



EBIS Competency Profile

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EBIS Competency Profile for Development Consultants in Schools (revised version, October 2013)

Contents

| | |
|---|----|
| Introductory considerations..... | 3 |
| EBIS Competency Profile.Foundation for ALL development consultants | 6 |
| Overview table with ECTS allocation..... | 6 |
| Overall presentation..... | 8 |
| EBIS Competency Profile.Specialisation 1 (Organisational development)..... | 17 |
| Introduction..... | 17 |
| Overview table with ECTS allocation..... | 17 |
| Overall presentation..... | 17 |
| EBIS Competency Profile.Specialisation 2 (Subject-related curriculum development) | 22 |
| Introduction..... | 22 |
| Overall presentation..... | 23 |

This document presents the results of the “EBIS” workgroup at the Austrian Federal Ministry for Education, Arts and Culture (BMUKK) and already includes the opinions and comments from various feedback rounds (both with experts in the area of consulting as well as initiators of consulting such as teachers, principals and representatives of the school

Introductory considerations

The structure and content of the competency profile follow the concept created by Hans-Günter Rolff, whereby school development is based on the trinity and interaction of curriculum, organisational and staff development. The “ultimate reference point” (Rolff) of school development is always the way in which pupils learn.

Logically, the consistent implementation of this model also requires further development of the practice of school development consulting:

- Consultants who used to see themselves as organisational development consultants should take aspects of curriculum development into consideration even more than before.
- Consultants who used to work as curriculum developers (either generally or for specific subjects) should pay even more attention to the effectiveness of the measures taken in the school as an organisation.

According to this logic, the area of “consulting as a profession” forms the core of the EBIS competency profile - alongside self-competence, social competence and field expertise.

Only those with the knowledge and experience of how innovations can be successfully implemented in the school as an organisation, which presents its own challenges and obstacles, will be able to successfully guide schools through processes of change. This applies not only to consultants, who focus on organisational development, but also quite naturally to development consultants in the area of (subject-related) curriculum development.

This fact has now been addressed with a further development of the EBIS competency profile:

In addition to the general **EBIS competency profile** – referred to below as **Competency Profile.Foundation** – the further development of EBIS in 2013 has led to the creation of two so-called **specialisation profiles**:

- **Specialisation profile 1** applies to EBIS consultants who focus on organisational development
- **Specialisation profile 2** applies to EBIS consultants who focus on subject-related curriculum development



Figure: EBIS Competency Profile (revised version, October 2013)

Please note the following:

- **Competency Profile.Foundation + Competency Profile.Specialisation 1** (focus on organisational development) together form – apart from a few changes in formulations – [the original competency profile in the version published in 2012](#).
- **Competency Profile.Foundation + Competency Profile.Specialisation 2** form the newly developed EBIS profile for subject-related curriculum development.

The BMUKK has adopted the following approach with regard to providing evidence of the required competencies:

- The claims in the competency profile are high and comprehensive. As only a few consultants are presently able to meet the competency profile *in full*, 14 ECTS credits instead of the 18 ECTS required for inclusion on the EBIS list will suffice in the first three years following the launch of EBIS. During this “settling-in” phase, qualifications can be caught up on or expanded.
- A note on disclosing the required level of training for ECTS credits: We have decided on this approach as it meets the current requirements for training courses. Naturally, evidence will also be recognised where it is indicated not in ECTS credits but in hours (1 ECTS credit = 25-30 hours) - either because the training took place quite some time ago, or because it involves training or development events that are not shown with ECTS credits.
- To avoid any misunderstandings: Inclusion on the EBIS list has nothing to do with the awarding of credits that the BMUKK would not be entitled to anyway.

And one final thought about reading the competency profile:

We would like to invite you to read the competency profile not merely as a “requirements profile” for inclusion on the EBIS list; it could also serve as a basis for your personal self-appraisal or offer suggestions for your personal further qualification...

