

1. staff

introduction

Employees are the most important factor for successful digital school development. A well-structured organizational and procedural structure, a functional infrastructure, and supportive quality management are necessary prerequisites for this. However, a learning school with an appropriate school culture can only succeed on the basis of the appropriate qualifications and attitude of the staff. This applies to the teachers, the educational support staff, the employees in administration, the care and maintenance of the infrastructure - and last but not least, of course, the school management itself.

School management today has greater decision-making powers with regard to their employees than just a few years ago. For example, they bear greater responsibility for selecting staff, hold mandatory discussions with their teachers on further training and education, and can also order attendance at events for the digital sector. It can therefore now be said that schools must operate comprehensive personnel management. They plan their personnel requirements for the next few years in advance based on their own age and qualification-related personnel structure, as well as technological, social and regional developments. They also understand their own public relations work from the point of view of having to present their school as an attractive place of work for future employees (employer branding). They organize personnel recruitment (application and admission) professionally and ensure that their new employees get off to a successful start at their location (onboarding). They develop their existing staff in a targeted manner to meet the needs of the school. They ensure adequate working conditions - both in terms of infrastructure and social aspects. Together with professional leadership behavior on the part of the school management, they ensure a high level of employee loyalty to the school and thus the lowest possible staff turnover. When employees leave the school, they ensure that their specific knowledge and skills are retained in the organization (knowledge management). All of this applies in particular to the digital aspects of school and the digital skills of teachers.

In the eEducation quality matrix, the design dimension "Personnel" in the first design area 2.1 describes criteria for "recruitment, deployment and departure of personnel". The second design area 2.2 focuses on the largest part of a school's personnel management, namely "personnel development" (further and continuing education). For both areas, it is relevant to answer the question of which skills and attitudes teachers should have in order for the development of the digital school to be successful.

These "**eEducation competencies**" are not only based on the practical experience of the authors, but also on other sources. These include the basic competency models for students in the Austrian education system, **digi.komp** (depending on the school level with appendix 4, 8 or 12) and **digi.kompP (digital competencies for educators)** or the general competency model for teachers "EPIK - Development of professionalism in an international context". In addition, there is the task profile for teachers for "QMS - Quality management in schools", the **basic decree on media education of the BMBWF**, as well as the internationally used **DPACK model** for digital teaching development or media pedagogy. If you are interested, you will find an overview of the content and references to these sources following the list of eEducation competencies.

The eEducation Competencies

- **Organization** : The teacher ...
 - ... knows and represents the goals of digital school development at its own location (e.g. in the digitalization concept, in the school development plan, in the pedagogical principles, in the mission statement, ...).

- ... naturally participates in the digital development of its own school as a “learning organization”.
 - ... naturally works in the “Professional Learning Communities” of their working groups and teams that deal with digital aspects of organizational, professional and teaching-related development.
 - ... knows and uses the instruments and his or her own task profile within the framework of QMS - quality management in schools.
 - ... can use the school’s digital infrastructure in the areas of management, administration and internal and external communication.
- **Staff** : The teacher ...
 - ... knows the current digital and media tools and forms of expression that are necessary for participation in society and its understanding.
 - ... reflects the interactions of these digital and media tools and forms of expression with society and its individuals - especially in relation to their own roles in school and the life world of the learners.
 - ... reflects on their general and school-related digital skills, is open about their strengths and weaknesses in this area and sets goals for their further development in this area.
 - ... uses the continuing education planning meetings (or staff meetings) to exchange information about their own development goals and those set by the school or school management with regard to their digital skills.
 - ... knows the needs of her school in terms of the further development of digital skills of the entire teaching staff, her subject group(s) and teaching teams, as well as in relation to her as an individual.
 - ... attends training and continuing education events selected by themselves and by the school management to help them achieve their goals for developing their digital skills.
 - ... sees themselves as part of the learning organization of their school and the professional learning communities of their teaching teams, contributing their own - existing or newly learned - digital skills and, conversely, learning from their colleagues.
 - **Lesson**: The teacher ...
 - ... can design lessons both analogue and digitally in all three basic forms (instructional, cooperative and individualised) and combine all forms into effective teaching sequences.
 - ... can use digital forms of performance feedback (feedback, performance assessment) and use them to promote learners’ self-management.
 - ... can expand their own competences in the area of digital teaching by using potentials that are not available in the analogue setting, based on possibilities for increasing efficiency (*see SAMR model in the preamble to the design dimension of teaching*).
 - ... can develop digital teaching sequences alone and together with others.
 - ... can use the possibilities of artificial intelligence (AI) in the development of lessons (methodology, learning materials, content, work assignments, ...).
 - ... can evaluate their digital teaching, interpret the results and take development steps based on them.
 - ... can help shape and use the school's digital infrastructure - especially subject-related ones - in the area of teaching.

