licensing, and supplement known reference sources with their own, tested resources.</p> <p>Teachers strengthen their skills in critically reviewing and using digital materials by sharing best practices and new resources.</p>	<p>Teachers create digital content themselves in order to develop customized digital teaching materials. They share these digital materials with the teaching staff, thereby enabling exchange, qualitative improvement and a reduction in workload.</p> <p>When creating them, they take into account the criteria of Open Educational Resources (OER) wherever possible . OER are freely accessible educational materials that are published under an open license and can be used, edited and distributed free of charge under certain conditions. The OER criteria include compliance with technical standards, accessibility, the provision of metadata and the quality of content and didactics.</p>	<p>Specially produced digital teaching materials are made available as OER (e.g. eTapas) on public platforms.</p> <p>Created materials are regularly checked for their timeliness and updated if necessary.</p>
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3.2. lesson planning				
3.2.1. Teachers and learners create the framework for joint teaching	Teachers and learners recognize the essential importance of rules for a harmonious and productive learning environment. They understand that clear guidelines make it easier to work together and promote a respectful learning climate. These rules create a common basis on which learners can develop their individual strengths and teachers can teach efficiently.	Teachers and learners are encouraged to actively participate in the development of school-wide and class-specific rules of conduct and communication. The aim is to create a common basis that is supported by all those involved. The development of the rules affects not only analogue but also digital learning environments.	Teachers and learners are equally responsible for the consistent implementation of jointly developed school-wide and class-specific behavior and communication rules. In both analog and digital learning environments, these rules form the foundation for successful individual and collaborative learning activities.	

<p>3.2.2. Teachers design cooperative lessons in an analog setting</p>	<p>The teachers know that a key pillar of high-quality teaching consists of cooperative working methods. Knowing this, they are ready to expand and implement their possibilities and skills. In particular, methods from the Think-Pair-(Square)-Share family are considered (partner, group puzzle/expert teaching/jigsaw method, learning speed duet, ball bearings, placemat, cooperative writing, reciprocal reading, etc.)</p>	<p>As part of their teaching development, teachers are increasingly introducing cooperative methods. The focus is not on the variety of methods, but on their competent implementation - in other words, the depth of the methods. The teachers ensure that not only they themselves, but also the learners achieve this depth of methods.</p>	<p>The teachers have a sufficient repertoire of teaching methods with which they can design cooperative teaching sequences (partner and group work) in an analogue setting. They use these appropriately and purposefully and, if necessary, competently fulfil their role of moderating group processes, which is necessary for cooperative teaching methods.</p>	<p>The teachers not only have a broad repertoire of teaching methods for cooperative teaching sequences in the analogue setting, but also actively share and convey these skills within the teaching staff or beyond.</p>
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<p>3.2.3. Teachers design cooperative lessons in a digital setting</p>	<p><u>substitution</u></p> <p>The teachers successfully transfer cooperative teaching methods from the analogue to the digital setting.</p> <p>It is important to note that these digital tools do not necessarily completely replace analogue ones, but rather create new opportunities for teaching and learning methods.</p> <p>(e.g. digital material provision, digital platforms for communication, exchange, reflection and feedback, use of digital presentation tools, ...)</p>	<p><u>Augmentation</u></p> <p>The teachers implement cooperative teaching methods in the digital setting and make lessons more efficient using digital tools.</p> <p>Integrating digital elements into collaborative teaching methods can optimize collaboration, expand access to resources, and create new dimensions for interaction between learners. It is important to keep the pedagogical goals in mind and ensure that the digital elements support the collaborative teaching and learning goals.</p> <p>(e.g. wider range of materials and information, integration of different media formats, possibilities for online submission, online feedback and online correction, progress tracking and learning analyses of learners, ...)</p>	<p><u>Modification</u></p> <p>The teachers implement cooperative teaching methods in a digital setting and use digital tools to qualitatively transform lessons.</p> <p>The modification opens up new possibilities for effective learning, promotes collaboration across spatial boundaries and enables a flexible, individualized design of the learning process.</p> <p>(e.g. temporal and spatial flexibility, synchronous and asynchronous work through digital collaboration tools, digital project management tools, feedback and peer review on digital platforms, ...)</p>	<p><u>redefinition (redesign)</u></p> <p>The teachers use digital tools to develop new types of cooperative learning settings. This creates teaching sequences that cannot be implemented in analog form.</p> <p>(e.g. opportunities to collaborate with peers from other countries to promote cultural diversity and global perspective, use of social media, blogs and vlogs)</p>