EBIS Competency Profile.Foundation for ALL development consultants

Overview table with ECTS allocation

| Competency area | Evidence |
|---|--|
| <p>Personal competence Self-reflection and self-experience</p> | <p>ethical principles 1 ECTS</p> |
| <p>B. Social competence</p> <p>B.1 Empathy and social action</p> <p>B.2 Principles of communication and interviewing</p> <p>B.3 Handling conflicts</p> <p>B.4 Principles of gender and diversity</p> | <p>3 ECTS</p> |
| <p>C. Professional competence</p> <p>C.1 Consulting as a profession</p> <p>C.1.1 Principles of systematic thinking and acting</p> <p>C.1.2 Contracting and structure of a consulting system</p> <p>C.1.3 Consulting methods, design elements</p> <p>C.1.4 Project management</p> <p>C.1.5 Controlling of group and team processes</p> <p>C.1.6 Team development</p> <p>C.1.7 Consulting and management</p> <p>C.1.8 Evaluation and reflection, working on the basis of data</p> | <p>5 ECTS</p> <p>of which C.1.1, C.1.2, C.1.3 and C.1.7 from the consultant's perspective</p> |
| <p>C.2. Curriculum development in general</p> <p>C.2.1 Knowledge of current and relevant topics concerning the discussion surrounding education in an international context</p> <p>C.2.2 Basic knowledge of current learning theories and practical learning models and of the state of learning research</p> <p>C.2.3 Basic knowledge of current methods of</p> | <p>1 ECTS</p> |

| Competency area | Evidence |
|---|--|
| <p>C.3 School as an organisation of experts</p> <p>C.3.1 Theory and practice of organisations</p> <p>C.3.2 Quality management</p> | <p>1 ECTS</p> |
| <p>C.4 Professionalism and staff development</p> | <p>Integral component of training modules</p> |
| <p>D. Field expertise</p> <p>D.1 Field expertise on characteristics, current challenges and developments in the Austrian education system</p> <p>D.2 Principles of IT and electronic communication</p> | <p>ethical</p> <p>principles</p> |

Overall presentation

A. Personal competence: Self-reflection and self-experience

Basic competence:

EBIS consultants act self-reflectively, they know their potential to act in a professional context and act professionally, reliably and responsibly with awareness of their role.

They have the necessary experience and personal maturity to master consulting situations and are prepared to constantly develop themselves.

Descriptors:

- EBIS consultants know their own skills and strengths and work self-critically on their personality. They deal reflectively with their own educational experiences and learning strategies.
- They see education as a valuable resources, are fundamentally open to innovation and prepared to constantly develop themselves.
- They know methods and processes of structured and continuous self-reflection and make these a natural part of their professional consulting work.
- They bring a positive attitude to their consulting, they motivate, they show appreciation for their client system and demonstrate authenticity and an ability to empathise.
- They know their own potential strengths and resources and deal responsibly with their own physical and mental condition. They are fundamentally able to work under pressure, have good time management skills and can apply strategies for managing stress.
- They act reliably and carefully and keep to agreements.
- They are aware of their own diversity, the diversity within society or individual groups (e.g. gender, language, age...), reflect on their own role in this context and act accordingly.

B. Social competence

Basic competence:

EBIS consultants have the knowledge, attitude and experience to constructively design social interactions in a consulting process for everyone involved.

B.1 Empathy and social action

B.2 Principles of communication and interviewing

B.3 Handling conflicts

B.4 Principles of gender and diversity

B.1 Empathy and social action

Basic competence:

EBIS consultants can handle the emotions and behaviours of individuals and groups in a way that is appropriate to the situation.

Descriptors:

- EBIS consultants are able and willing to put themselves in others' shoes and to see new situations from their perspective.
- They perceive the needs of others and react appropriately.
- They respect other people and their opinions, even when these differ from their own. They can deal flexibly and considerately with differences and behavioural expectations, e.g. on the basis of age, gender or nationality.

B.2 Principles of communication and interviewing

Basic competence:

EBIS consultants ensure that communication in consulting processes is clear, respectful and focused on resources and time.

Descriptors:

- They communicate in a way that is appropriate to the listener and the situation.
- They are able to analyse and question communication structures in organisations and to contribute to their optimisation.
- They have a repertoire of moderation methods and use this appropriately.
- They know the rules of constructive feedback, convey these rules and apply them personally.
- They know the potential effect of rituals and support their design in organisations.

C.3 Handling conflicts

Basic competence:

EBIS consultants know the importance of crises, conflicts and resistance in development processes and handle them constructively.