The preamble to the personnel quality dimension provides more detailed information on its sources in existing competency models for teachers. Terms from these are used in some places in the eEducation quality matrix. These can also be read here later if required.

EPIK - Development of Professionalism in an International Context

In Austria, the professionalization model “EPIK - Development of Professionalism in an International Context” developed by a working group of the BMBWF (formerly BMUKK) is used more or less explicitly on many occasions (e.g. NEW teacher training). The six domains (areas of competence) are:

- **Professional awareness** : Teachers know and have the skills necessary for their field of work. They are and see themselves as self-confident, but also self-critical experts.
- **Ability to reflect and engage in discourse** : Teachers can create distance between their own work and themselves as reflective experts. In the same way, they can observe the work of colleagues as professional, critical friends. They can enter into discourse with professional colleagues, but also with learners, their parents/guardians and other stakeholders, using the correct technical language.
- **Ability to deal with differences** : Teachers can recognize heterogeneous learning requirements and design their lessons accordingly. They can see diversity as a matter of course and use it as a resource.
- **Cooperation and collegiality** : Teachers seek and value collaboration with their colleagues in professional learning communities. They see themselves as an active part of their school as a learning organization, and they naturally make time available for its further development.
- **Personal Mastery** : Teachers can put their professional knowledge into practice and also justify it theoretically. They can react flexibly to changing conditions and quickly find appropriate solutions. They can set personal development goals, are open to new things and can also develop and pursue innovative paths themselves.
- **The “Sixth” Discipline** : Teachers can combine the five other competence areas in relation to their specific work situation (subject, age group, type of school, ...) to form an overall professional concept for their work.

Of course, all six of these domains are also of great importance for digital school development. For eEducation skills, we would like to particularly highlight the area of *cooperation and collegiality* , because this is a prerequisite for the ability and willingness of teachers to participate in digital school development.

QMS task profile for teachers

In addition, the EPIK competency areas of *professional awareness* and *personal mastery* should also be viewed in terms of this ability and willingness, for example in terms of attitude, knowledge and skills in the area of quality management (QMS). Regarding the latter, the **QMS job profile for teachers states** , among other things: “*Teachers participate in the quality development and assurance of the school and work on school development projects (and ...) further develop the skills they need to implement QM.*”

Other competencies from this QMS task profile that are important for the eEducation quality matrix address lesson development as an individual and in a team, obtaining and using feedback and evaluation, participating in further training and education, or knowledge of processes at the school.

Competence models and considerations for teachers specifically with regard to the digital aspect of school are offered, for example, by **digi.kompP (Digital Competencies for Teachers)** , the **DPACK model** or the **BMBWF's basic decree on media education** .

Media Education Policy Decree

For example, the policy decree requires teachers to be able to view digital and technical phenomena from the three perspectives of the **“Frankfurt Triangle”** (see also: Dagstuhl Triangle), which also forms the basis of the curriculum for the subject **“Digital Basic Education”** in secondary school.

The *“technological-media perspective”* (also *“technological perspective”*: *How does it work?*) examines technological and media structures and functions. What knowledge and skills about the technical functions of digital tools and phenomena are necessary in order to be able to influence and co-create further technological developments and participate in society in the digitally influenced world? How can social, political and cultural structures be influenced by technologies and media? What new cultural expression and communication possibilities are there?

The *“Social-Cultural Perspective”* (*How does it work?*) analyses and reflects on the interactions between individuals, society and digital systems. The opportunities and risks of digitalization are equally examined.

The *“interaction perspective”* (also *“user perspective”*: *How do I use it?*) looks at people and their interaction with and through media. How do they use which media and for what purposes? Which economic, social or political interests influence their choice of media and how do they influence the actions of others through their media use?

