

Principal

No	Competence area	Situation	The principal	Knowledge (K), skills (A), attitudes (A)
1	PLAN: Planning of quality activities	Development of the work/school programme	... lays down the school quality focuses with the SQPM's help and, if required, in consultation with colleagues.	K: comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) S: strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities; decision-making skills A: openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation; loyalty
			... plans the implementation of nationwide and, if appropriate, province-wide quality focuses.	
			... examines compliance of school quality focuses with the mission statement and the Q-matrix.	
			... develops the school programme with the SQPM's help and, if required, in consultation with colleagues.	
2	DO: Implementation of Q-measures and Q-projects	Implementation of the work/school programme	... communicates the school programme and initiates its implementation.	K: comprehensive knowledge about QIBB; knowledge about organisational development and change management; fundamentals of project management; knowledge about diversity management S: strategic and networked thinking; ability to think synthetically; ability to set priorities; ability to inspire, motivate, convince; determination; ability to assert oneself; sense of what is feasible; ability to present and explain difficult circumstances appropriately for the target group; ability to act appropriately in different situations; ability to assume responsibility for decisions A: appreciation and respect; will to change, spirit of innovation; composure; positive basic attitude / solution orientation
			... initiates and ensures the implementation of Q-measures and Q-projects as scheduled.	
3	CHECK: Evaluation of Q-measures and Q-projects	Preparation of the evaluation	... prepares the evaluation plan (federal and, if necessary, provincial and school quality focuses).	K: comprehensive knowledge about QIBB; knowledge about presentation techniques; knowledge about evaluation instruments and methods, basic knowledge about statistics S: ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; patience and endurance; critical faculties (giving and accepting) A: appreciation and respect; composure; empathy; positive basic attitude / solution orientation
			... decides, if necessary, about additional questions as part of the evaluation of the QIBB-platform and/or, if required, initiates the development of own survey instruments (outside the QIBB-platform).	
			... informs colleagues about planned evaluations.	
		Implementation of the evaluation	... observes participation in the evaluations and calls for more intensive participation if necessary.	
			... ensures that evaluations are implemented as scheduled.	
Evaluation of the evaluation results	... guarantees the evaluation of the evaluation results and takes part if necessary.			
Presentation of the evaluation results	... presents and disseminates the evaluation results (at conferences, for example).			
4	ACT: Deduction and planning of measures from evaluation results; documentation	Analysis of the evaluation results	... analyses and evaluates the evaluation results.	K: comprehensive knowledge about QIBB; knowledge about organisational development and change management; knowledge about process control; knowledge about evaluation instruments and methods, basic knowledge about statistics; knowledge about communication and negotiation techniques; knowledge about function-oriented formulations; knowledge about conflict management; fundamentals of project management S: 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; ability to deal with conflicts; ability to assume responsibility for decisions; courage A: appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system (leadership); fairness
		Deduction of measures	... elaborates proposals for Q-measures and Q-projects (such as on the basis of the evaluation results or feedback from colleagues) and examines their compliance with the Q-matrix and Q-mission statement.	
			... reaches consensus on proposals for Q-measures and Q-projects with colleagues if necessary.	
		Conception of Q-measures and Q-projects	... conceives project assignments for Q-measures and Q-projects based on proposals.	
		Preparation of the work programme or school programme / the school's quality report	... develops the school programme / the school quality report, integrating the project assignments for Q-measures and Q-projects.	
... examines if the resources required for implementing the next school programme are available.				
Review and objective-setting discussion	... discusses the school programme / the school quality report with the school supervisory board and agrees on objectives and measures for the next reporting period.			

Principal

No	Competence area	Situation	The principal	Knowledge (K), skills (A), attitudes (A)
5	Information about QIBB and quality management	Provision of information and communication	... informs the school community about QIBB (priorities, objectives, projects, etc.).	K: comprehensive knowledge about QIBB; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques S: strategic and networked thinking; ability to think synthetically; ability to inspire, motivate, convince; ability to switch perspectives; ability to present and explain difficult circumstances appropriately for the target group; ability to set up networks and work in them A: appreciation and respect; openness; authenticity
			... communicates the school's quality activities to the school community and stakeholders.	
		Networks and exchange	... participates in the QM-related experience exchange with various groups (other principals, experts, etc.).	
6	Motivation to carry out quality activities	Motivation to carry out quality activities	... motivates colleagues to carry out quality activities, supporting the SQPM's work.	K: knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques S: 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 A: positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy
			... is aware of his/her model function in the implementation of QIBB.	
			... motivates the school community in day-to-day school life by making visible the advantages / benefit of quality activities, discussing problems and managing conflict.	
7	Ensuring further and continuing training with QM focus	Need for further and continuing training at school level	... surveys the staff's need for QM-related further and continuing training and enables their participation.	K: comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and opportunities provided by university colleges of teacher education S: organising skills; ability to switch perspectives; anticipation skills A: awareness of own needs and consideration of the needs of other people; willingness to learn and take part in further training activities; appreciation and respect
			... plans and organises training programmes with QM focus which are tailored to the school's requirements.	
	Participation in further and continuing training measures		... takes part in further and continuing training on topics of quality management.	
		8	Setting up and organising structures of cooperation in the field of quality	Cooperation with SQPMs
... establishes the SQPM's place and role within the group of colleagues and the site-specific structures.				
... lays down time structures of cooperation with the SQPM (such as a monthly jour fixe meeting).				
	Setting up additional structures in the Q-area if necessary		... if necessary, sets up a body comprising several people to carry out quality activities and determines the body's composition.	
			... sets up one or several working groups for the implementation of Q-measures and Q-projects if required and lays down the objectives, schedule and roles/responsibilities.	
			... formulates work orders and assigns them to the bodies or working groups which may have been set up.	