Descriptors:

- EBIS consultants can locate and analyse existing or arising conflicts and crises.
- They know crises that are characteristic of change processes and act accordingly: they understand scepticism, worries and resistance and the associated emotions as part of development processes and include them in the formulation of their advice.
- They apply methods of conflict management and conflict handling to the levels of consulting architecture, design and interventions.

- They identify any phases of conflict escalation, provide support where they can, or refer to alternative methods of conflict management.
- They factor in aspects of gender and diversity in communication and conflict management and help to constructively work through any tensions that arise.

B.4 Principles of gender and diversity

Basic competence:

EBIS consultants work on the principle of equal opportunity and have the ability to identify gender aspects in their task area, to present the relevance of gender and diversity to the consulting activity, and to include it in what they do. They are able and willing to use their consulting to the benefit of linguistic, social and cultural diversity.

Descriptors:

- EBIS consultants pay attention to dealing consciously with differences.
- They make interventions that help to identify and reflect societal constructs (e.g. with regard to gender, nationality,...).
- They support groups or colleagues to use all available potentials, to expand options for action, to open up new perspectives, and to broach the issue of taboos and exclusion processes.
- They ensure that the issue of discrimination/abuse is broached and avoided.
- They avoid or broach the issue of generalisations and stereotyping such as “typical male”, “typical older teacher”, “typical official”, “all migrants”, “the disabled”, “all integration children”, “the girls”, etc.

C. Professional competence:

C.1 Consulting as a profession

C.2 Curriculum development in general

C.3 School as an organisation of experts

C.4 Professionalism and staff development

Basic competence:

EBIS consultants have fundamental competencies in the areas of “Consulting as a profession”, “Curriculum development”, “Organisational development” and “Staff development”.

C.1 Consulting as a profession

Basic competence:

EBIS consultants have fundamental competencies for supporting sustainable development processes in schools.

C.1.1 Principles of systematic thinking and acting

Basic competence:

EBIS consultants employ their knowledge of systematic thinking and acting in consulting situations.

Descriptors:

- EBIS consultants adopt a position of impartiality and neutrality in the consulting. They approach the client system as equals, with respect and curiosity, and undertake not to disclose what they learn.
- EBIS consultants have knowledge of systematic thinking and acting and of systematic communication. They apply systematic interventions in their consulting.
- They proceed from the principle of focusing on solutions and resources in their consulting.
- They create a working atmosphere that promotes the development work of the client system.
- They distinguish clearly between process and specialist consulting in their professional activities.

C.1.2 Contracting and structure of a consulting system

Basic competence:

EBIS consultants have knowledge of professional order clarification and contract formation, and adapt these to the school system.

Descriptors:

- EBIS consultants use contracting for the consulting of schools as the first main consulting step for clarifying the order and objectives, and develop an appropriate consulting architecture on the basis of the agreements made.
- During the first phase of contact, they establish a professional client-consultant relationship.
- When designing the consulting orders, they pay attention to the involvement of all school partners, i.e. the pupils and parents too.

C.1.3 Consulting methods, design instruments

Basic competence:

EBIS consultants have knowledge of the various consulting methods and instruments for supporting development processes in schools and use these.

Descriptors:

- EBIS consultants analyse the different intervention levels of a consulting process and coordinate their consulting design to them.
- They know methods of systematic intervention and use them in way that is appropriate to the situation.

C.1.4 Project management

Basic competence:

EBIS consultants have fundamental insights into the area of project management

Descriptors:

- EBIS consultants have experience implementing projects in a school-based or extracurricular context.
- They have basic knowledge of project management and use the corresponding PM methods for the consulting of subject-related or school development processes.
- They adapt project management methods to the requirements of consulting in schools as organisations of experts.

C.1.5 Controlling of group processes**Basic competence:**

EBIS consultants have fundamental theoretical and practical knowledge of working with groups.

Descriptors:

- EBIS consultants know the characteristics of groups.
- They have and use a repertoire of methods that support working with groups.
- They are able to contribute to the management and solving of conflicts in groups.
- They know models for the didactic and methodical structuring of seminars/consulting sessions and design and structure these in a way that is appropriate to the situation.
- They ensure that participants are dealt with respectfully, show a high degree of willingness to communicate and ensure methods are transparent.
- They know the productive effect of cooperation and teamwork. They are familiar with models of professional learning communities of teachers, of advising colleagues and work shadowing, and support colleagues with the implementation of these models.