The basic decree also refers to the attitude and skills that teachers need for this. They must be willing and able to observe and reflect on their own media behavior. They must have greater trust in the students' experiences and knowledge in this field. Taken together, they must allow a new perspective on their own role in the educational process. In methodological and didactic terms, this means an emphasis on student-centeredness in lesson planning, an increased orientation towards the learners' world and thus more active participation by the students. In summary, the decree means: *“For the students, this means the development of independent action and design skills (Agency 23) and for the teachers an update of their professional self-image - the focus is no longer on the mere imparting of knowledge, skills and competencies, but on interlinking their own expertise with that of the students.”*

digi.kompP

digi.kompP (Digital Competencies for Teachers) plays a central role in defining the digital competencies of teachers . This lists eight competency areas (A to H), starting from category A, which describe the general digital competencies at Matura level (= digi.komp12):

- **Category A - Digital Competencies and Informatics Education**
- **Category B - Digital Life Living, teaching and learning in the age of digitality:** questions of technology ethics; media education and biography; accessibility
- **Category C - Creating digital materials:** Designing, modifying and publishing materials for teaching; rights of use and copyright
- **Category D - Digital Teaching and Learning Enabling:** Planning, implementing and evaluating teaching and learning processes with digital media and learning environments; formative and summative assessment
- **Category E - Digital teaching and learning in the subject area:** subject-specific use of digital media, software and digital content
- **Category F - Digital Education:** Promoting the digital skills of learners
- **Category G - Digital administration and shaping the school community:** Efficient and responsible digital class and school administration; communication and collaboration in the school community
- **Category H - Digital Continuing Learning:** Lifelong Learning (LLL): Further education and training with or on digital media

Competency lists are provided in all of these categories, which - similar to the current eEducation quality matrix - define four levels of ascending levels in the respective competency fulfillment (competency grid). The digi.checkP test is available for the current status analysis with regard to digi.kompP, both for individual use and, for example, for diagnosing the digital competencies of entire teaching staff. It is also available as an optional tool in the digi.Konzept Assistant in the current status area.

Digital Competence Framework for Educators (DigCompEdu)

DigCompEdu was published in 2017 by the European Commission as a common model for the EU, developed from several national sources. Similar to digi.kompP, it is a grid for digital competences of teachers. There is a self-assessment tool for teachers to create an individual DigCompEdu competence profile. 22 competences are divided into six areas, each of which has six competence levels.

- Area 1: The professional environment
- Area 2: Selection, creation and publication of digital resources
- Area 3: Teaching and learning with digital media
- Area 4: Collection and analysis of learning-relevant data and provision of feedback
- Area 5: Use of digital media for differentiation and individualization as well as active involvement of learners
- Area 6: Promoting learners' digital competence

Areas 2 to 5 form the pedagogical and didactic core of the competency framework. These competencies describe how teachers can use digital media effectively and innovatively to improve teaching and learning strategies. You can find more detailed information on DigCompEdu in the references.

DPACK model

The **DPACK model** (predecessor: TPACK) is intended to show in which areas of digital teaching development teachers can develop further. It is divided into three fields, each of which is in contact with the others. Based on their training and professional experience, teachers should be competent in the two analog parts of the model:

PK - Pedagogical Competencies about Teaching and Learning Processes

CK - Content Competencies : Professional Competence

In addition to these two classic areas of competence for teachers, a third one has now been added:

DK - Digital Competencies : Knowledge about technical, digital, media (new) possibilities - ideally taking into account all three perspectives of the Frankfurt Triangle (see above)

PCK (subject didactics) interface . However, there are now two new interfaces in which they can develop further:

DPK - Digital Pedagogical Competencies : technical/digital/media possibilities of teaching and learning scenarios (e.g. digital task management, feedback and communication systems, presentation software, video conferences, project and time management tools, learning platforms, learning apps, gamification, ...)

DCK - Digital content competencies : technical/digital/media possibilities and sources for subject-specific content (e.g. subject-specific learning apps, digital textbooks, online encyclopedias, databases for teaching sequences, search engines, ...)

In the integrated form, teachers ultimately competently consider the interface of all three areas DPCK (also called DPACK for readability) and thus carry out digital lesson development according to the idea of the **DPACK model** .

Links and Literature

QMS task profile for teachers and teaching teams: www.qms.at/images/QMS-Aufgabenprofil_LL.pdf [accessed on 5.1.2025]

EPIK model:

https://pubshop.bmbwf.gv.at/index.php?rex_media_type=pubshop_download&rex_media_file=487_epik.pdf
[accessed on January 5, 2025]

Basic Decree on Media Education: <https://rundschriften.bmbwf.gv.at/rundschriften/?id=1308> [accessed on 5.1.2025]

DPACK model: mia.phsz.ch/DPACK [accessed on January 5, 2025]

digi.komp models: <https://digikomp.at/> [accessed on January 5, 2025]

