

Attracting, Developing and Retaining Effective Teachers

Country Background Report for Austria

OECD

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Austrian Federal Ministry for Education, Culture and Science

PREFACE

It is my pleasure to present the Austrian background report on regard of “Attracting, Developing and Retaining Effective Teachers”. This report provides an accurate description of education policy in relation to the education, the development and the teacher labour market in our country throughout the last years.

Austria is in the position not to deal with a big problem of Teacher Demand and Supply. So the focus of teacher policy was strengthened on the quality of teaching and learning.

For many years we have been getting used to living in a world of change in technology and innovation. The fundamental change in science and the quantity of accumulated knowledge – hand in hand with various changes in the society at large – have led to an enormous change of systems and affect the way of working in schools. These facts are reasons for concerns in our society in general and even more so with regard to the education of children.

Schools need to respond to the increasing social diversity, therefore teachers must be provided with a lot of skills and knowledge’s dealing with this new and permanently changing demands.

The professionalism of teachers has assumed top priority. In order to gain and renew the skills needed for their profession, teachers should be immersed in the process of lifelong learning – and should ensure that their pupils are made aware of the importance of their own learning process.

For the Ministry of Education, Culture and Science

Sektionschef Dr.Heinz Gruber

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ABBREVIATIONS

VS	primary school
HS	general secondary school
SS	special school
PTS	pre-vocational year
APS	compulsory school
AHS	academic secondary school
AHS –U	(lower level of ...)
AHS –O	(upper level of ...)
MHS	medium level and upper level school
BPS	apprenticeship with compulsory vocational schooling
BMS	medium level secondary technical and vocational college
BHS	higher level secondary technical and vocational college
BMHS	medium and higher level secondary technical and vocational college
TMHS	technical medium and higher level secondary college
WMHS	domestic science medium and higher level secondary college
LMS	intermediate college for sports education
LHS	Kindergarten teacher training college
LAK	teacher training college
LAFOS	agriculture and forestry school and college
FTE	full time equivalent

EXECUTIVE SUMMARY

1 LEGAL FRAMEWORK

For general education, constitutional legislation lays down a complex system of allocated responsibilities, which is based on the general division of responsibilities practised in the Austrian administration.

In the field of education, the federal and the provincial levels exercise joint responsibilities in legislation and execution. At the provincial level, there is a parallel federal and a provincial structure in the school administration. The latter is responsible for matters of compulsory schooling.

The Federal Ministry of Education, Science and Culture in Vienna is the supreme executive authority in all matters pertaining to education. The Federal Minister of Education is the political head of the Federal Ministry of Education, Science and Culture. Under-secretaries of state have not been installed, but might be appointed by decision of the federal government. Apart from education, the ministry is also responsible for some areas of cultural affairs, for the relationship between the State and the churches, and for adult education.

The federal responsibility for legislation and provincial responsibility for execution covers the Service Code and staff representation for teachers at public compulsory schools.

The federal responsibility for framework legislation, province responsibility for implementing legislation and for execution includes the external organisation of public compulsory schools. "External organisation" refers to the structure of schools, their organisational forms, establishment, maintenance and closing, the establishment of school districts, the setting of the number of pupils per class, and the regulation of teaching time. Moreover, it includes the composition and set-up of the different province and district school boards.

Framework legislation means that only the core issues are laid down in federal legislation, while the contents are specified in detail in provincial acts. The federal and the province levels therefore act as complementary legislators.

General administration at regional level

In the Austrian context, general administration at the regional level refers to educational administration at the provincial level. Wherever the constitution assigns responsibilities in executing school legislation to the federation, these responsibilities are assumed at the provincial level by the provincial school boards (Landesschulräte). The provinces' responsibilities in executing school legislation under the constitution are assumed by provincial administrations (separate departments in the Offices of the Provincial Governments).

2 DEVELOPMENTS IN EDUCATIONAL POLICY

The School Education Act (Schulunterrichtsgesetz) of 1974 was passed in a time of social change and its main feature is the establishment of a legal base for a policy of partnership in education that has the aim of giving all parties involved or affected by the education system such as teachers, pupils, parents and the extended school community the status of partners with equal rights.

The fundamental principle of involving all "partners" in relevant decision-making processes was defined as the principle to govern the relationships of these partners among each other and vis-à-vis the general public.

The newly defined job profile of teacher followed the tendency to move away from authoritarian teaching methods in which the subjects taught were given the highest priority, towards a more

personal, partnership relationship with pupils and their interests. The duties of teachers are clearly defined, but the quantities are not formulated. Moreover, the scope of action of teachers has been broadened and the personal responsibility of each teacher in dealing with the curriculum has been substantially enlarged.

In the past few years, the issue of the quality of education system has attracted a lot of attention, both as regards the political aspects and among the general public. The ongoing debate on educational has been focussing increasingly on raising the quality of schooling. The issue at hand was not always the improvement of the performance of pupils, but how to influence the entire educational process relating to schools and social organisations, especially improving the climate at schools.

A future goal of educational policy in the next few years will be the step-by-step introduction of a system comparative self-evaluation of schools and also the new definition of the duties of the school inspectorate. The project "Quality in Schools" (www.qis.at) of the Ministry of Education is designed to motivate and provide support to schools in the evaluation process and in the future development of quality standards.

Moreover, the school partners are to be empowered in the future to decide issues relating to school quality as a way of promoting the continuous development of educational culture. At present, all of these activities are in a trial period and are not anchored in any legislation.