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<p>3.2.4. Learners work cooperatively in class</p>	<p>Learners gain their first experience with cooperative methods in the classroom. In this initial phase, they learn how to work together, divide tasks and learn from each other.</p>	<p>The learners apply cooperative methods in class and thereby gain methodological depth and self-efficacy experiences.</p> <p>Together with their learning partners, they reflect on their cooperative activities and further develop their team skills. In doing so, they increasingly experience that cooperative learning forms are a matter of course in both analogue and digital lessons.</p> <p>In addition, an established feedback culture creates an atmosphere of reflection in which learners not only receive valuable feedback but are also able to give constructive feedback to their fellow learners.</p>	<p>The learners competently implement the offered cooperative teaching methods in both analogue and digital learning settings.</p> <p>In particular, they have also developed the communicative and collaborative skills to take on the role of learner and especially of teacher in partner or group work, both independently and responsibly. The learners support each other in their learning in changing roles and regularly reflect together on their cooperative activities.</p> <p>Learners use digital tools to optimize their learning process (e.g. AI-supported systems for personalized learning content, virtual tutors, adaptive learning platforms or automated assessment and feedback).</p>	<p>Learners use digital tools to collaborate on projects with peers beyond their own school boundaries (use of social media, blogs and vlogs).</p>
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<p>3.2.5. Teachers design individualized lessons in an analog setting</p>	<p>The teachers know that an essential pillar of high-quality teaching consists of individualized working methods. In the spirit of internal differentiation, the work assignments and tasks in these phases should include a range of options for the learners that offers them freedom in the learning process (“open teaching”) and thus enables self-responsible and self-directed learning (“individualization”).</p> <p>Teachers are aware that learners have different self-regulation skills that are required to successfully use differentiated learning materials. In individualized instruction, learners require different levels of support and structuring (scaffolding) from the teacher. It is therefore important that teachers take on the role of a coach in order to optimally support learners.</p> <p>With this knowledge, teachers are ready to expand their opportunities and competencies in this area.</p>	<p>As part of their teaching, teachers are increasingly introducing individualized working methods. They allow different degrees of freedom in different areas (differentiation) in order to promote self-responsible and self-directed learning and thus enable individualization.</p> <p>Examples of this can be:</p> <ul style="list-style-type: none"> processing depth (e.g. §14 LBVO: essentials / going beyond the essentials / autonomy and independence e.g. allocation of middle school: standard / standard AHS) ● Time planning (until when? in what order?) ● location (class, school, home,...) ● social form (individual, partner, group work) ● Proof of performance (How and when will what has been learned be presented?) ● Priorities (selection of topics, own objectives within given topics, completely free choice of topics) 	<p>The teachers use individualized working methods in class as a matter of course, competently and regularly. Where possible, they create a differentiated learning offer from which the learners can choose independently according to their abilities and interests and design their work accordingly. (For examples, see Level B)</p> <p>The teachers act as coaches and advise the learners individually, based on their different self-management skills.</p> <p>By continuously monitoring and adapting their support strategies, teachers create a sustained motivating learning environment that strengthens learners' self-management skills and improves their learning outcomes.</p>	<p>The teachers not only have a wide range of individualizing working methods in the analogue setting, but also actively share and convey these skills within the teaching staff and beyond.</p>
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<p>3.2.6. Teachers design individualized lessons in a digital setting</p>	<p><u>substitution</u></p> <p>The teachers transfer individualizing teaching methods from the analogue to the digital setting and implement them successfully.</p> <p>In blended learning, teachers switch flexibly between face-to-face and online learning, using the advantages of both approaches to make the learning process more efficient.</p> <p>In addition to providing digital resources, virtual weekly schedules and digital communication between teachers and learners via email, chat or on a learning platform can also be part of the lessons.</p>	<p><u>Augmentation</u></p> <p>The teachers implement individualized teaching methods in the digital setting and, by using digital tools, make the lessons more efficient, motivating and engaging for themselves and the learners.</p> <p>By using digital tools, learners can, for example, receive immediate feedback through automatic responses to online tests or exercises.