DigCompEdu: https://joint-research-centre.ec.europa.eu/system/files/2018-09/digcompedu_leaflet_de_2018-01.pdf [accessed on January 5, 2025]

2.1. recruitment, deployment and termination of personnel				
design field	Level A	level B	level C	Level D / Expansion

<p>2.1.1. forward-looking personnel planning</p>	<p>During the previous school year, the school management identifies which teachers will no longer be available to the school within the following year. Based on this, it prepares a personnel requirements plan (mandatory in compulsory schools according to LDG §32 (5)).</p> <p>During the subsequent recruitment process (see 2.1.2 to 2.1.4), the skills and responsibilities lost by the school - particularly digital ones - will be taken into account.</p>	<p>In particular, for the functions at the school with a digital focus, there are clear job or function descriptions (also called task profiles, job descriptions), which also list the digital competencies required.</p> <p>The school management has an up-to-date overview, extending beyond the next school year, of which teachers are expected to leave the school in the next few years and which - particularly digital - competencies, functions and responsibilities of the school are therefore likely to need to be replaced, and when this will be the case.</p> <p>In addition, the school management is aware of the additional or changing needs for (digital) competencies and responsibilities that will arise from planned digital school development measures (for example within the framework of the digitalization concept or the school development plan) in the coming years.</p> <p>The necessary personnel development and recruitment measures (see 2.1.2 to 2.1.4) take into account the skills, functions</p>	<p>The school management has an up-to-date overview of which teachers are expected to leave the school in the next at least three years and which - particularly digital - competencies, functions and responsibilities of the school are therefore likely to need to be replaced and when.</p> <p>In addition, the school management is aware of the additional or changing needs for (digital) competencies, functions and responsibilities that will arise from planned digital school development measures in the coming years.</p> <p>There is a strategic human resources planning system to meet this need internally (through skills already available in the teaching staff or personnel development measures) or externally (new teachers, non-teaching staff, outsourcing of digital infrastructure management - see 1.3.9.).</p> <p>When recruiting new staff (see 2.1.2. to 2.1.4.), the skills and responsibilities that the school will lose - particularly digital ones - will be taken into account.</p>	
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		<p>and responsibilities that the school is losing - particularly digital ones.</p>	<p>In addition, the skills (especially digital skills) of all teachers are known, making it transparent which needs would need to be replaced temporarily or permanently in the event of unforeseen staff shortages or departures.</p>	
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<p>2.1.2. School as an attractive employer - Employer Branding</p>	<p>The school management is aware that it must offer digitally savvy teachers a suitable infrastructure, a positive attitude towards digital teaching and opportunities for personal development in this area.</p> <p>The school management knows that presenting these characteristics of a school in public relations is an important factor in recruiting digitally competent staff.</p>	<p>The school is actively working on making the location more attractive for current and future staff and on a corresponding concept for its public presence (website, social and traditional media, etc.). In addition to ensuring the necessary digital infrastructure, personnel development concepts are being developed for the further development of digital teaching and the competent use of the digital infrastructure. Ideally, work is being done to present these elements in a publicly accessible way in a school mission statement, a school profile or in the pedagogical principles.</p>	<p>Through its public relations work and external presentation, the school is clearly recognizable to current and future teachers as an attractive place to work with a positive attitude towards digital teaching and with the appropriate infrastructure. Potential applicants recognize that they can develop personally as a teacher at this school - especially in their digital skills.</p> <p>This public image of the school is authentic and therefore also corresponds to the internal realities. This also creates the basis for this image to be communicated externally in informal ways (word-of-mouth marketing, recommendation marketing among students, graduates, teachers, parents/guardians, other stakeholders).</p>	<p>The school has an innovative concept for public relations and uses various communication channels to support employer branding (AI chatbots, storytelling, ...).</p> <p>The school is recognizable as an innovative school in digital topics through its focus areas or the award of certificates and seals of quality (eEducation Status, MINT seal of quality, digiTNMS, MSi...).</p> <p>Teachers at the school are active and visible in regional, state and/or national training and further education on digital school topics.</p>