3 THE JOB MARKET FOR TEACHERS IN AUSTRIA

Currently the job market situation for teachers seems to be characterised by waiting lists of fully trained teachers rather than any indications of a teacher shortage. This is attributable on the one hand to the fact that students are free to study any subject and, on the other, to competition among educational institutions. As a general consequence, some subjects cannot be taught by adequately qualified staff or, at vocational schools, only by teachers working overtime.

Particularly at Hauptschulen (general secondary schools), a number of subjects are taught by teachers who, while qualified to teach at this type of school, have not been trained for the specific subject. On the other hand, it is hardly possible under the Service Code, to employ teachers qualified to teach a subject - but not at a specific school - in other types of schools.

The job market for teachers of agricultural subjects is starting to show signs of a teacher shortage for some theoretical subjects. This is due mainly to inadequate credits for prior years of service in the private sector and low entry-level salaries. In this area, the teacher shortage tends to be more acute in western Austria due to competition from neighbour countries offering higher salaries (particularly Switzerland).

4 THE ROLE OF TEACHERS

In recent years, the role of teachers has transformed from conveyers of knowledge to supporters of the learning process and educators. They help pupils to access available knowledge, develop performance orientation and the motivation to acquire education, and practise social learning. The demands being made on the teaching profession are, moreover, embedded into ongoing technological and economic changes and their effects on the knowledge society as well as a reorientation of social behaviour.

Teachers are thus confronted with a complex situation, in which they are expected to not only convey skills and contents but also assume a wide range of social tasks. Teachers are required to do educational work, for which they need support from education policies and the bodies representing their interests more than ever. The legislator has tried to provide the legislation needed to accommodate this change in the profile of the teaching profession.

Amendments to existing legislation have been passed in recent years to assist this change in the perception of teachers' jobs.

5 TEACHER EDUCATION

Teachers in Austria are trained on two different institutions.

Teachers for academic secondary schools and medium and higher level secondary technical and vocational schools are trained at the universities.

Mirroring the school system in the age range of 10-14 with two different types of schools (general secondary and academic secondary schools – both based on the same national curriculum) there are two differently trained sets of teachers. Teachers who teach at the primary or lower secondary are educated at one of the 14 colleges of teacher education with a focus on pedagogic and social aspects, whereas the teachers who teach at academic secondary schools and medium and higher level secondary technical and vocational schools are educated at the university with a focus on academic skills and subject knowledge.

In compliance with the Academy Studies Act 1999 (*Akademienstudienengesetz 1999*), the training of teachers for the general compulsory schools (primary school, general secondary school, pre-vocational schools and special schools = 1st to 9th grades or ages 6-15) is offered by separate institutions specialised in this area, the teacher training colleges (*Pädagogischen Akademien*). These belong to the tertiary sector of education (ISCED 5 B) and are directly accountable to the Federal Ministry of Science, Education and Culture.

Updating the programmes at colleges of teacher education and changing the colleges into Pedagogical Universities (*Hochschulen für pädagogische Berufe*) Austria is in line with a European trend. It brings the Austrian teacher education for Compulsory Teachers closer to the mainstream of European teacher education.

By the year 2007 at the latest, all Austrian teacher education must be organised according to university-like standards but not necessarily at universities as such and all the graduates must be awarded an academic degree.

6 CIVIL SERVANT STATUS

In recent years, it has been literally impossible for teachers to obtain civil servant status. In addition, it is also being discussed whether to grant this status to them at all. This debate concerns not only the teaching staff, but also other employees in public service. Civil servants have always been considered to enjoy many privileges that employees in the private sector do not have. The discussion focuses, in particular, on higher salaries and employment guarantees. The new government is gradually adapting the civil service code to that of the private sector.

7 TEACHER SALARIES

Under the government's policy of restricted expenditure, the salary system has been the object of much criticism. Over the last 30 years, the salary scale has remained largely the same. Due to the ageing teacher population, the situation has changed because the rate at which teachers advance into the next higher bracket does not depend on their performance, but on the length of service. Under this scheme, teachers earn the most at the end of their careers. Moreover, this has a tremendous impact on the pension system, because pensions are computed on the last salaries earned. A further criticism is the unequal distribution of salaries, which puts young people at a disadvantage. Currently, a new salary scheme is being prepared. Its main feature will be higher starting salaries with fewer increment scales, but the overall level of income will remain the same.

8 FINANCING EDUCATION

As a consequence of the deteriorating global economy, the rapid rate of increase of social spending and the growing number of pensioners as compared to the active labour force, Austria has also felt the impact on the budgets reserved for education. Despite this, it has been possible to attain a steady improvement in the Austrian educational system, i.e. the success of school graduates. Special attention

is given to ensuring that all persons interested in gaining an education have the basic opportunity to obtain the highest possible and most effect educational quality level.

Due to the excellent rating in international comparison, (OECD, EU) and the still high opinion of industry and the business sector regarding the capabilities and competence of school graduates, the general attitude towards schools is still very positive. The status of teachers has increasingly gained higher recognition for their performance in the light of the enormous changes to the requirements imposed on schools.

