

University Colleges of Teacher Education
(Burgenland), Niederösterreich, Oberösterreich, Salzburg,
Steiermark, Vorarlberg, Wien

Educational Network voXmi

Quality Framework

Developed 2019 in an initial version by
Erika Hummer, Susana Landgrebe, Katharina Lanzmaier-Ugri,
Ursula Maurič, Dietmar Rudolf, Stephan Schicker

Revised 2023 by
Marina Camber, Olivia Fischer, Katharina Lanzmaier-Ugri, Martina Huber-
Kriegler, Ursula Maurič, Simone Naphegyi, Margit Stockreiter, Natascha J.
Taslimi

www.voxmi.at

The following document of the voXmi education network includes a preamble, the common principles of voXmi educational institutions and schools, and a practical checklist for further development at the site (elementary and school education) to design a language friendly and language conducive learning environment.

Preamble

voXmi (learning and experiencing languages from and with each other) was initiated in 2008 as a project of the Federal Ministry of Education and further developed from 2014 to 2018 as a school network at the Center for Language Education in the Context of Migration and Multilingualism at the University College of Teacher Education Styria (<https://bimm.at/>). Currently (as of 2023), around 60 Austrian schools of all school types are part of the constantly growing network. In 2021, on the initiative of the University College of Teacher Education Vienna, voXmi was expanded to include the institutions of elementary education and thus to become an educational network. The University Colleges of Teacher Education - currently Vienna, Styria, Salzburg, Vorarlberg - support the voXmi education network in a coordinating and advisory capacity in the federal states. The University College of Teacher Education Vienna has also taken on the task of coordinating networking and strategic development nationwide.

A voXmi school/educational institution provides comprehensive learning opportunities with a view to overall language education. It is thus a language(s)-friendly and language(s)-promoting educational institution for all learners and those involved in the learning/teaching process. All languages are of equal value to voXmi sites. voXmi sites therefore share the following four principles:

1. **Valuing and promoting all languages** of learners and all those involved in the educational process,
2. providing a **rich array of language education** and language(s) learning opportunities,
3. **language(s)-aware education** in all areas to promote educational language competencies,
4. **expanding innovative approaches** to teaching and learning to voXmi at the site, **with a special focus on digital education.**

In order to implement these four principles in their educational work, voXmi sites implement targeted measures in the areas of learning impulses or teaching, personnel and organizational development (in formal and non-formal educational settings). They relate to linguistic, social, culturally reflective, and digital education. voXmi sites are willing - in the sense of networking and professional learning communities - to learn from and with one another, and also use digital technologies in a variety of ways to do so.

For voXmi, networking is a central element of learning from and with one another, also across national and language(s) borders. voXmi locations implement a variety of language(s) aware/language(s) sensitive educational offers/pedagogical interventions. In doing so, they cooperate with parents/families and advise them on multilingualism. In order to put the four voXmi principles into practice in all areas of elementary education as well as school life, the University College of Teacher Education supports and accompanies voXmi sites in their development.

According to the specifics of educational institutions of elementary and school education, slightly adapted checklists are proposed below for both educational sectors.

Checklist for voXmi **ELEMENTARY** at your own site

This checklist represents an easy-to-use instrument for surveying the current implementation of the voXmi principles at one's own educational institution. First of all, it serves as a possibility to derive the own voXmi goals at the location for the next 2-3 years. It also serves as preparation for voXmi certification.

1. voXmi sites perceive all languages as a treasure. They recognize the equal value of all languages of those involved in the educational process and promote their development.

Language diversity is present and visible in the elementary educational institution, on the website, in the pedagogical concept and in the daily educational routine.

| | | | |
|----------|-----------------|------------------------|------|
| This is | | | |
| not true | rather not true | more likely to be true | true |

The elementary educational institution has an overall concept of (multi-)language education that is communicated to parents/families and external partners.

| | | | |
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| This is | | | |
| not true | rather not true | more likely to be true | true |

The management and the elementary pedagogues take part in professionalization measures, e.g. further training. Continuing education and training courses are incorporated into the daily pedagogical routine and are documented.