C.1.6 Team development**Basic competence:**

EBIS consultants have basic knowledge of group dynamics and team building and use this in consultations.

Descriptors:

- EBIS consultants know the dynamics of teams and their importance for their ability to work and are able to shape group processes and support feedback processes.
- EBIS consultants are aware of the issue of authority and leadership and support workgroups and team leaders.

C.1.7 Consulting and management**Basic competence:**

EBIS consultants deal consciously and constructively with the issue of management in consulting processes.

Descriptors:

- EBIS consultants have fundamental knowledge of different management models and management philosophies and their implications for development and change processes.
- They know the specific challenges of management in expert organisations, specifically in the school as a organisation, and refer to these in their consultations.
- They consciously perform their leadership tasks in consulting processes, know pitfalls and stumbling blocks, and act accordingly.

C.1.8 Evaluation and reflection, working on the basis of data

Basic competence:

EBIS consultants can support action-reflection cycles.

Descriptors:

- EBIS consultants know evaluation methods and can support colleagues or teams of teachers with choosing appropriate forms.
- They know methods of developing the curriculum, e.g. on the basis of reflections or of data, such as observation, interviews, document analysis.
- They support teachers with sitting in on classes to analyse lessons and assist with the provision of the organisational framework required for this.

C.2 Curriculum development in general

Basic competence:

EBIS consultants are familiar with the current questions of learning and teaching, and are willing and able to support colleagues with the sustainable development and implementation of these new teaching and learning models.

C.2.1 Knowledge of current and relevant topics concerning the Austrian discussion surrounding education in an international context

Basic competence:

EBIS consultants deal constantly with current, relevant topics of the discussion surrounding education and use their insights in their consulting activities.

Descriptors:

- EBIS consultants see it as their task to continuously inform themselves about relevant issues in the discussion surrounding education.
- They use this knowledge as the basis for their consulting activities.
- They are familiar with questions of gender-sensitive teaching and reflective co-education and promote an awareness of social and cultural diversity as a resource.

C.2.2 Basic knowledge of current learning theories and practical learning models and of the state of learning research

Basic competence:

EBIS consultants are familiar with current learning theories and provide support with the implementation of the insights in everyday school life. At the centre of this are the learners with their prior knowledge and development potentials, with their strengths and weaknesses.

Descriptors:

- EBIS consultants know the principles of teaching that is organised by the learners as well as the associated learning and organisational measures.
- They know the main features of new learning and teaching models and are able to support learners with the implementation of new ideas and models aimed at supporting individual learning.
- They support teachers with the execution and implementation of a competency-based curriculum that takes both subject-specific and generic competencies into account.
- They deal with new findings of brain research and their implications for the understanding of learning.

C.2.3 Basic knowledge of models of sustainable curriculum development

Basic competence:

EBIS consultants understand the concept of curriculum development as “all systematic and joint efforts of everyone involved in education to contribute to the further development of learning and teaching and its conditions within schools.” (Bastian 2007) In this sense, they are in a position to encourage and support curriculum development processes.

Descriptors:

- EBIS consultants understand curriculum development as being an interaction between individual and organisational learning in schools as organisations, and base the design of their consulting on this.
- They understand curriculum development on the level of the individual teacher as being a further development of professional knowledge and ability and thus of professional self-image.
- They know models of systematic curriculum development on the basis of the professional learning communities of teachers and are able to develop and support customised concepts for individual specialist groups and locations together with the management and staff.
- They understand how to support specialist groups with the tasks required for curriculum development measures.
- They support staff and the school management with the transfer of training into everyday school life.

C.3 School as an organisation of experts

Basic competence:

EBIS consultants have solid basic knowledge of the theory and practice of organisational consulting and uses it for the purpose of sustainable development support.

C.3.1 Theory and practice of organisations

Basic competence:

EBIS consultants have fundamental theoretical and practical knowledge of the nature and effect of organisations, specifically the school as an organisation of experts.