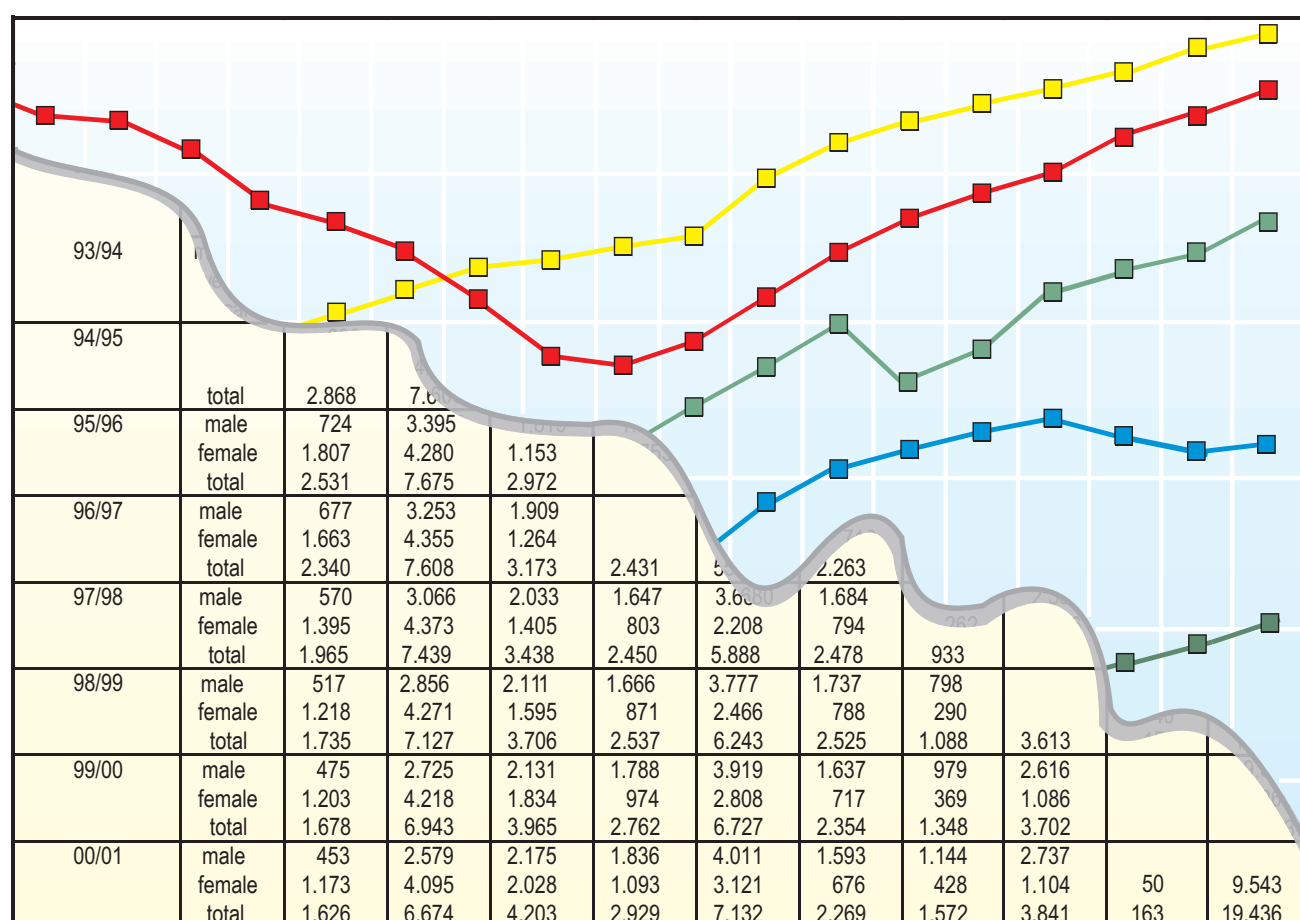
The occupational activity of teachers today is highly diversified and the main area apart from teaching classes includes the encouragement of social relationships, attention to individual needs and special behaviours of pupils, collaboration with colleagues and parents, and the greater need for personal further training and continuing education.

By taking over these very varied tasks in addition to their teaching duties, Austria has improved the status of the teaching profession as a whole and has established the appeal of the profession, which has resulted in a growing number of students enrolling for teaching studies at university level.

9 PREVIEW 2003

As of 2003, a reform is planned of the upper cycle of secondary school to create a greater scope of freedom. Up to what extent the new government will achieve new organisation forms at school in the lower cycle of secondary education and implement the new Service Code for teachers and the diverse provisions to install quality assurance mechanisms will become clear only after the government negotiations have been completed.

