

Preamble of the eEducation Quality Matrix

Dear reader,

We are pleased that you have discovered the eEducation Quality Matrix and have started reading its preamble. We would like to tell you why we have developed this product and what you personally can gain from it as a school management, teacher and person interested in the digital development of schools. We will explain to you the basic ideas we worked with and how you can use this matrix in practice with the greatest possible benefit for yourself and your school. We warmly invite you to join us.

Goal of the eEducation Quality Matrix

Schools are changing - and this has been happening to an increasing extent in recent years. Some of these changes are the result of educational policy requirements, some are the result of social, economic or technological developments, and quite a few are initiated by innovative ideas from individual teachers or teaching teams. Schools can passively endure these processes of change, but they can also actively shape them. In the latter case, this is referred to as "school development".

An important aspect that influences our modern lives, from the local to the global, from the individual to society, from the professional to the private, is increasing digitalization. Of course, this does not stop at schools. Our product is intended to help schools to actively shape change processes instead of experiencing them passively.

The main objective of the eEducation Quality Matrix is to support schools in digital school development.

Use of the eEducation Quality Matrix

Of course, you can just read this matrix. It is probably not a contribution to world literature, but it can show you which aspects there are in digital school development that you may not have considered before. Schools can think, plan and design on a variety of levels, which can open up new scope for action and perspectives.

If you want to use the matrix systematically, you can use it, for example, to determine the status of your school in the digital development process. Where are we as a school? What have we already achieved, what are we doing, what can we already do?

However, you will most likely discover one or two descriptions in the matrix that your location has not (yet) reached and that you find attractive. If you find these realistic and attractive enough, you can define them as the goal of your digital school development.

This will lead you to consider what your school needs to do to move from its current digital state of development to the desired new state. You will therefore think about actions to achieve the goal.

Finally, in a few months or years, you may look at the matrix again and see whether you have implemented the measures well and really achieved the set goals to the extent planned.

The "digi.concept-assistant" is available as a digital tool for working with the eEducation quality matrix and using it to develop a digitization concept for your school. You can find the link to it in the sources at the end of the preamble.

***The eEducation quality matrix is a source of ideas for digital school development.
With its help, a school can evaluate its current status, set goals,
plan measures to achieve them and prepare the evaluation.
Ideally, this is done by embedding the eEducation quality matrix in the digi.concept-assistant.***

recipients of the eEducation Quality Matrix

This matrix is aimed at all types of schools, school and cluster management, tax, school development, quality groups, middle school management, digitization and eEducation officers, quality school coordinators, teachers, other stakeholders of a school, school development consultants, school supervision and all persons in the education sector interested in digital school development.

At school level, this matrix very often refers to “the school management”. It is worded this way because they have the ultimate responsibility for decisions in the school. Of course, depending on the topic, work with the eEducation Quality Matrix can and should be carried out with varying degrees of participation by teachers, teaching teams, students or even parents or guardians in the preparation and making of decisions. For individual points in the matrix, the school management alone may be able to take on the diagnosis, setting of goals and measures, reflection and evaluation - but in many points this will only be possible in a quality manner by including the perspectives, opinions, expertise, interests and needs of other people and groups.

***The eEducation Quality Matrix is intended to
serve as a common basis for the work of individuals and groups within a school who are involved in the digital
development of their school.***

Structure of the eEducation Quality Matrix

“School development” – and thus also its digital aspect – is traditionally divided into three areas: “Organizational development” deals with responsibilities, cooperation and communication structures, infrastructure issues and strategic planning, networking and quality management. “Personnel development” deals with, for example, the selection, recruitment and qualification of personnel. The core task of every school is ultimately “teaching development”, in which the processes of teaching and learning in the school are designed.

Of course, these three areas overlap and influence each other. We have used them in an abbreviated form (without the word “development”) to give this matrix a structure that should improve clarity and make it easier to handle. The three areas of school development are called “*design dimensions*” in the eEducation quality matrix. These are each divided into two to three “*design areas*”, which in turn consist of 7 to 11 “*design fields*”. The matrix comprises a total of 56 design fields.

Here you will find an overview of the design dimensions and design areas:

1. Organization

- 1.1. Digital school development***
- 1.2. Leadership and school culture***
- 1.3. Infrastructure***

2. *Staff development*

2.1. *Recruitment, deployment and termination of personnel*

2.2. *Personnel development*

3. *Classroom*

3.1. *Teaching development*

3.2. *Lesson planning*

A matrix is a table with rows and columns. You will find one such table for each design area. Each row is dedicated to a specific design field. It begins with the title of the design field, which has a three-digit number. The columns of the table indicate, from left to right, an increasing level of development of the school for this design field.

Together it looks like this:

1st design dimension

1.1. Design area

	A	B	C	D
1.1.1 Title of the 1st design field in the design area 1.1.	Description of the status of the school in design area 1.1.1 in development level A	Description of the status at the school regarding design area 1.1.1 in development level B	Description of the status of the school in design area 1.1.1 in development level C	Collection of additional development ideas and possibilities in design field 1.1.1 that are not specified in any other development stage
1.1.2 Title of the 2nd design field in the design area 1.1.				
1.1.3 etc.				

It is important to us to stress that these development levels A, B, C and D are not intended to be used as a performance assessment for your school. There are no "minimum requirements" here, no "essential areas" that should lead to an external assessment if they are not, mostly or fully met. It may well be that in a design area, development level A is completely sufficient for your school, or that development level C is a utopian idea that does not suit your school and is unrealistic for it.

We invite you to decide for yourself whether, in a specific area of development, for example if your child has been diagnosed as having development level A, it could be an attractive and realistic goal for your school to achieve development level B or even C within a certain period of time, and what measures can be taken to achieve this goal.

The eEducation quality matrix is divided into the design dimensions of organization, personnel and teaching. These are each subdivided into two to three design areas, each of which contains several specific design fields. For these design fields, descriptions for the ascending stages of development at schools A, B and C as well as additional development ideas are given in column D.

Concluding Remarks

For the three design dimensions, you will find special preambles in the matrix that explain our basic ideas and terminology. These are important for understanding the associated design areas and fields, which is why it is a good idea to read them before working with the matrix.

When reading this preamble, you may have discovered vocabulary that is also used in *QMS - Quality Management for Schools*. This is no coincidence. QMS offers schools tools and procedures that provide a useful framework for school development processes. Since QMS is mandatory for schools anyway, we have endeavored to think and formulate digital school development with the help of the eEducation Quality Matrix in such a way that it can be easily linked to and embedded in it. On the one hand, this should help to avoid extra work and, on the other hand, increase the sustainability of your projects derived from the eEducation Quality Matrix. For example, you can integrate them seamlessly into your QMS school development plan. For this reason, the matrix contains some design fields with explicit cross-references to QMS tools and procedures.

The eEducation Quality Matrix is designed as a dynamic tool and is subject to constant revision. New technological, social and legal developments are continually incorporated.

Links and Literature

digi.concept assistant: <https://eeducation.at/meine-schule/digikonzept-assistant> [accessed on January 5, 2025]

DigCompOrg Framework: https://joint-research-centre.ec.europa.eu/european-framework-digitally-competent-educational-organisations-digcomporg/digcomporg-framework_en [accessed on 5 January 2025]