

organization

The eEducation Quality Matrix is a tool designed to help schools develop further in the digital world. To do this, the school must be able to learn as an organization. An important prerequisite for this is, of course, that individuals and teams also acquire skills in this area. However, this alone is not enough for sustainably successful digital school development. The design dimension “organization” formulates the areas in which a school should set goals and measures in order to become such a “learning organization” or to act as such.

The sentence “The only constant is change” serves as a common starting point here. It does not mean that change is something fundamentally good, but rather that it is a matter of course in a world that is becoming increasingly dynamic, complex, ambiguous and uncertain. A common acceptance of this fact in a school is a prerequisite for the commitment to the resulting need to be or become an organization that is willing and able to learn. It is therefore considered one of the most important tasks for school management today to develop their school into a “learning organization” - a “learning school”.

This is especially true for the particularly dynamic area of digitalization of society, which is of course reflected in all aspects of schools. The “organization” design dimension of the eEducation quality matrix therefore looks at the characteristics of a school that wants to act as a learning organization in relation to digital school development and develop a common learning culture for this purpose. The prerequisites for this are (Rolff 2012) common guiding principles, innovations in the infrastructure and the necessary methods and tools.

guiding principles

The school needs a common picture of what a “good school” should mean for its own location. Such ideas are described in “visions” and “mission statements”, in the context of QMS, for example, in the “educational mission statements”. On this basis, goals and measures can be defined together to bring the school closer to this ideal image. For this purpose, there are “school programs” and “school development projects”, which should be documented in the “school development plan” within the framework of QMS. The “digitalization concept” mentioned in the eEducation quality matrix represents the guiding principles in relation to digital school development and includes the image of the own location as a “good digitized school” as well as the strategic goals and measures to realize this vision. Ideally, the digitalization concept forms a harmonious unit with the digitalization-related parts of the QMS tools “educational mission statements” and “school development plan”.

Innovations in Infrastructure

This also includes - but is by no means limited to - the technical and structural infrastructure. Much more important is the organizational infrastructure of school development. The professionalism and understanding of the role of the school management play a key role here (see also the link "School management profile"). This determines which structures exist for the organization and communication processes in the school, how responsibilities are distributed and delegated at the school, how and where participation in decision-making processes takes place and to what extent. The flat hierarchies in schools suggest, for example, the establishment of so-called steering groups (also: quality groups, school development groups, ...) from a certain location size onwards, which support the school management in the development of the school in general or limited to the implementation of certain projects or subtasks (e.g. in digitization).

The infrastructure of school development also includes teams of teachers who are involved in developing lessons. The structure of the "Professional Learning Community" has proven to be particularly effective for such teams. The establishment and support of such groups can be an important innovation in the infrastructure of a school for developing a common learning culture.

Links and Literature

School management profile:

https://pubshop.bmbwf.gv.at/index.php?rex_media_type=pubshop_download&rex_media_file=190923_schulleitungsprofil.pdf [accessed on January 5, 2025]

1.1. Digital School Development				
design field	Level A	level B	level C	Level D / Expansion
1. structure of digital school development	<p>Digital school development is carried out entirely by a single person (e.g. school management, eLearning/IT/eEducation representative) without involving the teaching staff. The teaching staff are only informed about the effects that affect them.</p> <p>OR</p> <p>Digital school development consists of uncoordinated individual measures that are carried out by individuals or small project or interest groups. The school management sees itself as having the role of allowing these activities and, where possible, providing them with the necessary resources.</p>	<p>Digital school development is coordinated by the school management and/or a person or group responsible for this topic.</p> <p>Care is taken to ensure that the various measures within the framework of digital school development fit the needs and goals of the school, which arise from the school profile, possibly from QMS instruments or other strategic considerations.</p> <p>In addition, there is an awareness at the school that digital school development must be integrated into general school development and must not be a marginal topic in its own right.</p>	<p>Digital school development is based on a digitization concept that is ideally created in a participatory manner (see 1.1.3 - 1.1.6) and is coordinated by a responsible person or group. If the school has a steering group, school development group, quality group or something similar, then this person or a representative of the group is part of it (see also 1.2.7).</p> <p>Digital school development or the digitalization concept is integrated into the instruments and activities within the framework of QMS (pedagogical principles - see 1.1.7, school development plan - see 1.1.8, Q-manual - see 1.1.9, continuing education planning concept - see 2.).</p>	