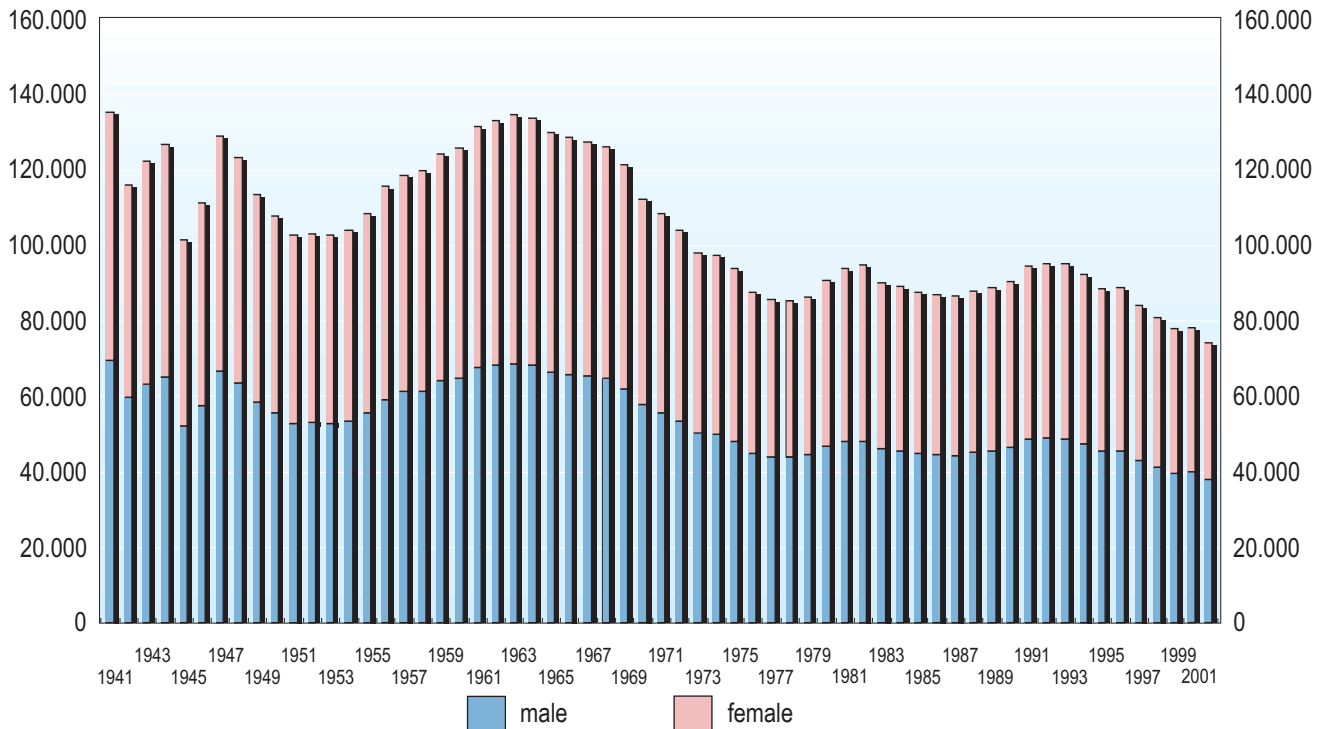
Key Figures on the Austrian School System



Release 2002 (Excerpts)

Live births

1941 - 2001



Trend of live births

Year	male	female	total	Index 1951	Index 1976	Index 1986
1970	57.878	54.423	112.301	109,3	128,4	129,1
1975	48.165	45.592	93.757	91,2	107,2	107,8
1980	46.874	43.998	90.872	88,4	103,9	104,5
1981	48.122	45.820	93.942	91,4	107,4	108,0
1982	48.199	46.641	94.840	92,3	108,5	109,1
1983	46.129	43.989	90.118	87,7	103,1	103,6
1984	45.524	43.710	89.234	86,8	102,0	102,6
1985	45.054	42.386	87.440	85,1	100,0	100,5
1986	44.535	42.429	86.964	84,6	99,4	100,0
1987	44.285	42.218	86.503	84,2	98,9	99,5
1988	45.355	42.697	88.052	85,7	100,7	101,3
1989	45.505	43.254	88.759	86,4	101,5	102,1
1990	46.478	43.976	90.454	88,0	103,4	104,0
1991	48.605	46.024	94.629	92,1	108,2	108,8
1992	49.096	46.206	95.302	92,7	109,0	109,6
1993	48.767	46.460	95.227	92,7	108,9	109,5
1994	47.412	45.003	92.415	89,9	105,7	106,3
1995	45.419	43.250	88.669	86,3	101,4	102,0
1996	45.558	43.251	88.809	86,4	101,6	102,1
1997	42.942	41.103	84.045	81,8	96,1	96,6
1998	41.712	39.521	81.233	79,0	92,9	93,4
1999	39.991	38.147	78.138	76,0	89,4	89,9
2000	40.132	38.136	78.268	76,2	89,5	90,0
2001	38.597	36.861	75.458	73,4	86,3	86,8

Source: Statistics Austria

Number of pupils

	Primary schools	Main general secondary schools	Special schools	Pre-vocational year	Compulsory schools	Higher general schools-first stage	Higher general schools-second stage
82/83	368.338	337.552	27.580	32.658	766.128	98.101	79.880
83/84	359.908	318.366	25.973	31.393	735.640	94.172	80.136
84/85	349.030	299.494	23.939	28.608	701.071	92.995	79.184
85/86	341.867	285.454	22.219	26.930	676.470	91.767	77.956
86/87	342.378	269.830	21.139	24.831	658.178	90.876	75.139
87/88	350.907	256.945	20.156	22.233	650.241	91.410	72.231
88/89	361.067	248.165	19.336	21.129	649.697	91.360	69.048
89/90	368.204	239.111	18.535	21.111	646.961	91.482	67.458
90/91	371.971	238.953	18.322	19.473	648.719	92.878	65.481
91/92	380.883	250.342	18.491	18.461	668.177	96.431	66.219
92/93	383.202	261.280	18.772	18.248	681.502	100.397	67.233
93/94	382.204	267.359	18.943	18.174	686.680	103.165	69.272
94/95	381.676	270.239	18.672	17.505	688.092	103.695	72.559
95/96	382.901	267.093	18.524	17.474	685.992	103.359	77.137
96/97	383.698	263.681	17.657	18.965	684.001	102.685	80.295
97/98	387.488	261.587	16.610	19.523	685.208	102.400	81.607
98/99	390.112	260.783	15.102	19.816	685.813	103.651	81.486
99/00	393.460	261.875	14.521	20.050	689.906	105.326	79.765
00/01	393.586	263.546	13.602	19.594	690.328	106.925	77.788
01/02	387.408	265.781	13.337	19.750	686.276	110.194	76.153