</p> <p>Teachers create (possibly with the help of digital competency grids) individualized learning paths with interactive options and levels of complexity.</p>	<p><u>Modification</u></p> <p>Teachers use digital tools to qualitatively transform individualized teaching methods.</p> <p>In the flipped classroom, learners can learn new content at their own pace and in a location of their choosing.</p> <p>In addition, the use of adaptive learning programs enables continuous adaptation and optimization of learning content in real time, based on the immediate feedback and performance of the learners.</p> <p>Teachers guide learners to set self-directed individual development goals (possibly with the help of digital competency grids) and to present these developments (competency-based portfolio work).</p>	<p><u>redefinition (redesign)</u></p> <p>The teachers use digital tools to develop innovative, individualized learning settings. This creates teaching sequences that would not be possible in this form in analog form.</p> <p>AI-based systems create customized learning opportunities for students in which chatbots act as tutors and learning process companions.</p>
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<p>3.2.7. Learners work self-directed in individualized lessons</p>	<p>At the school there are individual learning groups in which the learners already experience individualized teaching and learn self-directedly.</p> <p>They have the opportunity to choose between compulsory and elective courses, which gives them a certain amount of freedom in shaping their learning experiences.</p> <p>Learners use different degrees of freedom in one or more of the following areas:</p> <ul style="list-style-type: none"> ● processing depth ● level of complexity ● Time ● Location ● social form ● type of proof of performance ● thematic focus ● own goals ● free choice of topics 	<p>The students experience an increase in individualized forms of work. This is the result of the positive attitude of the school management and a large part of the teaching staff towards individualized teaching and self-directed learning. This is associated with a deliberate and systematic expansion of this form of teaching and learning.</p> <p>The students experience analogue and increasingly digital learning environments (e.g. classrooms, learning platforms, ...) in which they can work and learn in a self-regulated manner.</p> <p>Competency grids and portfolio work can, for example, be tools that help learners determine their level of learning and document it through individual learning products, set their own learning goals and measure their achievement, and generally reflect on their learning or obtain feedback from peers and the teacher.</p>	<p>All learners naturally and regularly use individualized working methods in analogue and digital learning environments because they are part of the school's pedagogical concept (e.g. pedagogical principles).</p> <p>They can competently handle the necessary digital tools and thus utilize the associated additional potential of individualized teaching and self-directed learning in the digital setting (see 3.2.6) .</p> <p>The learners experience their teachers in the role of learning coach and receive support and advice to further develop their self-management skills. This personal support helps them achieve their learning goals and reach their potential.</p> <p>Ideally, these structures enable personalization of learning, where learners can pursue their own interests and design their learning path according to their needs.</p>	<p>Learners develop a proactive attitude towards their own education and are able to continuously acquire new skills and knowledge. They internalize the concept of lifelong learning and perfect their self-management skills.</p> <p>Learners use AI to both impart knowledge and create content, using it as a personal assistant.</p> <p>At the same time, they integrate regular reflection and self-assessment processes into their daily learning routine in order to monitor their progress and continuously improve their learning strategies.</p>
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<p>3.2.8. Teachers design instructional lessons in analog and digital settings</p>	<p>At school, analogue instructional teaching is a natural and necessary form of teaching. It is consciously and reflectively designed and used for its didactic functions. At the same time, some teachers already know what instructional teaching in a digital setting can mean.</p> <p>There is a common attitude in the school regarding the question of what proportion of lessons should be instructional, which does not see the answer in percentages, but in deciding which form of teaching is most suitable for which phase in the teaching-learning process and for which temporal and social situation.</p> <p>However, all teachers at the school are aware that the effectiveness of instructional teaching is limited to certain functions and decreases rapidly over time. They also know that the development of skills at all levels cannot be successful through exclusively instructional teaching.</p>	<p><u>substitution/augmentation</u></p> <p>The school's teachers are able to hold instructive teaching sequences synchronously (i.e. at the same time as the learners) using the digital tools available to the school (e.g. projectors, smart and whiteboards, document cameras, presentation software, video conferences in distance learning, etc.). They can also moderate classroom discussions in this digital teaching setting and in video conferences and ensure the participation of the learners.