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<p>2.1.3. advertisement and application</p>	<p>The school management is familiar with the technical process and the legal aspects of the selection process for teachers. It is aware that a professionally designed application process helps to meet the school's need for competent teachers (especially digitally) in a targeted manner.</p> <p>If necessary, the school management receives training in the formulation of job advertisements or requests for positions and in conducting job interviews.</p>	<p>The notifications of requirements (to the Education Directorate or GetYourTeacher) or job advertisements are written professionally. They specify the employment requirements for the position (qualifications, job/function descriptions - see 2.1.1.), which not only contain the combination of subjects sought, but also additional specific requirements in relation to, for example, skills in the area of special teaching concepts, subject specialization, languages, quality management, school development, or in the area of eEducation skills (see the preamble to the quality dimension of personnel).</p> <p>Interviews are conducted professionally and carefully prepared. This includes determining questions that cover the skills required for the position.</p> <p>If necessary, a teacher is present in addition to the school management to provide the technical-can assess the competencies of the applicants.</p> <p>The school management provides clear reasons for the selection or ranking of applicants, which also</p>	<p>The school's digitalization concept forms the basis for reports of requirements and job advertisements. These contain the employment requirements for the digital skills of the applicants, which also result from forward-looking personnel planning (see 2.1.1.). It also contains the external presentation of the school as an attractive employer, which corresponds to the reality of the school (see 2.1.2.).</p> <p>The interviews include topics that cover both technical and digital skills. If necessary, a teacher will be present alongside the school management, who can assess the applicants' digital skills as well as their technical skills.</p>	
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		<p>evaluate the employment criteria in relation to digital skills and job/function descriptions. It represents these consistently to the personnel management office (LDG §32 (5), VBG §44a (5), BDG §203h (3) and (4)).</p>		
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<p>2.1.4. Onboarding - new teachers at the school</p>	<p>The school management and teachers are fundamentally aware that the integration of new employees into the digital infrastructure for administration and teaching is an important task for a school.</p> <p>In this positive attitude, however, this process is more based on chance and depends, for example, on where the new employee is sitting in the staff room or in which teaching teams he or she is assigned. The support primarily consists of being ready and open to questions and concerns.</p>	<p>The school management is aware that the integration of new employees is a central task of human resources management, which begins with the school's public image. The school is therefore developing an "onboarding process" that guarantees this process to be of the same quality for all new employees and documents it for all teachers.</p> <p>The aim is to provide new employees with important information and work tools as long as possible before their first day of work at the school (e.g. list of the digital tools used at the school and the necessary access data, email address, etc.).</p> <p>On the first working day and in the first working week at the latest, orientation at school will be discussed (introduction to the new tasks, getting to know colleagues, functionaries and those in positions of responsibility - e.g. eEducation officer, working groups, processes and school culture).</p> <p>In the following weeks and months, integration is deepened through regular feedback</p>	<p>Following a high-quality onboarding process (also documented in the Q manual), new teachers are introduced to the requirements and possibilities of the school's digital infrastructure and digitalization concept for administration and teaching. If necessary, the new employee is provided with an "eBuddy" for this purpose.</p> <p>The mentors working during the induction phase are or will be sufficiently qualified in this digital context.</p> <p>As part of the onboarding process, the digital skills of the new employees are assessed, related to the needs of the school and the resulting potential for the digital development of the school is identified. If possible, these skills of the new employees are used in terms of content and personnel for the digital development of the school (see 2.2.4.).</p> <p>This onboarding process is continuously evaluated and revised based on the results. The updated process is documented in the Q-Manual.</p>	
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		discussions and team-building measures.		