<p>2. eEducation Austria network</p>	<p>The school registers as a member of the Austria-wide network eEducation Austria and thereby becomes a “Member.School”. With this status, it gains access to a wealth of digital educational resources, materials and expert knowledge for the integration of digital technologies into teaching (see www.eeducation.at).</p> <p>Associated with the member status, the school has an “eEducation Officer”, who is logically the “person responsible for digital school development” mentioned in point 1.1.1 or a member of the corresponding group.</p> <p>The school’s membership status in the eEducation network and the eEducation representative are known to the teachers.</p>	<p>The school documents its activities related to digital school development and submits them annually to eEducation Austria.</p> <p>These activities can come from the following areas:</p> <ul style="list-style-type: none"> ● Use of digital media in teaching ● Developing and testing e-learning scenarios ● use of innovative learning technologies ● use of innovative and inclusive teaching methods ● cross-school cooperation ● (digital) school development ● Acquisition of digital skills (for teachers) ● Active dissemination of e-learning in the educational landscape <p>If sufficient activities are documented depending on the size of the school, the school receives the public-facing Expert status. The designation Expert.School remains for the current and subsequent school years.</p>	<p>The school actively uses the additional opportunities to support its digital development that the eEducation Austria network offers its Expert Schools.</p> <p>Expert schools can access budgets that are used for projects related to increasing teachers' digital skills. In-school or cross-school training courses can be taken advantage of or organized by the school itself. In some cases, other costs (e.g. payment of the entrance fee when attending international conferences on digital subject didactics) are also covered.</p>	<p>The school is developing towards Expert+ status. The following conditions apply:</p> <ul style="list-style-type: none"> ● The school must be an expert school. ● The school must have provided evidence from all activity categories. ● The school must create a digitalization concept using the digi.konzept assistant. This will outline the school's planned development over the next three years. ● The school must be networked with another school (e.g. Expert.School with Member.School). <p>If the Expert+ status is approved, the school receives a certification plaque, which can be presented at a ceremony.</p>
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<p>3. Understanding the Digitalization Concept</p>	<p>The person(s) responsible for digital school development find out about the meaning and characteristics of a digitalization concept.</p>	<p>The person(s) responsible for digital school development inform the teachers about the meaning and characteristics of a digitalization concept and invite them to participate in it.</p>	<p>The school management and the teachers know the meaning and characteristics of a high-quality digitalization concept and are motivated to create one together.</p>	
<p>4. developing a digitalization concept</p>	<p>Before the digitalization concept is created, its embedding and connectivity to QMS (educational principles, school development plan) is considered and prepared. This ensures that there is no duplicate effort and no duplication. It also integrates digital into general school development.</p>	<p>The digitization concept is created in a participatory manner with the teachers and, if possible, other stakeholders (learners, parents, etc.) in a transparent, efficient and well-moderated process. School development advice (teacher training colleges, other providers) is of course used if required.</p>	<p>The school has developed a high-quality digitalization concept that reflects the school's self-image with regard to digital teaching and learning and presents concrete goals and measures for digital school development.</p>	<p>The school provides its digitalization concept as an example for other schools.</p>
<p>5. living the digitalization concept</p>	<p>The digitalization concept is clearly and permanently communicated both internally and externally within the school.</p>	<p>The school management is sustainably and visibly behind the digitalization concept, ensures its presence in public relations work, at conferences and in everyday school life, consistently demands its implementation and supports initiatives by teachers.</p>	<p>All those involved know and understand the goals and measures of the digitalization concept, are committed to it and are jointly involved in its implementation.</p>	
<p>6. Evaluate and revise the digitalization concept</p>	<p>Before regular evaluation of the digitalization concept can begin, it is important to ensure that all stakeholders are aware of the importance and benefits of evaluation methods. This can be done through targeted training and workshops that</p>	<p>For the firm integration of the evaluation of the digitalization concept, it should be embedded in the quality management system (QMS). This includes establishing clear procedures and guidelines for conducting evaluation activities,</p>	<p>The achievement of objectives and the measures taken to achieve them in the digitalization concept are evaluated at regular intervals to ensure that the desired progress and improvements are achieved. This evaluation can take place within the</p>	