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| not true | rather not true | more likely to be true | true |

There is a regular exchange of experiences in the team meetings among the pedagogical team regarding their pedagogical actions on the topic of diversity and multilingualism.

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| This is | | | |
| not true | rather not true | more likely to be true | true |

The languages of the children and the pedagogical team are audible in everyday education and children have the opportunity to engage with multilingual and diversity-sensitive media in a variety of ways.

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| not true | rather not true | more likely to be true | true |

Parents/families are advised and accompanied to educate their children (multi-)linguistically.

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| This is | | | |
| not true | Is rather not true | more likely to be true | true |

2. voXmi sites provide a rich array of language education and language(s) learning opportunities.

The elementary educational institution promotes multilingualism and enables the encounter with other languages in everyday educational activities.

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| not true | rather not true | more likely to be true | true |

Educational offers/pedagogical interventions as well as didactical suggestions from the network are taken up, discussed at the location and implemented in the groups according to pedagogical considerations. Elementary educators actively participate in a professional exchange in the network.

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| This is | | | |
| not true | rather not true | more likely to be true | true |

Children are accompanied by language support staff in learning their first language and have the opportunity to talk to other children in their first language.

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|----------|-----------------|------------------------|------|
| This is | | | |
| not true | rather not true | more likely to be true | true |

Elementary educators specifically plan and institutionalize educational offers/pedagogical interventions on the topic of linguistic diversity (e.g.: eTwinning, Erasmus+ project weeks, exchange with partner kindergartens in border regions, ...).

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| This is | | | |
| not true | rather not true | more likely to be true | true |

3. voXmi sites implement language(s)-aware education to promote educational language competencies in all areas of their work.

Elementary pedagogues cooperate in a multi-professional team in diagnosis-supported support measures, e.g. language assessments, in order to initiate and promote the children's educational language skills

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| not true | rather not true | more likely to be true | true |

Elementary pedagogues advise parents/families with regard to (multi-)linguistic education and, if necessary, also use interpreting services (e.g. "We understand each other", for more information see <https://www.voxmi.at/2021/05/27/video-und-telefondolmetschen-an-schulen-ein-praxisangebot/>).

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| not true | rather not true | more likely to be true | true |

Language-aware and language-sensitive pedagogical action is anchored in the pedagogical concept of the institution and is reflected and further developed in the organizational development process.

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| not true | rather not true | more likely to be true | true |

4. voXmi sites expand innovative approaches to teaching and learning to voXmi at the site with a special focus on digital education.

Digital media are used adequately in everyday pedagogical work and to expand linguistic competencies. In communication within the team and with parents/families, they support the transfer of information (multilingual).

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| not true | rather not true | more likely to be true | true |

Checklist for voXmi at your own SCHOOL

The following checklist provides an easy-to-use tool for surveying the current implementation of voXmi concerns at one's own educational institution/school. It first serves as a way to derive one's own voXmi goals at the site for the next 2-3 years. And it serves as preparation for voXmi certification.

The individual voXmi criteria can also be located in the Quality Framework for Schools of the Austrian Ministry of Education. This supports schools in identifying strengths and making potential for improvement visible. The abbreviated names of the quality areas and criteria are given in parentheses for the individual voXmi criteria. The reference document for the assignment is provided at https://www.qms.at/images/Qualitaetsrahmen_fuer_Schulen_mit-Glossar.pdf

1. voXmi sites perceive all languages as a treasure. They recognize the equal value of all languages of those involved in the educational process and promote their development.

Language diversity is present and visible in the school building, on the website, in the school profile and in program activities.

(Q2/2.1.1, Q5/5.3.1)

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| This is | | | |
| not true | rather not true | more likely to be true | true |

The school has an overall concept of language education, which is communicated to parents and external partners.