	Higher general schools total	Apprentice training colleges	Intermediate technical and vocational colleges [1]	Higher technical and vocational colleges [2]	[1]+[2]	Intermediate colleges of education	Higher training colleges of education
82/83	177.981	194.192	98.233	87.306	185.539	9.124	0
83/84	174.308	187.819	97.993	90.754	188.747	8.366	165
84/85	172.179	181.623	96.459	93.828	190.287	8.542	201
85/86	169.723	178.430	91.542	95.452	186.994	6.952	1.411
86/87	166.015	175.908	85.740	95.427	181.167	5.775	2.558
87/88	163.641	171.260	62.236	97.066	159.302	4.898	3.677
88/89	160.408	164.052	59.287	98.842	158.129	4.429	4.734
89/90	158.940	157.789	57.937	99.594	157.531	4.597	5.819
90/91	158.359	152.804	56.763	99.058	155.821	4.078	6.149
91/92	162.650	149.836	55.124	99.077	154.201	4.581	6.478
92/93	167.630	145.666	53.712	98.667	152.379	3.327	6.900
93/94	172.437	140.070	53.613	99.971	153.584	3.689	7.367
94/95	176.254	134.667	52.897	101.648	154.545	3.882	7.916
95/96	180.496	133.329	52.971	106.529	159.500	4.064	8.390
96/97	182.980	128.483	53.239	110.965	164.204	3.768	8.797
97/98	184.007	125.039	52.850	113.417	166.267	4.005	9.267
98/99	185.137	126.686	52.206	117.046	169.252	3.742	9.395
99/00	185.091	131.181	49.739	121.211	170.950	3.751	9.288
00/01	184.713	132.942	48.790	123.705	172.495	3.669	9.071
01/02	186.347	132.613	49.410	126.495	175.905	4.069	8.996

Apprentice training colleges: prior year figures respectively including agriculture and forestry colleges

Intermediate and higher technical and vocational colleges: including agriculture and forestry colleges which contain data from the previous year

Source: Austrian School Statistics

Number of teachers

	Primary schools	Main general secondary schools	Special schools	Compulsory schools	Higher general schools	Apprentice training colleges	Intermediate and higher technical and vocational colleges	Intermediate and higher training colleges of education
82/83	27.731	31.764	4.001	65.596	15.870	4.614	15.948	864
83/84	27.942	31.879	4.152	66.152	16.636	4.597	17.220	841
84/85	28.175	32.478	4.317	67.168	15.937	4.572	16.499	863
85/86	28.305	32.820	4.501	67.827	16.410	4.688	17.270	849
86/87	28.454	33.345	4.646	68.587	16.943	4.464	17.246	838
87/88	28.652	33.233	4.678	68.600	17.285	4.513	17.085	850
88/89	28.816	32.848	4.778	68.384	17.449	4.554	17.600	916
89/90	29.125	32.768	4.671	68.442	17.568	4.532	17.881	1.034
90/91	29.404	32.906	4.828	68.953	17.790	4.540	18.173	1.081
91/92	29.929	33.641	4.973	70.338	18.147	4.532	18.476	1.138
92/93	30.374	33.702	5.229	70.980	18.577	4.729	18.575	1.180
93/94	30.807	34.239	5.401	72.096	18.934	4.711	18.812	1.231
94/95	31.126	34.291	5.680	72.752	19.162	4.711	18.872	1.286
95/96	31.667	34.310	5.584	73.188	19.256	4.641	18.874	1.292
96/97	32.145	33.658	5.769	73.317	19.441	4.542	19.203	1.298
97/98	32.625	33.841	5.866	74.180	19.648	4.478	19.436	1.328
98/99	33.149	34.056	5.662	74.784	19.740	4.457	19.490	1.401
99/00	33.903	34.244	5.776	75.857	19.974	4.558	20.032	1.415
00/01	33.853	33.985	5.902	75.748	19.815	4.602	20.134	1.421
01/02	33.814	33.873	5.678	75.335	19.668	4.621	20.293	1.443