</p> <p>In addition, they can evaluate instructional elements from digital sources (e.g. videos, animations, audios, podcasts, websites, texts, online platforms, digital learning games, lexical sources, ...) for their linguistic, age and content-related suitability and use them in their lessons.</p> <p>Teachers use these digital tools, sources and learning resources to improve the possibilities of analog teaching in terms of its efficiency and timeliness.</p>	<p><u>Modification</u></p> <p>The school's teachers can use instructive digital teaching elements and sequences asynchronously, i.e. independently of direct interaction with the learners. Such learning resources are provided via a learning platform and can be accessed flexibly by the students, both in class and at home. As part of concepts such as the flipped or inverted classroom, explanatory content is integrated into the homework. The lessons then serve to clarify questions and practice together. One example of this is the creation of interactive learning videos by the teachers, which are available to the learners at a flexible time.</p> <p>For synchronous teaching, teachers use the technical infrastructure to conduct hybrid teaching in which physically present and online learners are taught simultaneously.</p> <p>Digital tools, sources and learning resources enrich analog lessons through improved visualization and presentation options as well as greater individualization. Interactive presentations and digital learning paths with real-</p>	<p><u>redefinition</u></p> <p>Teachers use virtual and augmented reality (VR and AR) to visually enrich their lessons and convey complex content more clearly.</p> <p>They use advanced artificial intelligence (AI) tools to efficiently create innovative teaching materials.</p> <p>In addition, they use global platforms to share instructional content and make their own materials freely available as Open Educational Resources (OER).</p> <p>At the same time, they promote learners' skills by guiding them to create their own AI-supported learning materials and learning videos.</p>
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			<p>time feedback make lessons more dynamic and help to convey complex content in a clear and understandable way.</p>	
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<p>3.2.9. performance feedback</p>	<p>Performance feedback - whether in terms of grading (performance evaluations, assessments) or purely as information (feedback) - fulfils different functions: It must both fulfil legal requirements and support educational goals. The performance feedback is designed in such a way that it enables students to control their own learning process independently.</p> <p>The school sees great potential in digital support for summative and formative performance feedback. It is setting in motion a process to work out what digital performance feedback can and should look like. Individual specialist groups can play a central role in this by developing subject-specific requirements and implementation options.</p> <p>Some teachers are already using digital tools for performance feedback, but the combination of digital and analogue methods is not yet standardized.</p>	<p>The school defines the development potential with regard to the functions of performance feedback in order to improve in individual areas with the help of digital tools.</p> <p>The goals for the use of digital performance feedback are part of the digitalization concept. In addition to improving teaching and learning processes, the focus is also on increasing efficiency in assessment, promoting productive feedback to learners and increasing transparency towards parents.</p> <p>The methods and digital tools used are checked for their conformity with data protection guidelines (GDPR) and the Performance Assessment Ordinance (LBVO).</p>	<p>The use of digital performance feedback is a central component of the school's digitalization concept and is implemented in all grades and subjects.</p> <p>At the school, the necessary knowledge and infrastructure are available to all those involved to effectively use digital tools for performance feedback. The focus is not only on improving learning outcomes, but also on promoting self-regulation and learning responsibility.</p> <p>Digital performance feedback is used specifically to achieve progress in the following areas:</p> <ul style="list-style-type: none"> ● Motivation: Gamification elements and immediate reactions increase learning motivation. ● Transparency: Learners and guardians have access to current performance data at all times, which ensures that feedback is traceable and up-to-date. ● Efficiency: Automated evaluations and comprehensive documentation enable detailed and time-saving feedback. Shared 	<p>At the school, digital examination environments and the open-book format complement the already established digital tools for performance feedback. This expansion focuses on both the application of knowledge and the individual support of learners.</p> <p>Learning development reports are prepared in cooperation between teachers, taking into account both the subject-specific and interdisciplinary competencies of the students.</p>
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			<p>recordings are also accessible to multiple teachers.</p> <ul style="list-style-type: none">● Support for self-directed learning: Through individualized and immediate feedback, learners are enabled to control their learning independently.● Support for the management of general and individualized teaching: Teachers can flexibly adapt lessons based on the digitally available performance data and use differentiated learning opportunities in a targeted manner.	