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<p>2.1.5. staff retention</p>	<p>The school management is aware that the quality of the working environment, the school climate, the leadership and the individual development opportunities of the teachers are crucial for the long-term commitment of the teachers to the school location.</p> <p>She also knows that this is especially true for digitally savvy teachers with regard to digital infrastructure, the possibilities for digital cooperation, digital work and personal development in the digital world.</p>	<p>The school management ensures a motivating working environment for the teachers. In individual leadership, it promotes the teachers' desire for further development, taking into account their skills, resources and professional life phases (see 2.2.3.).</p> <p>The school management communicates openly, clearly and appreciatively, and can give and receive feedback professionally. It pays attention to the individual workload of its teachers and uses the opportunities available within the school to provide incentives and rewards.</p>	<p>The school management ensures a motivating working environment for the teachers, especially with regard to the digital infrastructure. It ensures that the quality of digital work at the school is maintained and further developed in order to position the school as an attractive employer in this area in the long term. (see 2.1.2.)</p> <p>In the management of her teachers (further development, participation, responsibility, consideration of individual resources, workload, cooperation, incentives, feedback and communication), she also takes particular account of the digital area.</p>	
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<p>2.1.6. personnel deployment</p>	<p>The school management is familiar with the tasks, functions and responsibilities relating to digital technology at the school and is generally successful in filling these positions with the necessary personnel.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Responsible digital infrastructure (administration, communication, learning platforms, other teaching) • Distribution of teaching subjects: Computer science, digital basic education, ... • eBuddys and internal training structures • Responsible for branches or focus areas with digital reference • eEducation representative or steering group 	<p>Job and function descriptions (see 2.1.1) are available for the various digital-related tasks and functions at the school and form the basis for the sensible use of staff.</p> <p>The school management is aware that a teacher's agreement to take on a role does not mean that the teacher is qualified and ready for that role. The fulfillment of the necessary skills for a role is therefore given priority over the willingness to take on the role.</p> <p>When filling positions, the school management also takes into account a balanced workload management of the teaching staff.</p> <p>The distribution of teaching subjects ensures that teachers' digital skills are available to students in all classes to a similar extent.</p>	<p>The school management assigns teachers to appropriate tasks and functions in the digital area (distribution of teaching subjects, functions, responsibilities) according to their skills, interests, and individual resources and willingness.</p> <p>External partners are also used for tasks in the area of digital infrastructure (outsourcing) if this is financially viable, the quality can at least be maintained and resources are freed up for the pedagogical work of the teachers.</p> <p>Together with a transparent and balanced overall concept of the distribution of tasks and responsibilities, this results in a sustainable organizational structure with low fluctuation.</p>	
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<p>2.1.7. Offboarding - teachers leave the school</p>	<p>At the school, it is desirable that a teacher who is leaving the school holds a handover meeting with the person(s) who will take over their role (class teacher, subject teacher, eEducation representative, IT manager, etc.) and/or that the role is carried out together for a certain period of time (learning on the job). If necessary, the necessary digital skills are also taught.</p>	<p>The school has a standardized offboarding process that ensures that every handover of tasks from a departing teacher to their successor is complete and structured. The offboarding process includes handover discussions, learning on the job and/or written documentation of all tasks associated with the role. The school supports this process by creating function and task descriptions, particularly in the area of digital responsibilities. The departing person is asked to create precise written documentation for the tasks and processes for which they are responsible or to update existing documentation in good time before their departure.</p> <p>At least some of these process descriptions are shown in the Quality Manual (QMS).</p>	<p>The school has jointly developed function and task descriptions for the various areas of responsibility - especially in the area of digital responsibilities. In addition, all processes associated with these functions are documented in the Q manual.</p> <p>Before a teacher leaves the school, he or she checks the function, task and process descriptions of his or her areas of responsibility for up-to-dateness, identifies possible areas for improvement and makes the results available to the school.</p> <p>In addition, handover discussions and/or learning-on-the-job measures are carried out with the successor in these areas of responsibility and functions.</p> <p>The school management also holds a final interview with the departing teacher, in which, among other things, feedback and suggestions for improvement for the functions performed and the school as a whole are obtained.</p>	
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2.2. personnel development