Descriptors:

- EBIS consultants know the basic elements of organisations and have insights that enable them to analyse and differentiate various types of organisation.
- They know the characteristics of the school as an organisation of experts and coordinate the design of their consultations to it.
- They know the tasks of the school management, cooperate closely with it and act for it with a clear differentiation of roles.
- They adapt their consulting concept to the internal structures of a school, and analyse communication, cooperation and decision-making structures. For example, they take into consideration how specialist groups in schools are organised.

C.3.2 Quality management

Basic competence:

EBIS consultants have basic knowledge of evaluation and quality management.

Descriptors:

- They know the methods and instruments of quality development in schools, such as QIS, QIBB and SQA, apply the cycle of quality development and development processes in schools, and support colleagues with the implementation.
- They know forms of internal and external evaluation and support colleagues with choosing the right method(s).

C.4 Staff development

Basic competence:

EBIS consultants know the specific circumstances of staff development in the school system, their possibilities and limits, and use their knowledge in consulting situations accordingly.

Descriptors:

- EBIS consultants know the legal principles of staff development activities in the school system.
- They know the current, subject-related training offers and training institutions.

- They can support and advise subject teams on the selection of appropriate training offers.

D. Field expertise

Basic competence:

EBIS consultants have the knowledge and ability to align their consultation steps to the characteristics of the Austrian school system. They are able to hold consultations using contemporary methods of IT support.

D.1 *Field expertise of the school system*

Descriptors:

- EBIS consultants have good knowledge of the structures of the Austrian school system (BMUKK, regional school boards, regional education authority, school management) as well as the roles and tasks of the respective institutions.
- They are familiar with the various organisational conditions and tasks of the various Austrian school types and align the design of their consulting to them.
- They know the role profile of principals, including with regard to the various types of school.
- They are familiar with the current key issues and developments in the Austrian education system and know their relevance for change processes at the individual school location. (Examples: educational standards, standardised school-leaving and diploma examinations, NMS...).
- They know regional and national networks for the support of their professional work and use them.
- They know national and regional specialist education centres and perceive them as contact partners.

D.2 *Principles of IT and electronic communication*

Basic competence:

EBIS consultants have fundamental knowledge of ICT and are able to use the technologies of the information society safely and for their target groups.

Descriptors:

- EBIS consultants are able to support and implement communications processes with the aid of digital media and tools.
- They are able to use online platforms to support school development purposes.
- They also use digital structures in their analysis of communication and working structures in schools and support their use.

EBIS Competency Profile.Specialisation 1 (Organisational development)

Introduction

EBIS consultants who focus on organisational development consult and support school teams, entire staff or school networks with the planning, design and evaluation of development and change processes.

They are experts in the design and support of these processes and turn their attention to the overall system. The members of the organisation have expertise in the area of content.

Overview table with ECTS allocation

| Deepening and supplementing of the following competency areas from the Competency Profile.Foundation | Evidence |
|--|---|
| S.1.1 Principles of communication and interviewing | Deepening to the extent of a total of 4 ECTS |
| S.1.2 Handling conflicts | |
| S.1.3 Principles of systematic thinking and acting | |
| S.1.4 Consulting methods, design elements | |
| S.1.5 Controlling of large group processes | |
| S.1.6 Organisational development: S.1.6.1 Theory and practice of organisations S.1.6.2 Design of organisational development processes S.1.6.3 Quality management | 3 ECTS |

Overall presentation

S.1.1 Principles of communication and interviewing

Basic competence:

EBIS consultants ensure that communication in consulting processes is clear, respectful and focused on resources and time.

Deepening: Descriptors:

- EBIS consultants use theoretical models of communication and fundamental knowledge of systematic questions in a way that is appropriate to the situation.
- They support schools with the planning and control of information and communication processes.

S.1.2 Handling conflicts

Basic competence:

EBIS consultants know the importance of crises, conflicts and resistance in development processes and handle them constructively.

Deepening: Descriptors:

- EBIS consultants apply methods of conflict management and conflict handling to the levels of consulting architecture, design and interventions.
- They are able to analyse resistance and conflicts in an organisational context and to contribute to their solution.