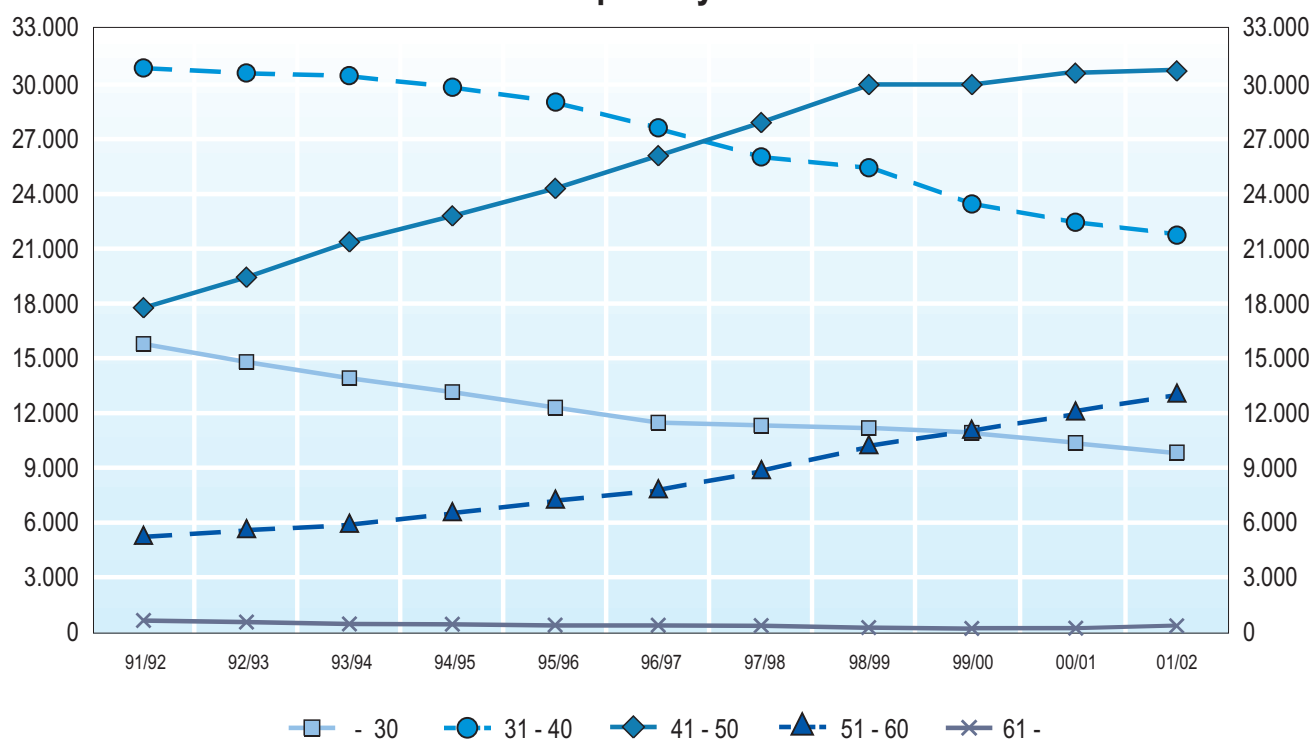
Note: data represent head-counts of teachers including part-time employees

Apprentice training colleges: prior year figures respectively including agriculture and forestry colleges

Intermediate and higher technical and vocational colleges: including agriculture and forestry colleges which contain data from the previous year