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<p>3.2.10. Digital Learning Management</p>	<p>In the context of this matrix, “digital learning management system” is understood to mean the combination of learning platforms and other digital tools for the purpose of organizing digital learning in the classroom and at home.</p> <p>In Level A, the learning management system used at the school is used by all students in at least one school year to receive and complete digital materials and work assignments for lessons provided by teachers.</p>	<p>To accommodate the diversity of schools, school types, age groups, etc., column B includes all gradations between column A and column C.</p> <p>The further development within this stage can be thought of in many different dimensions, including:</p> <ul style="list-style-type: none"> - Expansion of the number of school levels - Increasing the commitment, frequency and regularity of use - Adding additional functionalities to the learning management system - Expanding opportunities for communication and collaboration (teachers, learners, parents/guardians) - Expansion of subjects/objects - integration of gamification elements 	<p>The digital learning management system used at the school is used by all students and the majority of teachers so that</p> <ul style="list-style-type: none"> - Teachers make their learning tasks available to learners electronically, including task management with deadlines - Learners communicate their results and learning products on learning tasks and opportunities to the teachers - Teachers provide feedback on these results, evaluate performance and communicate with learners - Learners use their time efficiently with features such as calendars, task planners and reminders - Teachers make their teaching materials available to students electronically - Learners and teachers can collaboratively create and edit documents, as well as plan and implement projects - Learners manage their own private digital workspace in which they create, reflect on and share their learning products 	<p>The learning management system becomes a “second brain” (ePortfolio) for the learners and teachers, which is characterized by the following features:</p> <ul style="list-style-type: none"> - Digital Identity: Every learner has a comprehensive digital identity that encompasses all learning activities, progress and personal preferences and accompanies learners throughout their school career and beyond. - Advanced digital notebook: The digital notebook is a central tool in the “Second Brain” that allows learners to record and structure their thoughts, notes and ideas at any time. It is fully linked to other functions of the system and enables simple, efficient searching and further processing of information - be it for preparing tasks, for reflecting on learning processes or as a personal knowledge archive. <p>Personalized learning environment and AI assistance: The system adapts to individual learning needs and offers personalized recommendations for content and tasks. Artificial intelligence supports learners and teachers in organizing learning activities, providing</p>
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			<p>(e.g. portfolio work, learning diaries, etc.)</p> <ul style="list-style-type: none"> - additional digital communication channels can be used (e.g. messenger, chat, discussion forums) - Parents or guardians have access to selected information and communication channels - Teachers can obtain feedback from learners on their lessons (e.g. using online questionnaires) <p>By using gamification elements, learning motivation is specifically increased and learner engagement is encouraged. Possible elements include points, badges, levels, rankings, progress bars, quests, challenges, rewards and team competitions.</p>	<p>feedback and suggesting suitable learning strategies.</p> <p>Permeability and compatibility: The data in the learning management system is exportable and can be integrated into other systems. This enables learners to transfer their digital portfolios, certificates and learning progress to further education institutions or into the professional context.</p>
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<p>3.2.11. Integrated teaching design</p>	<p>The teachers incorporate digitally supported sequences into their lessons on a case-by-case basis. Digital tools are used selectively, primarily to support instructional phases and to provide learning materials. The digital learning management system is primarily used for organization and documentation.</p> <p>The lesson design uses carefully selected temporal (e.g. block teaching) and spatial options (e.g. digital workstations) to gradually integrate new approaches. Interdisciplinary or expanded teaching and learning methods such as blended learning or project work are used sporadically.</p> <p>Learners begin to become familiar with these approaches, but do not yet have the routines to act confidently and competently in all phases.</p>	<p>Teachers often design their lessons as a balanced combination of analogue and digital methods (blended learning). First steps towards synchronous and asynchronous learning phases are being taken, especially in cooperative or individualized lesson sections. Digital tools and the learning management system are increasingly being used in individual areas, for example to organize lesson content or to provide performance feedback. In the SAMR model, the focus is on augmentation with occasional approaches to modification.</p> <p>Learners often experience this integrated form of teaching, but still need guidance and support to use the different methods routinely and confidently.</p>	<p>The teachers design their lessons as a balanced combination of analogue and digital approaches, of synchronous and asynchronous learning phases, of instructional, cooperative and individualizing parts. They use the SAMR model to exploit the potential of digital tools, including modifications and redefinitions, and also integrate the digital learning management system to organize and support learning processes and to efficiently provide learning materials and feedback.</p> <p>They use time options (e.g. double units, block teaching, epoch teaching), spatial conditions (e.g. special classroom and work rooms, open zones, technical infrastructure, ...) and human resources (e.g. team teaching, external experts, ...) to optimally structure the lessons.</p> <p>In addition, they use extended and interdisciplinary teaching and learning methods, such as blended learning, project and station learning, Free Day, Friendly Friday, practice companies, service learning and weekly planning and portfolio work.</p> <p>The learners experience this integrated and diverse form of</p>	<p>The school offers a diverse and challenging curriculum that goes beyond the regular curriculum and specifically promotes the individual strengths and interests of the learners. In addition to the extensive use of digital and analogue methods, additional offers such as talent development courses, elective subjects and school-internal priorities are established.</p> <p>In addition, specific school branches are established that allow learners to delve deeper into certain subject areas. In addition, the school regularly takes part in competitions at regional, national and international level to give learners the opportunity to get involved and prove themselves in different contexts.</p> <p>The organization of these specialized offerings is supported by the use of modern learning management systems, which facilitate administration and communication for both learners and teachers.</p>
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