

## LQPM (Regional Quality Process Manager)

No.	Competence area	Situation	The LQPM	Knowledge (K), skills (S), attitudes (A)
1	<b>PLAN:</b> Planning of quality activities	Development of the work programme at provincial level / of the province's quality report	... helps the school supervisory board specify province-wide quality focuses if necessary.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation
			... helps the school supervisory board plan the implementation of nationwide quality focuses at provincial level.	
			... if necessary, helps the school supervisory board examine compliance of the province-wide quality focuses with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... helps the school supervisory board develop the work programme at provincial level / the province's quality report.	
2	<b>DO:</b> Implementation of Q-measures and Q-projects	Implementation of the work programme at provincial level / of the province's quality report	... helps the school supervisory board implement the quality activities at provincial level and, if necessary, makes available his/her know-how on project management.	<b>K:</b> comprehensive knowledge about QIBB; fundamentals of project management; knowledge about diversity management; knowledge about the school system and responsibilities (clarity regarding roles) <b>S:</b> strategic and networked thinking; ability to set priorities; ability to inspire, motivate, convince; determination; ability to cooperate with everyone at professional level; sense of what is feasible <b>A:</b> appreciation and respect; will to change, spirit of innovation
			... exchanges his/her views about quality activities at schools with the school supervisory board.	
			... supports SQPMs in the implementation of quality activities at schools if necessary.	
3	<b>CHECK:</b> Evaluation of Q-measures and Q-projects	Preparation of the evaluation	... helps the school supervisory board prepare the evaluation plan at provincial level (nationwide and, if necessary, province-wide quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; in-depth knowledge about Office software; knowledge about presentation techniques; knowledge about quantitative and qualitative evaluation instruments and methods as well as their applications; basic knowledge about statistics <b>S:</b> ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation; willingness to help
			... if necessary, helps the school supervisory board select province-wide quality focuses as part via the evaluation of the QIBB-platform and/or, if necessary, develop own survey instruments (outside the QIBB-platform).	
			... helps the school supervisory board inform schools about planned evaluations.	
		Implementation of the evaluation	... helps schools organise and implement evaluation measures as scheduled.	
		Evaluation of the evaluation results	... helps the school supervisory board evaluate the evaluation results (nationwide and, if necessary, province-wide quality focuses).	
		Presentation of the evaluation results	... cooperates in the presentation and dissemination of the evaluation results at provincial level.	
4	<b>ACT:</b> Deduction and planning of measures from evaluation results; documentation	Analysis of the evaluation results	... helps the school supervisory board analyse and interpret the evaluation results at provincial level.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles); knowledge about function-oriented formulations; knowledge about evaluation instruments and methods, basic knowledge about statistics; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system; fairness
		Deduction of measures	... helps the school supervisory board elaborate proposals for Q-measures and Q-projects and examine compliance with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... helps the school supervisory board reach consensus on proposals for Q-measures and Q-projects at provincial level with principals.	
			... helps the school supervisory board conceive project assignments for Q-measures and Q-projects at provincial level on the basis of proposals.	
		Conception of Q-measures and Q-projects	... helps the school supervisory board conceive project assignments for Q-measures and Q-projects at provincial level on the basis of proposals.	
		Development of the work programme at provincial level / of the province's quality report	... participates in the development of the work programme at provincial level / the province's quality report, integrating the project orders for Q-measures and Q-projects.	
			... participates in gathering and collecting information and documents for the province's quality report.	
		Documentation	... ensures documentation of the processes and results that are relevant for quality activities at provincial level.	
... documents his/her own function-related activities as an LQPM.				
... documents the perceived needs, requests and ideas of holders of functions at school level and introduces them into the work with the school supervisory board.				

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5	Information about QIBB and quality management	Provision of information and communication	... informs about QIBB activities, instruments, objectives and the latest developments, evaluation results and good-practice examples in his/her own province and acts as point of contact for issues with QM relevance.	<p><b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about rhetoric</p> <p><b>S:</b> ability to think synthetically; ability to inspire, motivate, convince; ability to present and explain difficult circumstances appropriately for the target group; ability to cooperate with everyone at professional level; organising skills; ability to establish networks</p> <p><b>A:</b> appreciation and respect; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people</p>
			... organises information events for principals and SQPMs about Q-related issues in agreement with the school supervisory board.	
			... helps the school supervisory board in its communication practice (coordination, filtering of information, type of transmission, development of information measures, etc.) and in the procurement of information.	
		Expert knowledge about quality management	... helps the school supervisory board and SQPMs in expert issues related to QM.	
		Networks and exchange	... takes part in nationwide networking meetings of LQPMs.	
... prepares the topics and organisation of LQPM/SQPM networking meetings in agreement with the school supervisory board, accepts the chair if necessary, and thus creates the basis for experience exchange about the latest developments and tools in quality management.				
... holds speeches and presentations about Q-related topics in nationwide and province-wide networking meetings.				
6	Motivation to carry out quality activities	Motivation to carry out quality activities	... demonstrates the benefit of quality activities and helps principals and SQPMs.	<p><b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques</p> <p><b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance</p> <p><b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy</p>
7	Ensuring further and continuing training with QM focus	Need for further and continuing training at provincial level	... helps the school supervisory board identify the schools' need for further and continuing training on QM-related topics.	<p><b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and programmes provided by university colleges of teacher education</p> <p><b>S:</b> organising skills; ability to switch perspectives; anticipation skills</p> <p><b>A:</b> willingness to learn and take part in further training activities; curiosity; awareness of own needs and consideration of the needs of other people</p>
			... helps the school supervisory board coordinate and design further and continuing training on QM-related topics in the respective province.	
	Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.		