<p>2.2.1. attitude and role model effect</p>	<p>The school management informs teachers openly and clearly about the importance of digital skills for school development. It emphasizes that these skills are important for the educational success of the students.</p>	<p>The school management shows openness about their own digital skills and is willing to share their own progress and learning processes. In doing so, they create a basis of trust and encourage others to also be active in their skills development.</p>	<p>The school management (or those responsible for digital school development) handles the diversity of their teachers' digital skills sensitively and appreciatively. They value transparency, also with regard to their own skills in this area.</p> <p>Nevertheless, the school management clearly communicates and justifies the necessary development needs in the digital skills of the teachers and consistently demands these. In doing so, it acts as a visible role model in the further development of its own skills.</p>	
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<p>2.2.2. General needs analysis for the further development of digital skills of staff</p>	<p>The school management knows the competence areas for teachers that the eEducation Quality Matrix sees as an important basis for successful digital school development: the “eEducation competences” (see preamble to the quality dimension “Personnel”).</p>	<p>The school management sensitizes teachers to the importance of eEducation skills as an essential basis for the digital development of the school. It communicates the need for these to be evaluated for targeted staff development. This also includes the digital skills of the administrative staff and other support staff in the school.</p> <p>On a case-by-case basis and in the event of innovations in the school's digital infrastructure (hardware; software in pedagogy, administration, communication, etc.), the need for further development of the eEducation skills of teachers and the digital skills of administrative and other support staff is analyzed. For this purpose, own survey instruments and/or external self-assessment tools and competency tests are used (digi.kompP, DigCompEdu).</p>	<p>The need for further development of the eEducation skills of teachers and the digital skills of administrative and other support staff is analyzed regularly (at least at the rhythm of the preparation of the school development plan) and also after innovations in the school's digital infrastructure (hardware; software in pedagogy, administration, communication ...). The basis for this is also the school's digitalization concept and the various goals and measures in the area of digital school development (school development plan, pedagogical principles, quality manual).</p> <p>In addition, standardized (and anonymous) self-assessment tools and competency tests are regularly used to gain an overview of the digital competencies of their teachers and thus the general need for further development in this regard (digi.kompP, DigCompEdu). In addition, our own survey instruments are used if necessary.</p>	
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<p>2.2.3. Individual and team-oriented needs analysis for the further development of the digital skills of the staff</p>	<p>The school management regularly (at least every 3 years) conducts the mandatory [BDG §213e (1), LDG § 32 (6)] continuing education and training planning discussions (FWPG) with all teachers individually or in small groups.</p> <p>The FWPG also requires that teachers' digital competences be assessed [BDG §213e (3), LDG § 32. (8)].</p>	<p>The FWPG also explicitly addresses the individual interests and needs of teachers with regard to their personal development of their eEducation skills (see 2.2.2).</p> <p>The school management demands the school's requirements in these areas when necessary, but also opens up development prospects for specializations, teacher leadership, teaching development projects and future vacant positions in the school.</p> <p>If necessary (e.g. due to longer intervals between the FWPG), the school management is also available between these meetings to address teachers' concerns about their further development in digital technology.</p> <p>The school management also uses the FWPG instrument in a targeted manner to create needs analyses for teaching teams (e.g. subject ARGEs, class teaching teams, ...) for eEducation competencies (team-oriented needs analysis).</p> <p>In particular, following changes in the school's digital infrastructure or technical innovations that can significantly influence the</p>	<p>In the FWPG, the individual or team-related needs analysis concerning eEducation competencies is related to the requirements of the school management, the digitization concept and the digital infrastructure.</p> <p>The aim is to achieve, and usually achieve, discussion results in which the interests and wishes of the teachers or teaching teams and the needs of the school can be taken into account equally, so that both the individual goals of the teachers or teaching teams and the goals of the school for their respective digital development are achieved.</p>	<p>The school management is expanding the form of the FWPG towards a full-fledged staff appraisal.</p>
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		possibilities of digitally supported teaching, the school management actively strives to update the relevant results of the FWBG.		
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<p>2.2.4. personnel development planning</p>	<p>The school management authorizes its teachers to attend the training and continuing education events on eEducation skills that they request from the various providers, depending on the resources available.</p>	<p>When approving external training and continuing education events requested by teachers in connection with the development of their digital skills, the school management also takes into account the school's needs in this regard (see 2.2.5.).</p> <p>If necessary, the school management also makes use of its right to give teachers and teaching teams individual development assignments and to oblige them to attend certain training events on digital skills [LDG §32 (8), LVG §16 (8), BDG §213e (3), VBG §44a (8)].</p> <p>In addition, independent (self-study) and school-internal (or cross-school) measures (SchILf/SchüLf, see 2.2.6) are offered as needed. used or recommended for the development of eEducation competencies of teachers, teaching teams and the entire teaching staff.</p> <p>In addition, school-internal, collegial support systems will be set up that utilize the eEducation competencies of teachers available at the school and make</p>	<p>The school management regularly prepares and updates a personnel development plan for eEducation competencies (or a relevant part of a general personnel development plan), which is based on the pedagogical principles, the school development plan, the digitization concept and the forward-looking personnel planning (2.1.1.), the general needs analysis (2.2.2.) and the individual and team-oriented needs analyses (2.2.3.) and includes possible future developments.</p> <p>This personnel development plan contains documentation of ongoing and planned personnel development measures, which consists of a sensible combination of external (see 2.2.5), internal (see 2.2.6) training and continuing education activities, as well as self-study and school-internal, collegial support systems (see 2.2.7).</p> <p>In each case, the connection between the implementation of the digitization concept and the individual needs of teachers and teaching teams in the development of their digital skills is indicated.</p>	