Source: Austrian School Statistics

Number of teachers by age groups at compulsory schools

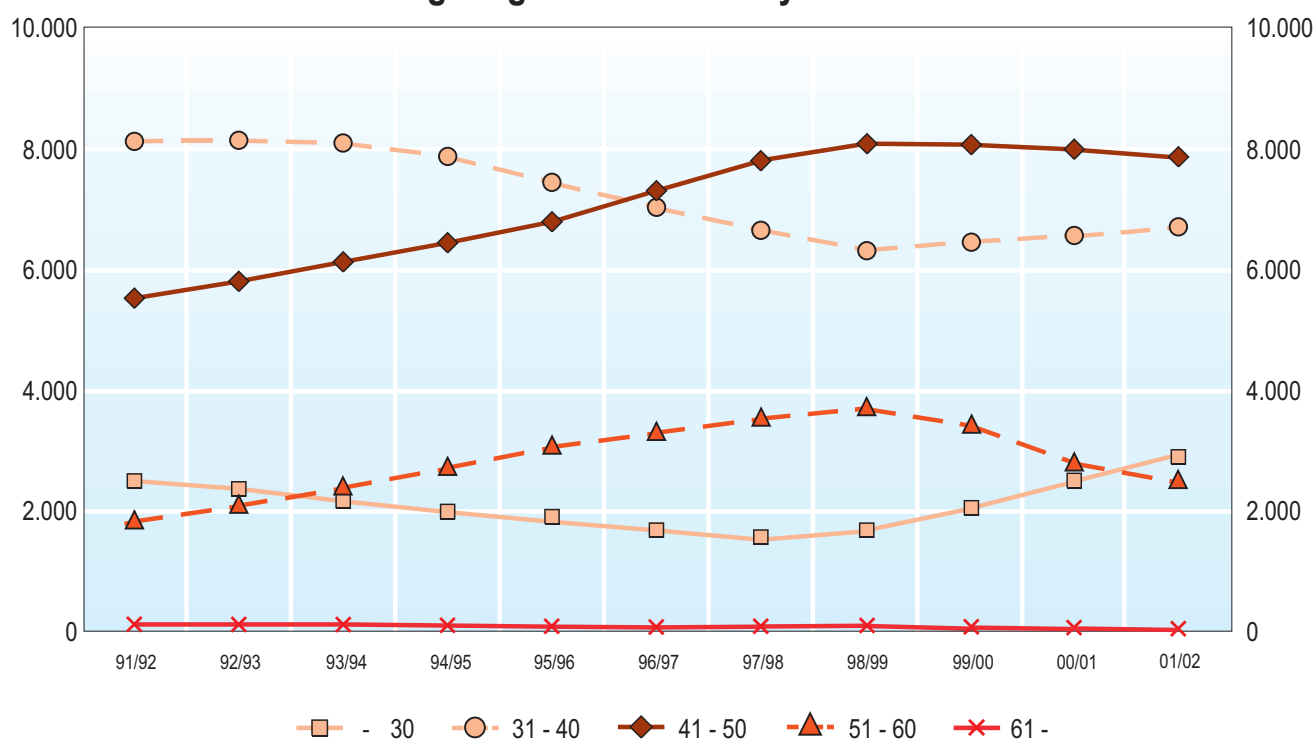


		- 30	31 - 40	41 - 45	46 - 50	41 - 50	51 - 55	56 - 60	51 - 60	61 -	Summe
91/92	male	2.386	7.585	4.350	2.703	7.053	1.578	856	2.434	402	19.860
	female	13.410	23.311	7.235	3.486	10.721	1.955	834	2.789	247	50.478
	total	15.796	30.896	11.585	6.189	17.774	3.533	1.690	5.223	649	70.338
92/93	male	2.178	7.104	4.472	2.892	7.364	1.793	791	2.584	352	19.582
	female	12.613	23.510	8.187	3.879	12.066	2.180	830	3.010	199	51.398
	total	14.791	30.614	12.659	6.771	19.430	3.973	1.621	5.594	551	70.980
93/94	male	1.992	6.752	4.438	3.334	7.772	2.009	732	2.741	297	19.554
	female	11.929	23.720	8.960	4.652	13.612	2.366	758	3.124	157	52.542
	total	13.921	30.472	13.398	7.986	21.384	4.375	1.490	5.865	454	72.096
94/95	male	1.877	6.351	4.423	3.494	7.917	2.256	741	2.997	291	19.433
	female	11.279	23.487	9.624	5.266	14.890	2.716	795	3.511	152	53.319
	total	13.156	29.838	14.047	8.760	22.807	4.972	1.536	6.508	443	72.752
95/96	male	1.640	5.902	4.327	3.712	8.039	2.482	865	3.347	256	19.184
	female	10.661	23.114	10.369	5.892	16.261	2.976	875	3.851	117	54.004
	total	12.301	29.016	14.696	9.604	24.300	5.458	1.740	7.198	373	73.188
96/97	male	1.490	5.380	4.293	3.888	8.181	2.538	1.061	3.599	244	18.894
	female	9.998	22.222	11.168	6.749	17.917	3.137	1.031	4.168	118	54.423
	total	11.488	27.602	15.461	10.637	26.098	5.675	2.092	7.767	362	73.317
97/98	male	1.476	4.815	4.246	4.000	8.246	2.697	1.270	3.967	243	18.747
	female	9.610	21.198	12.004	7.650	19.654	3.577	1.277	4.854	117	55.433
	total	11.086	26.013	16.250	11.650	27.900	6.274	2.547	8.821	360	74.180
98/99	male	1.464	4.426	4.115	4.021	8.136	3.033	1.354	4.387	207	18.620
	female	9.444	20.048	12.712	8.261	20.973	4.235	1.349	5.584	115	56.164
	total	10.908	24.474	16.827	12.282	29.109	7.268	2.703	9.971	322	74.784
99/00	male	1.446	4.144	3.928	3.945	7.873	3.336	1.355	4.691	187	18.341
	female	9.535	19.333	13.129	9.010	22.139	4.940	1.469	6.409	100	57.516
	total	10.981	23.477	17.057	12.955	30.012	8.276	2.824	11.100	287	75.857
00/01	male	1.387	3.895	3.642	3.966	7.608	3.499	1.272	4.771	170	17.831
	female	9027	18.537	13.139	9.909	23.048	5.731	1.453	7.184	121	57.917
	total	10.414	22.432	16.781	13.875	30.656	9.230	2.725	11.955	291	75.748
01/02	male	1.201	3.679	3.292	3.960	7.252	3.733	1.371	5.104	213	17.449
	female	8.261	17.593	12.948	10.711	23.659	6.630	1.613	8.243	130	57.886
	total	9.462	21.272	16.240	14.671	30.911	10.363	2.984	13.347	343	75.335