S.1.3 Principles of systematic thinking and acting

Basic competence:

EBIS consultants employ their knowledge of systematic thinking and acting in consulting situations.

Deepening: Descriptors:

- EBIS consultants know possible consulting cases and act accordingly.
- They know about the overlaps of content and method with neighbouring disciplines such as a coaching and supervision, and make any distinctions as necessary.

S.1.4 Consulting methods, design elements

Basic competence:

EBIS consultants have knowledge of the various consulting methods and instruments for supporting development processes in schools and use these.

Deepening: Descriptors:

- EBIS consultants have the ability to create a process architecture for the client system in the sense of a “map of change”.
- They have knowledge of the process design, i.e. different design and structuring possibilities for the various elements of the process architecture.

S.1.5 Controlling of large group processes

Basic competence:

EBIS consultants have theoretical and practical knowledge of working with groups and large groups.

Descriptors:

- EBIS consultants know the productive effect of cooperation and teamwork, are familiar with models of professional learning communities, of advice between colleagues and

work shadowing, and support staff overall with the elaboration of organisational structures for the implementation phase.

- They know various methods for working with large groups and use these in a way that is appropriate to the situation.

S.1.6 Organisational development

S.1.6.1 Theory and practice of organisations

Basic competence:

EBIS consultants have theoretical and practical knowledge of the nature and effect of organisations, specifically the school as an organisation of experts.

Descriptors:

- EBIS consultants know formal and informal organisational structures and how they work, analyse them and build their consulting concept on them.
- They know instruments for analysing reference groups of organisations and use them in their consulting activities.
- They know micropolitical (power) mechanisms in organisations and support schools with the development of strategies for dealing with them.
- They act with an awareness of the specific feature of educational institutions as non-profit organisations.

S.1.6.2 Design of organisational development processes

Basic competence:

EBIS consultants design organisational development processes so that the schools can be supported and strengthened in their self-development.

Descriptors:

- EBIS consultants connect with the internal logic of the respective organisation.
- They use their external perspective as a way to “irritate” the system by putting the obvious up for discussion and breaking down taboos that might stand in the way of development.
- They ask more than they answer and never propose off-the-shelf solutions.
- They perceive conflicts and resistance within a staff and use these as integral and productive developmental elements in their consulting activity.
- They adapt their consulting concept to the internal structures of a school.
- They analyse communication, cooperation and decision-making structures, help to set them up and use these in their activities.
- They connect the basic elements of consulting to build up and support a learning organisation.

S.1.6.3 Quality management

Basic competence:

EBIS consultants have basic knowledge of evaluation and quality management.

Descriptors:

- EBIS consultants have a basic understanding of systems for describing and developing school and teaching quality, such as the quality areas of learning experiences and learning results - teaching and learning - the classroom and school as a living space - leadership and school management - professionalism and staff development - school partnership and external relations.
- They know the respective advantages and disadvantages of various forms of internal and external evaluation and support colleagues with choosing the right method(s).

S.1.7 Professionalism and staff development

Basic competence:

EBIS consultants know the specific circumstances of staff development in the school system, their possibilities and limits, and use their knowledge in consulting situations accordingly.

Descriptors:

- They are familiar with theories and models of staff development in approaches and support schools with staff development as a task in which all members of the organisation are involved.
- They support schools with ensuring a balanced proportion of staff development in the interest of the organisation and the individual.
- They use their knowledge of the specific requirements of adult learning: specific learning models, lifelong learning, importance of places of learning.
- They know the productive effect of cooperation and teamwork. They are familiar with models of professional learning communities of teachers, of advising colleagues and work shadowing, and support colleagues with the implementation of these models.
- They assist schools with creating training concepts which promote and support sustainable development.
- They support staff and school management with the transfer of training and development to everyday school life.
- They are able to support schools with the needs-based creation of knowledge management systems (reasons: mentoring for new staff, supporting the change of generation,...).
- They ensure that aspects of gender and diversity are factored into staff development measures.

S.1.8 Field expertise

Basic competence:

EBIS consultants have the knowledge and ability to align their consultation steps to the characteristics of the Austrian school system.