(Q2/2.2.2, 2.2.6, Q4/4.1.5, 4.2.1, Q3/3.1.14, 3.1.25, 3.3.4)

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|----------|-----------------|------------------------|------|
| This is | | | |
| not true | rather not true | more likely to be true | true |

The school management and teachers participate in professionalization measures. Documentation on continuing education and training is collected and made available school-wide.

(Q2/2.1.8, 2.3.5, Q3/3.3.2)

There is regular exchange of experiences among teachers regarding their knowledge and approach to diversity and multilingualism.

(Q3/3.3.4, 3.3.7)

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| This is | | | |
| not true | rather not true | more likely to be true | true |

Learners get involved in activities, projects and lessons dedicated to linguistic diversity or designed in another language. (Q3/3.1.5, 3.1.9, 3.1.24, Q5/5.3.2, 5.3.5)

| This is | | | |
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| not true | rather not true | more likely to be true | true |

Parents are supported as much as possible in educating their children (multi-)linguistically at home and in cooperation with the school.
(Q3/3.5, Q4/4.1.1, Q5/5.3.14)

| Das trifft | | | |
|------------|-----------------|------------------------|------|
| not true | rather not true | more likely to be true | true |

2. voXmi sites provide a rich array of language education and language(s) learning opportunities.

The school has an extended offer of foreign languages and encourages and enables the encounter with other languages in the everyday teaching.
(Q3/3.1.5, 3.1.7)

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| not true | rather not true | more likely to be true | true |

Teaching ideas and didactic suggestions from the network are taken up in the school. Activities in different subjects or school-wide are part of everyday school life. Teachers also communicate across school sites about possible activities and how to deal with language diversity (in subject lessons). They actively participate in a professional exchange in the network.
(Q3/3.1.25, Q3.4, Q4, Q4/Q4.2 Q4.2.1 bis Q4.2.6)

| This is | | | |
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| not true | rather not true | more likely to be true | true |

Native language instruction is made available, depending on the availability of resources, and students are encouraged to take advantage of it (including across schools).
(Q4/4.2.2)

| This is | | | |
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| not true | rather not true | more likely to be true | true |

In everyday life, teaching at school consists of the natural and regular inclusion of all languages (and is also documented in the electronic class register, for example).
(Q5/5.3.1, 5.3.11, 5.3.12)

| This is | | | |
|----------|-----------------|------------------------|------|
| not true | rather not true | more likely to be true | true |

Teachers specifically plan and institutionalize activities and projects related to linguistic diversity (e.g.: eTwinning, Erasmus+ project weeks, international projects...).
(Q4/4.1.6, 4.1.7, 4.2.1 bis 4.2.6)

| This is | | | |
|----------|-----------------|------------------------|------|
| not true | rather not true | more likely to be true | true |

3. voXmi sites implement language(s)-aware education to promote educational language competencies in all areas of their work.

Teachers work (also in teams) on diagnosis-based support measures to initiate and promote learners' educational language competencies.
(Q3/3.1.19, 3.1.22, 3.2.3, 3.3.6, 3.3.8, 3.3.9, 3.3.11)

| This is | | | |
|----------|-----------------|------------------------|------|
| not true | rather not true | more likely to be true | true |

Concepts of language-conscious teaching and language education are tested and systematically implemented as part of school development.
(Q3/3.1.24, 3.1.25, 3.4.7, 3.4.8)

| This is | | | |
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| not true | rather not true | more likely to be true | true |

4. voXmi sites expand innovative approaches to teaching and learning to voXmi at the site with a special focus on digital education.

Digital learning regularly takes place in everyday school life in the context of language learning and in the promotion of multilingualism. The resources for eLearning are sufficiently available. Projects and teaching sequences on "digital learning and language diversity" take place.
(Q3/3.1.5, 3.1.9)

| This is | | | |
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| not true | rather not true | more likely to be true | true |