	<p>introduce the different types of evaluation methods and explain how they can contribute to improving the digitalization concept. It is important to create awareness that evaluation is an integral part of the improvement process.</p>	<p>regularly reviewing the results and providing resources for implementing improvement measures based on the conclusions from the evaluations. Integration into QMS ensures that the evaluation is not viewed as a separate task, but as a continuous process that contributes to the continuous improvement of the digitalization concept.</p>	<p>framework of the quality management system (QMS) to ensure a structured and effective review.</p> <p>Based on the conclusions and findings from the evaluation processes, adjustments and improvements to the digitization concept will be made if necessary.</p>	
.7.	<p>Pedagogical Guiding Principles (QMS)</p> <p>In their Pedagogical Guidelines in QMS the school defines its common pedagogical approaches and describes how learning and teaching processes at the school should be structured in principle. They therefore contain an ideal target image for school development, which partly describes the current status and partly also describes standards that have yet to be achieved. However, they do not yet contain any concrete measures for achieving this target image.</p> <p>The school management and the teachers know the meaning of the pedagogical principles in the sense of a goal-oriented commitment to the quality development of the school. In addition, the need to also reflect the</p>	<p>The pedagogical principles are created and regularly revised in a participatory process involving teachers. Digital school development is also taken into account.</p> <p>It will describe how the school management and teachers envisage digitally supported teaching at the school. On the one hand, the existing practice at the school for quality assurance will be examined, but on the other hand, standards that still need to be achieved in terms of quality development will also be defined.</p>	<p>The appropriate elements of the digitalization concept (vision, mission statement, ...) are included or incorporated in the Pedagogical Guiding Principles (QMS).</p> <p>The annual revision of the pedagogical principles also takes into account the needs of digital school development.</p> <p>The pedagogical principles are used as a target image for defining goals and planning measures in digital school development (e.g. in the context of drawing up the school development plan - see 1.1.8). If the planned goals and measures do not fit, this can be a reason to discard them or to check whether the</p>	<p>The school makes its contribution from digital school development to the pedagogical principles available to other schools.</p>

	appropriate elements of digital school development is seen in them.		pedagogical principles are up to date.	
.8. school development plan (QMS)	The school management and the teachers know the purpose of the school development plan in QMS for the high-quality development of the school. In addition, the need to reflect appropriate elements of digital school development in it is recognized.	<p>The creation or revision of the school development plan is based on the ideal target image of the pedagogical principles and taking into account, in particular, digital school development.</p> <p>For this purpose, the SMART goals are formulated when the digitalization concept is created, the indicators for goal achievement are defined, and the measures for goal achievement and their regular evaluation are planned.</p> <p>At least one concrete goal is formulated for the school development plan, which is derived from the digitalization concept.</p>	<p>The appropriate elements (development projects) of the digitalization concept are included in the school development plan (QMS).</p> <p>The careful integration of elements from the digitalization concept into the school development plan ensures that digital development is viewed as an integral part of the school's long-term strategic direction.</p>	The school makes the objectives, measures, indicators and evaluation instruments from the school development plan relating to digital school development available to other schools.
.9. Process Management and Quality Manual (QMS)	<p>A "process" is a clearly definable sequence of activities or events that recur regularly (e.g. annually or weekly) and are at least partially routinizable (see www.qms.at).</p> <p>The school management and the teachers know the purpose of managing such processes in general and of the Q-Manual in QMS in particular for the quality development</p>	<p>For some processes there is documentation accessible to all teachers (e.g. introduction to the school's digital infrastructure for new students or teachers, ...).</p> <p>The school is continuously working on documenting further processes (especially in the implementation of the digitalization concept), making them efficient and transparent and</p>	<p>The recurring processes in the implementation of the digitalization concept are recorded in the Q manual and are thus documented transparently and sustainably for everyone - especially the new employees.</p> <p>The Q-Manual is adapted annually to the current needs of digital school development. The documented</p>	The school makes its contribution from digital school development to the Q-Manual available to other schools.