Descriptors:

- They are therefore able to support schools with the development of location-specific models for the implementation of education standards, standardised school-leaving and diploma examinations, NMS, etc.
- They are familiar with the main Austrian systems of quality development in schools - SQA and QIBB.
- They are familiar with the training and development landscape in Austria and derive stimuli for staff development and knowledge management from this knowledge.

EBIS Competency Profile.Specialisation 2 (Subject-related curriculum development)

Introduction

EBIS consultants for subject-related curriculum development advise and support (specialist) groups with the development and implementation of competence-based (specialist) teaching.

They have in-depth, up-to-date knowledge of method-related and didactic implications. They know modern didactic approaches to education theory and methods and are able to support the development and design of specific teaching projects. They can present specific didactic implementation possibilities in an exemplary and differentiated way and support teachers with the development of their own concepts.

Overview table with ECTS allocation

| Competency areas | Evidence |
|--|----------------------------|
| S.2.1 Diagnostics and supporting measures | 7 in total ECTS |
| S.2.2 Performance assessment | |
| S.2.3 Competency-based teaching | |
| S.2.4. Education standards and new school-leaving examination | |
| S.2.5 Task culture | |
| S.2.6 Evaluation and reflection, working on the basis of data | |

Overall presentation

S.2.1 Diagnostics and supporting measures

Basic competence:

EBIS consultants have theoretical and practical knowledge of diagnostic instruments and support measures.

Descriptors:

- EBIS consultants have knowledge of standardised and informal diagnostic instruments.
- EBIS consultants are able to support staff with the development and implementation of specific support measures - building on the diagnostic results.

S.2.2 Performance assessment

Basic competence:

EBIS consultants view the performance assessment as a feedback instrument for teachers and learners and as the basis for designing learning environments.

Descriptors:

- EBIS consultants know various methods, instruments and materials for formative and summative performance assessment.
- They know the Drawing of Benefits Regulation (LBVO) and can highlight room for manoeuvre.
- They see errors as an opportunity to make the thinking and learning processes of the pupils visible.
- They interpret “errors” against the backdrop of cognitive models.
- They see individual pieces of feedback as an opportunity for motivation and individual support.

S.2.3 Competency-based teaching

Basic competence:

EBIS consultants are able to support subject-related concept development for individual learning processes in heterogeneous learning groups.

Descriptors:

- EBIS consultants have advanced theoretical and practical knowledge of competency-based teaching.
- They are able to develop and present exemplary examples for the planning and design of competency-based teaching.
- They support and advise (specialist) staff on the development and implementation of competency-based teaching in their own subject and its integration into their own everyday teaching activities.

- They support staff and school management with the transfer of training to the lesson/everyday life at school.
- They apply principles of gender and diversity-sensitive didactics.

S.2.4 Education standards and new school-leaving examination

Basic competence:

EBIS consultants have in-depth knowledge of legal, context and structural principles of education standards and the new school-leaving and diploma examination and use these to underpin their consulting activities.

Descriptors:

- EBIS consultants know the support and assistance structures in the implementation process of education standards and the new school-leaving and diploma examination.
- They are familiar with the newest findings and developments in the respective specialisms. They know the interfaces covering all types of school (Primary School - Lower secondary level or Lower secondary level - Upper secondary level) and how to broach these as issues.
- They can analyse the results of standard verifications and include the findings in their consulting activities.
- They are able to support the development of location-specific concepts for subject-related curriculum development.
- They know suitable instruments, processes and methods of diagnosis-based support.

S.2.5 Task culture

Basic competence:

EBIS consultants are able to create and analyse competency-based task formats.

Descriptors:

- EBIS consultants can make the paradigm shift in the task culture transparent. They have knowledge of criteria-based assessment and evaluation.
- They support groups of teachers or schools with the creation of tasks that address diversity in the classroom in different ways.

S.2.6 Evaluation and reflection, working on the basis of data

Basic competence:

EBIS consultants are able to support action-reflection circuits.

Descriptors:

- EBIS consultants know different evaluation methods and how to use them in a way that is appropriate to the situation.
- They assist teachers to develop their teaching on the basis of feedback and reflection.

- They assist teachers to analyse, reflect and develop their teaching on the basis of data (e.g. observation, interviews, document analysis...).
- They assist teachers to use work shadowing to analyse teaching activities.