

SQPM (School Quality Process Manager)

No.	Competence area	Situation	The SQPM	Knowledge (K), skills (S), attitudes (A)
1	PLAN: Planning of quality activities	Development of the work/school programme	... helps the school management determine the school's quality focuses and school programme.	K: comprehensive knowledge about QIBB; 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 A: openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation
			... helps the school management plan the implementation of nationwide and, if necessary, province-wide quality focuses.	
			... cooperates in checking the school's quality focuses are in line with the mission statement and the Q-matrix.	
			... helps the school management draw up the school programme / school quality report.	
2	DO: Implementation of Q-measures and Q-projects	Implementation of the work/school programme	... helps implement Q-measures and Q-projects and, if necessary, independently implements Q-projects which have been delegated to him/her.	K: knowledge about diversity management; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles) S: strategic and networked thinking; ability to think analytically; ability to think synthetically; ability to set priorities; ability to inspire, motivate, convince; determination; ability to assert oneself; ability to cooperate with everyone at professional level; sense of what is feasible A: appreciation and respect; will to change; spirit of innovation
			... coordinates the quality activities in the expert groups and working groups and if necessary provides his/her project management know-how.	
3	CHECK: Evaluation of Q-measures and Q-projects	Preparation of the evaluation	... helps the school management develop the evaluation plan (federal and, if necessary, provincial and school quality focuses).	K: 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 S: ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince determination; ability to assert oneself; perseverance; ability to organise; patience and endurance; critical faculties (giving and accepting) A: appreciation and respect; composure; empathy; positive basic attitude / solution orientation; willingness to help
			... coordinates the implementation of the evaluation plan and helps organise the required documents (such as TANs) and create the necessary framework conditions (such as rooms, IT equipment).	
			... if necessary, cooperates in developing quantitative and qualitative survey instruments (such as questionnaires, interview guidelines) for the school's evaluation focuses.	
		Implementation of the evaluation	... provides help to the people involved in implementing the evaluation if required.	
		Evaluation of the evaluation results	... collects data from evaluations outside the QIBB platform if necessary.	
			... cooperates in the analysis and processing of the evaluation results.	
Presentation of the evaluation results	... cooperates in the presentation and dissemination of the evaluation results.			
4	ACT: Deduction and planning of measures from evaluation results; documentation	Analysis of the evaluation results	... helps the school management analyse and interpret the evaluation results.	K: 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 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 A: 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 management elaborate proposals for Q-measures and Q-projects (such as on the basis of the evaluation results, feedback from colleagues) and examine compliance with the Q-matrix and Q-mission statement.	
			... helps the school management reach consensus on proposals for Q-measures and Q-projects.	
		Conception of Q-measures and Q-projects	... helps the school management conceive project assignments for Q-measures and Q-projects on the basis of the proposals.	
		Preparation of the work programme or school programme / the school's quality report	... participates in the development of the school programme / the school's quality report, integrating the project assignments for Q-measures and Q-projects.	
			... participates in gathering and collecting information and documents for the school's quality report.	
Documentation	... ensures documentation of the processes and results that are relevant for quality activities at school level.			
	... documents his/her own function-related activities as an SQPM.			

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5	Information about QIBB and quality management	Provision of information and communication	... helps the school management inform the school community about QIBB (priorities, objectives, projects, etc.).	<p>K: comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles); knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about rhetoric</p> <p>S: ability to think synthetically; patience and endurance; ability to inspire, motivate, convince; ability to switch perspectives; 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>A: appreciation and respect; openness; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people</p>
			... informs colleagues about the status of Q-measures and Q-projects.	
			... transfers the knowledge he/she has acquired in QM training courses to the school level by further developing materials and documents and/or presenting short reports at conferences.	
			... pools, documents and systematises the questions about quality management and school development which have been submitted to him/her by colleagues, elaborates proposals and submits them to the school management.	
		Expert knowledge about quality management	... supports the school management and colleagues in expert issues related to the school's quality management.	
			Networks and exchange	
... participates in organising events aiming at QM-related exchanges with colleagues (such as continuing training for teachers, conferences).				
... cooperates with regional quality project managers (LQPMs).				
		... takes part in networking meetings of SQPMs at provincial level, if necessary.		
6	Motivation to carry out quality activities	Motivation to carry out quality work	... demonstrates the benefit of quality activities and helps the school management motivate colleagues.	<p>K: knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques</p> <p>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</p> <p>A: 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 school level	... helps the school management collect and identify the colleagues' need for further and continuing training on QM-related topics.	<p>K: comprehensive knowledge about QIBB; knowledge about other QM systems</p> <p>S: organising skills; ability to switch perspectives; anticipation skills</p> <p>A: willingness to learn and take part in further training activities; curiosity; awareness of own needs and consideration of the needs of other people</p>
			... cooperates in the planning and organisation of 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.	