	<p>of the school - especially for the onboarding of new employees (see 2.1.4).</p> <p>In addition, there is a need to include appropriate elements of the digitalization concept and digital school development.</p>	<p>describing their procedures in a comprehensible manner.</p>	<p>processes are regularly checked for up-to-dateness and potential for increasing efficiency and revised accordingly.</p>	
1.2. Leadership and School Culture				
1.2.1. Learning School	<p>The school management knows the characteristics and necessary instruments of a “learning school” (“learning organization”) and recognizes the usefulness of this concept for the - especially digital - development of its own school.</p>	<p>The school management and - if available - the middle management, quality management or a steering group (school development group, quality group, ...) initiate the development of their own location into a learning school.</p>	<p>The school management and the teachers understand and live their location as a learning school .</p> <p>In connection with this, they see change as a matter of course. A common learning culture has been established in an innovation-friendly organization in which, based on a common understanding of the ideal school (vision, mission statement, pedagogical principles, etc.), all those involved, individually and in working groups, have the methods and tools to competently initiate, shape and sustainably implement change processes with high quality.</p>	<p>The school management is positive and supportive of its teachers' wishes to further develop their digital skills, but pays attention to the fit with the digitalization concept and the personnel development concept.</p> <p>In general, the school has a climate that is conducive to teaching and learning, in which, on the one hand, teachers are naturally available to pass on their digital skills and, on the other hand, the expertise of individual teachers is accepted and valued by the others.</p>
1.2.2. Professional Learning Communities	<p>The school management supports the work of teachers in teams and working groups (subject groups, class teacher</p>	<p>The school leadership is familiar with the characteristics of a “Professional Learning Community” and actively</p>	<p>Teams and working groups (especially in the digital area) in the school are structured according to</p>	

	<p>teams, project groups, eLearning groups, steering groups, quality groups, ...).</p>	<p>shares this concept with educational working groups and teams, including subject groups, class teacher teams, project teaching teams and teaching development groups. It encourages and supports these groups in the application and further development of this approach.</p>	<p>the characteristics of a professional learning community:</p> <ul style="list-style-type: none"> • common focus on the learning success of the learners • common action-guiding goals • trusting cooperation • joint reflective dialogue • Deprivatization of teaching: willingness to engage in team teaching, mutual classroom visits and joint lesson preparation and follow-up 	
<p>1.2.3. cooperation in general</p>	<p>The school management encourages teamwork and open communication, thereby laying the foundation for future development in which internal cooperation and knowledge sharing are seen as integral parts of the work culture.</p>	<p>The school management recommends participating in activities and events that promote the exchange of knowledge. The importance of internal communication and the exchange of information for the smooth running of school processes is emphasized.</p>	<p>The school management encourages teachers to participate in activities and events that support the exchange of knowledge. In addition, teachers are expected to work closely together and share their knowledge. There is an emphasis on teamwork and collective efforts to achieve common goals.</p>	<p>The school management promotes cooperation among teachers beyond the school. They are involved in regional and national networks and training programs and take part in cross-border projects and online communities in order to exchange ideas with colleagues from other schools and regions and to learn from each other.</p> <p>Partnerships with universities and educational institutions have been established, giving teachers access to current research results and new pedagogical approaches.</p>