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		them available to the entire staff (see 2.2.7.).		
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<p>2.2.5. Impact and Sustainability of External Personnel Development Measures</p>	<p>The school management and the teachers are familiar with the continuing education and training courses offered by the teacher training colleges and other providers (including the Virtual PH, other public and private ones) with regard to the eEducation skills of teachers.</p> <p>The school management enables teachers, within the framework of the available resources, to attend external training and continuing education events related to the development of their eEducation skills.</p>	<p>Both teachers and school management are aware that external training events of a short duration can only make a small contribution to the development of the teacher who attends them. More extensive training or further education (courses, etc.) can have a much greater effect. However, their potential for school development is often not used enough because, without accompanying measures, their effect is limited to the teachers who attend them.</p> <p>It is therefore self-evident that a teacher can be commissioned by the school management, as part of the personnel development concept, to multiply the digital skills acquired in a further training or continuing education measure within the school.</p> <p>When selecting teachers who can attend such an event, the school management takes into account their willingness and ability to pass on what they have learned.</p> <p>Where possible, school teams or even the entire teaching staff attend an external training event. For this purpose, the “Massive Open Online Courses” (MOOCs)</p>	<p>It is a matter of course at the school that teachers who have attended an external training or continuing education event share the content relevant to the school with the school's staff. There is also a defined process for deciding how, where, by when and for whom this should happen. This process is documented in the Q manual.</p> <p>The teachers who have learned about the content of the external training or continuing education event in this way evaluate individually and/or as a group - if necessary with the involvement of the school management - whether and in what way the content of this event should be transferred into the lessons and/or the organization of the school.</p> <p>If necessary, school development projects are planned and implemented on this basis at individual, team or school-wide level.</p> <p>The school management sees it as its natural task to support the sustainable transfer effect of external training and continuing education events into practice, to evaluate them or have them</p>	<p>Teachers at the school are themselves active as teachers in continuing education and training (also) outside of their own school (e.g. in the context of the eEducation speaker database). They create digital teaching materials that are generally available in cross-school databases (e.g. eTapas). Through these activities and embedding in teacher networks, they expand their own skills and can bring these into their own school.</p> <p>The school (school management, teachers, etc.) requests adequate training courses in relation to eEducation skills from the various training institutions (teacher training colleges, eEducation Austria).</p>
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<p>2.2.6. Impact and Sustainability of School-Internal Personnel Development Measures</p>	<p>The school knows the requirements and procedures for holding in-school or cross-school teacher training courses (Schilf, Schülf) at its responsible teacher training colleges.</p>	<p>The school knows the requirements and procedures for financing in-school or cross-school teacher training courses (Schilf, Schülf) on eEducation competencies via eEducation Austria.</p> <p>For this purpose, the school can use the speaker database from eEducation Austria.</p> <p>The school regularly holds Schilf/Schülf courses on a topic from the area of eEducation skills. To support the sustainable transfer of the content into school reality, the materials and results of the Schilf/Schülf are made publicly accessible.</p>	<p>To ensure their lasting impact, in-school or cross-school teacher training courses (Schilf, Schülf) on eEducation competencies are embedded in a process of preparation and follow-up or, ideally, as an element in a school development process.</p> <p>Based on the reference to the school's digitalization concept, the content and objectives of each event are decided and the circle of participants is determined in a participatory manner. External speakers are also selected accordingly and are involved in this process or informed about it.</p> <p>After the event, the transfer of the content into school practice is ideally implemented and evaluated by a project team.</p>	<p>Teachers at the school themselves work as teachers in continuing education and training at their own school.</p>
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<p>2.2.7. Internal school support structures</p>	<p>There are teachers at the school who are particularly qualified in various eEducation skills. They are informally known to all teachers and are available to answer questions.</p>	<p>The school culture fosters an open and appreciative approach to diversity in the teaching staff with regard to eEducation skills. This applies both to teachers who still have potential for development in this area and to teachers who are particularly qualified in the various eEducation skills.</p> <p>The latter are formally mandated by the school management to be available to answer teachers' questions and concerns regarding eEducation competencies.</p> <p>If required, there are official contacts for specific parts of the digital infrastructure (specialist groups, apps, account management, etc.).</p> <p>To support teachers' individual self-study of eEducation skills, there is a publicly accessible collection of materials (links, documentation, instructions, literature and other sources).</p>	<p>The school's teachers, who are particularly qualified in the various eEducation competencies, are part of a formal and documented support system.</p> <p>In addition to being used in onboarding (see 2.1.4), eBuddy systems or mentoring for eEducation skills are also offered to the entire faculty. In tandems or small groups, individualized, stable and trustworthy support systems can be established.</p> <p>These support systems are regularly evaluated to see whether they meet current requirements. This is especially true if there have been changes to the school's digital infrastructure.</p> <p>The teachers who are particularly qualified to work in these support systems receive a high level of appreciation from the school management and the entire staff for fulfilling this role.</p>	
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