

Abstract

The study "Digital Competence Framework for School Psychology Practice" (DiCoSP) aimed at developing a comprehensive, needs-based structure of professional requirements for school psychologists (SP) due to the digital transformation (DT) in Austria (AT), Belgium (BE), Germany (DE) and Switzerland (CH). No such framework existed before. A systematic literature review, expert focus groups, an online questionnaire (N=282) and online assessment of digital competence (DC) enabled the development of the DiCoSP model consisting of a

- definition of DC in the practice of school psychology
- architectural DC model
- DC matrix across the SP's professional activity spectrum.

While most SPs estimated to have good prerequisites for coping with DT, half of them were uncertain about the professional significance of DK and DT. This was expressed in a discrepancy between high appreciation of DC and lower rated own DC, especially in the area of digital related knowledge (e. g. knowledge of copyrights) and methodological/media competence. Digital technology was hardly used for an interactive creation of digital spaces (e. g. networking in Communities of Practice). The usage was mainly limited to classical applications of information and communication, especially in administration, communication with target persons, collegial cooperation and counseling. DC seemed to be least relevant in intervention.

DC is a necessary, but not a sufficient condition for SP's remote work. Important prerequisites are also the conviction of added value, the quality of digital infrastructure at work (specialized software, connectivity, digitally competent organization, protection under labor law) and clear professional guidelines (e. g. legal-ethical professional standards, a vision of digitally related work in school psychology).