<p>1.2.4. School management (or middle management) as role models in digital school development</p>	<p>The school management is aware of the requirements for the digital skills of teachers, which arise, among other things, from the digitalization concept. It itself takes part in surveys on the digital skills of teachers.</p>	<p>The school management, together with the teachers, reflects on the general and individual development needs in the area of digital skills and is open about their own strengths and weaknesses.</p>	<p>The school management acts as a role model for the teachers with regard to the characteristics of a learning school and the characteristics of professional learning communities. In particular, it shows its willingness to learn and to further develop its own digital skills in the general, pedagogical and infrastructural areas.</p>	
<p>1.2.5. Dealing with the Diversity of Digital Competencies in the Teaching Staff</p>	<p>The teaching staff deals with the diversity of digital skills openly and transparently. There is a working atmosphere in which others can be freely asked for help with questions and problems and are willing to provide support.</p> <p>In this context, the school management promotes an open communication culture that enables teachers to share their expertise and perspectives.</p>	<p>Heterogeneity in skills - especially digital skills - among teachers is seen as a matter of course and an opportunity for development. Mistakes are dealt with in the same way.</p> <p>Teachers are aware that a minimum level of digital skills is necessary for a professionally lived job profile.</p>	<p>There is mutual appreciation for the willingness to develop personally, as well as for the willingness to support others in their development and to take a leading role in the development of the entire school (e.g. within the framework of Schilf/Schülf).</p> <p>The digi.checkP and the requirements resulting from the digitalization concept can be used as a guide for the minimum level of digital competences among teachers.</p>	<p>The school management recognizes the “digital superstars” as valuable resources and focuses on their strengths to support the entire teaching staff. By implementing mentoring programs and targeted training opportunities, a collaborative learning climate is created in which all teachers can learn from each other and develop further. This integrative approach not only promotes the individual development of teachers, but also contributes to the continuous improvement of teaching quality and the school's willingness to innovate.</p>

<p>1.2.6. positive feedback culture</p>	<p>The QMS requirements for internal school evaluation and feedback (school management feedback, learners to teachers, peer feedback) are met and naturally implemented.</p> <p>Digital aspects are also evaluated on a case-by-case basis (e.g. school management ensures internal professionalization in the digital area, teachers use learning platforms sensibly, etc.).</p>	<p>The school management lives the idea of an open feedback culture and thus creates a trusting environment in which teachers and learners feel comfortable giving and receiving feedback.</p> <p>The school supports the competence development of all those involved in order to establish feedback rules, improve the skills in giving and receiving feedback and to create awareness of the importance of feedback and its positive impact on the school.</p> <p>When designing their feedback methods and content, feedback recipients select the parts of their work that make sense for their interests and needs. Of course, they also take digital aspects of their work into account.</p>	<p>The school has a positive and trusting feedback culture in all directions: from teachers to students, from students to teachers, from school management to teachers, from teachers to school management, from external stakeholders (parents, business, etc.) to the school and vice versa. A variety of efficient and functional feedback methods are used competently.</p> <p>The results of feedback are of course discussed between those giving and receiving feedback. Those giving feedback know and recognize the benefit of their contribution. The results of the feedback clearly flow into the further development of those receiving feedback and thus promote digital school development in particular.</p>	
<p>1.2.7. public relations</p>	<p>The school organizes events where parents and interested parties are informed about digital developments and topics.</p>	<p>The school presents the school's current digital development (e.g. through eEducation badges, digital projects, ...) on the school homepage and/or other channels.</p>	<p>The school is actively involved in public relations work on traditional and new media channels. It has established an information interface between the school and the public/business sector, which exchanges bidirectional information (new project ideas are sent to</p>	

			schools, successful school projects are communicated to the public) .	
1.3. infrastructure				
1.3.1.learning space school	<p>The school determines the current technical equipment and the spatial circumstances related to the digitalization concept</p> <p>(e.g. Wi-Fi coverage, internet bandwidth, hardware and software, open learning spaces, EdTech devices ...)</p>	<p>The school regularly determines the additional need for technical infrastructure (e.g. new hardware purchases) and necessary structural changes (e.g. workplaces outside the classrooms, learning islands, ...) in relation to the digitalization concept.</p>	<p>The school has learning spaces that are equipped to meet the needs of the digitization concept. This includes not only the classrooms, but also other areas of the school. The digitization concept is in line with the resources available.</p>	<p>The further development of the technical equipment and the spatial conditions of the school as a place of learning takes place with the involvement of all those affected in the school context (school management, school maintenance, administration, teachers, learners, parents, ...).</p>
1.3.2.learning time at school	<p>The school determines the need for adjustments to the students' learning time based on the educational goals set, the individual learning needs and the teaching methods currently used.</p>	<p>Based on the analysis of learning time, individual adjustments are made to the digitalization concept. This may include restructuring timetables, introducing new teaching methods or providing additional resources.</p>	<p>The implementation of structural time adjustments is an ongoing process to support students' learning time and make it more effective. Flexible timetables can meet students' individual learning rhythms and needs and facilitate the implementation of project-based learning. The formation of differentiated learning groups and support for self-directed learning can also be better enabled.</p>	
1.3.3.Technical equipment of the learning rooms	<p>The teachers have access to digital presentation technology (projector, smartboard)</p>	<p>In addition to access to digital presentation technology, teachers have unrestricted access to online</p>	<p>The Wi-Fi bandwidths are available to the extent that learners can also access these resources and</p>	<p>The technical equipment of the learning spaces includes virtual and augmented reality (VR/AR), which create</p>

		<p>resources (LAN, WLAN) and can use them for teaching.</p> <p>In addition, various EdTech devices, such as document cameras or equipment for multimedia productions (video, podcast, green screen, etc.), expand the possibilities for teachers in digitally supported teaching.</p>	<p>participate in lessons digitally and interactively.</p> <p>In addition, they use other technical equipment in the learning rooms, such as charging options for their mobile devices needed in class, and have unrestricted access to digital presentation technology.</p> <p>The school provides learners with EdTech devices such as Microbit, Raspberry Pi, Ozobots, BeeBots or Lego Mindstorms, enabling them to gain practical experience in programming and robotics.</p>	<p>immersive learning environments and visualize complex concepts as well as enable interactive simulations.</p> <p>Advanced robotics kits such as VEX Robotics or NAO robots are available for demanding programming and robotics projects.</p> <p>In addition, Maker Spaces and Fab Labs are equipped with 3D printers, laser cutters, and electronics and craft tools for creative projects and prototyping.</p>
1.3.4. Digital devices	The school allows the use of digital devices in lessons/learning processes within the framework of agreed rules.	<p>The school supports the use of digital devices for different learning processes in class (e.g. research purposes on some devices, partner and group work up to individual work - 1:1 implementation).</p> <p>The school provides loan devices and/or allows the use of students' devices (BYOD - Bring your own device - concept).</p>	<p>The school ensures that all learners can regularly use digital devices in class to support learning processes (1:1 implementation).</p> <p>If required, appropriate loan devices and/or access to WLAN for learner devices (BYOD) will be made available.</p>	If required, the school provides rental equipment not only for lessons but also for home use (teachers and students).
1.3.5. Digital Tools: Concept	The digital tools used at the school (e.g. for internal and external communication, learning platforms used, learning apps, cloud services,	The school uses a sensible combination of digital tools that together cover the needs of	The combination of digital tools used at the school is structured to be as simple and clear as possible for everyone involved. This includes, for	The school is continually revising the combination of digital tools used at the school, taking into account

	<p>administrative software) including their use comply with the legal regulations including the GDPR.</p> <p>The teachers are also familiar with the security-relevant aspects of handling learners' data.</p>	<p>communication, administration, teaching, etc.</p>	<p>example, a manageable number of login details and digital communication channels.</p> <p>In addition, teachers and specialist groups have the opportunity to use other, pedagogically useful, digital tools for their lessons. Together with the school management, they ensure that the system of all digital tools is as clear as possible for the learners.</p>	<p>technological developments and changing needs.</p>
<p>1.3.6. Digital Tools: Implementation</p>	<p>The school identifies potential digital tools that meet the school's needs. The tools are evaluated based on criteria such as usability, features, security, privacy, educational value, scalability and support. The school also determines what financial resources are available for procurement.</p>	<p>As part of a pilot phase, the school is checking potential digital tools for their practical suitability and testing them to a limited extent with the groups of people involved (school management and administration, teaching staff, students).</p>	<p>The school provides selected tools and provides appropriate training during implementation. Regular evaluations are carried out in relation to the defined goals, and possible alternatives based on technical developments remain in focus.</p>	
<p>1.3.7. Digital Tools: Collaboration among Teachers</p>	<p>The school provides a digital storage location for the exchange of school-related documents (e.g. teaching materials, forms, templates, reports on projects and training courses, ideas, etc.) (school-internal network drives, cloud storage)</p>	<p>The school provides a digital storage location for the exchange and collaborative editing of documents. There is also a digital infrastructure for location-independent meetings (video conferences).</p>	<p>The school provides a digital storage location for the exchange and collaborative editing of documents. There is also a nomenclature for file and folder names and structures that is used by everyone in this digital storage location.</p> <p>In addition, the infrastructure provided enables location-</p>	

			independent development, organization and implementation of project-based learning scenarios.	
1.3.8. Digital tools: learning platforms	<p>Certain pedagogical and communicative functions of a school's digital infrastructure can be summarized on so-called "learning platforms". A learning platform serves as a central place for teaching and learning and helps to keep the system of digital tools at the school (see 1.3.5.) simple.</p> <p>The school chooses a specific learning platform from among the various providers, which all teachers and students generally use. However, individual teachers can integrate useful functions from other learning platforms into their digital educational concept.</p> <p>The school provides the technical infrastructure for students and teachers to work on this learning platform.</p>	<p>The learning platform used at the school meets the technical requirements to</p> <ul style="list-style-type: none"> - to provide learners with materials for teaching - communicating learning tasks and opportunities to learners 	<p>The learning platform used at the school also offers the possibility of</p> <ul style="list-style-type: none"> - Learners can communicate their results and learning products on learning tasks and opportunities to teachers - Teachers can provide feedback on these results and evaluate performance - Learners and teachers can collaboratively create and edit documents - additional digital communication channels can be used (e.g. messenger/chat, notifications, discussion forums) - Learners have their own private digital workspace (data storage, ...) in which they can create products and share them with others (e.g. portfolio work) 	<p>The learning platform used at the school can be linked to other digital tools, ensuring that it remains the central location for learners despite the use of other tools.</p> <p>Parents also have insight, which enables transparent communication and better support for their children's learning process. Parents can track their children's progress and achievements at any time on the platform. This includes, for example, submitted assignments, grades achieved, feedback from teachers, learning products created, and upcoming projects and exams.</p>

			- Teachers can obtain feedback from learners on their lessons (e.g. using online questionnaires)	
1.3.9. outsourcing of digital infrastructure management	<p>The school informs itself about possible external service providers, checks their experience and expertise in the field of education and clarifies what security precautions the service provider takes to protect the school data.</p> <p>The financial resources available for this purpose must be clarified in advance with the school sponsor.</p>	<p>The school defines which IT services are to be outsourced. The expert knowledge of external service providers should be used cost-efficiently.</p>	<p>The responsibilities for maintaining the digital infrastructure are contractually defined. It specifies how communication between the school and the service provider will take place and how the collaboration will be organized.</p> <p>It is important to establish clear responsibilities and processes to ensure smooth operations.</p>	