Source: Austrian School Statistics

Note: data represent head-counts of teachers including part-time employees

Number of teachers by age groups at Higher general secondary schools

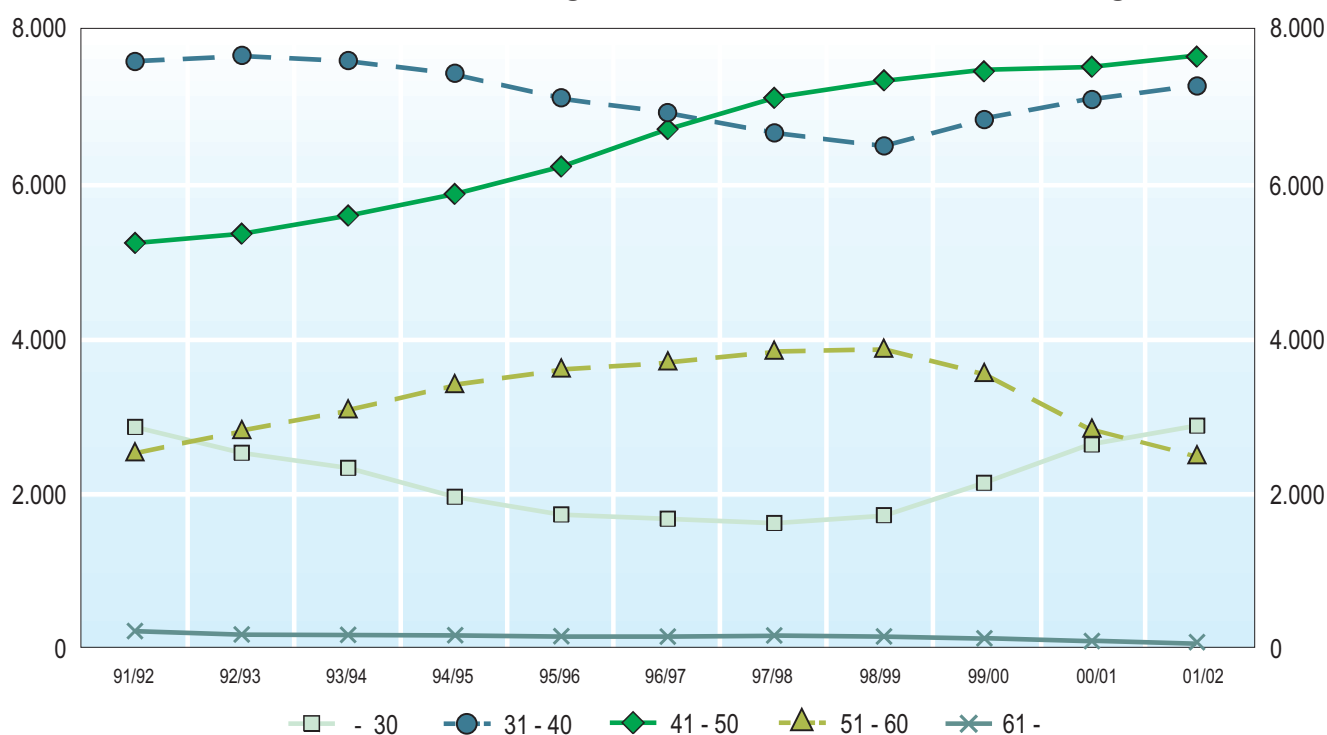


		- 30	31 - 40	41 - 45	46 - 50	41 - 50	51 - 55	56 - 60	51 - 60	61 -	Summe
91/92	male	777	3.386	1.659	1.241	2.900	723	299	1.022	85	8.170
	female	1.728	4.763	1.473	1.166	2.639	608	198	806	41	9.977
	total	2.505	8.149	3.132	2.407	5.539	1.331	497	1.828	126	18.147
92/93	male	700	3.331	1.789	1.245	3.034	837	302	1.139	90	8.294
	female	1.676	4.831	1.668	1.121	2.789	755	196	951	36	10.283
	total	2.376	8.162	3.457	2.366	5.823	1.592	498	2.090	126	18.577
93/94	male	630	3.199	1.828	1.332	3.160	964	332	1.296	84	8.369
	female	1.539	4.915	1.782	1.200	2.982	893	198	1.091	38	10.565
	total	2.169	8.114	3.610	2.532	6.142	1.857	530	2.387	122	18.934
94/95	male	578	3.079	1.809	1.441	3.250	1.123	338	1.461	72	8.440
	female	1.413	4.813	1.931	1.279	3.210	1.010	244	1.254	32	10.722
	total	1.991	7.892	3.740	2.720	6.460	2.133	582	2.715	104	19.162
95/96	male	550	2.830	1.873	1.480	3.353	1.189	458	1.647	63	8.443
	female	1.278	4.633	2.145	1.311	3.456	1.101	318	1.419	27	10.813
	total	1.828	7.463	4.018	2.791	6.809	2.290	776	3.066	90	19.256
96/97	male	502	2.618	1.926	1.624	3.550	1.180	585	1.765	54	8.489
	female	1.183	4.428	2.331	1.447	3.778	1.082	458	1.540	23	10.952
	total	1.685	7.046	4.257	3.071	7.328	2.262	1.043	3.305	77	19.441
97/98	male	456	2.435	1.931	1.753	3.684	1.194	688	1.882	58	8.515
	female	1.075	4.232	2.502	1.639	4.141	1.052	602	1.654	31	11.133
	total	1.531	6.667	4.433	3.392	7.825	2.246	1.290	3.536	89	19.648
98/99	male	471	2.277	1.917	1.788	3.705	1.210	753	1.963	54	8.470
	female	1.139	4.019	2.621	1.740	4.361	1.091	640	1.731	20	11.270
	total	1.610	6.296	4.538	3.528	8.066	2.301	1.393	3.694	74	19.740
99/00	male	613	2.313	1.905	1.772	3.677	1.178	619	1.797	35	8.435
	female	1.433	4.123	2.641	1.729	4.370	1.061	539	1.600	13	11.539
	total	2.046	6.436	4.546	3.501	8.047	2.239	1.158	3.397	48	19.974
00/01	male	766	2.339	1.873	1.751	3.624	1.086	411	1.497	21	8.247
	female	1.724	4.208	2.643	1.707	4.350	952	325	1.277	9	11.568
	total	2.490	6.547	4.516	3.458	7.974	2.038	736	2.774	30	19.815
01/02	male	850	2.353	1.858	1.733	3.591	1.045	288	1.333	17	8.144
	female	1.893	4.208	2.634	1.693	4.327	889	204	1.093	3	11.524
	total	2.743	6.561	4.492	3.426	7.918	1.934	492	2.426	20	19.668

Source: Austrian School Statistics

Note: data represent head-counts of teachers including part-time employees

Number of teachers by age group at intermediate and Higher technical and vocational colleges

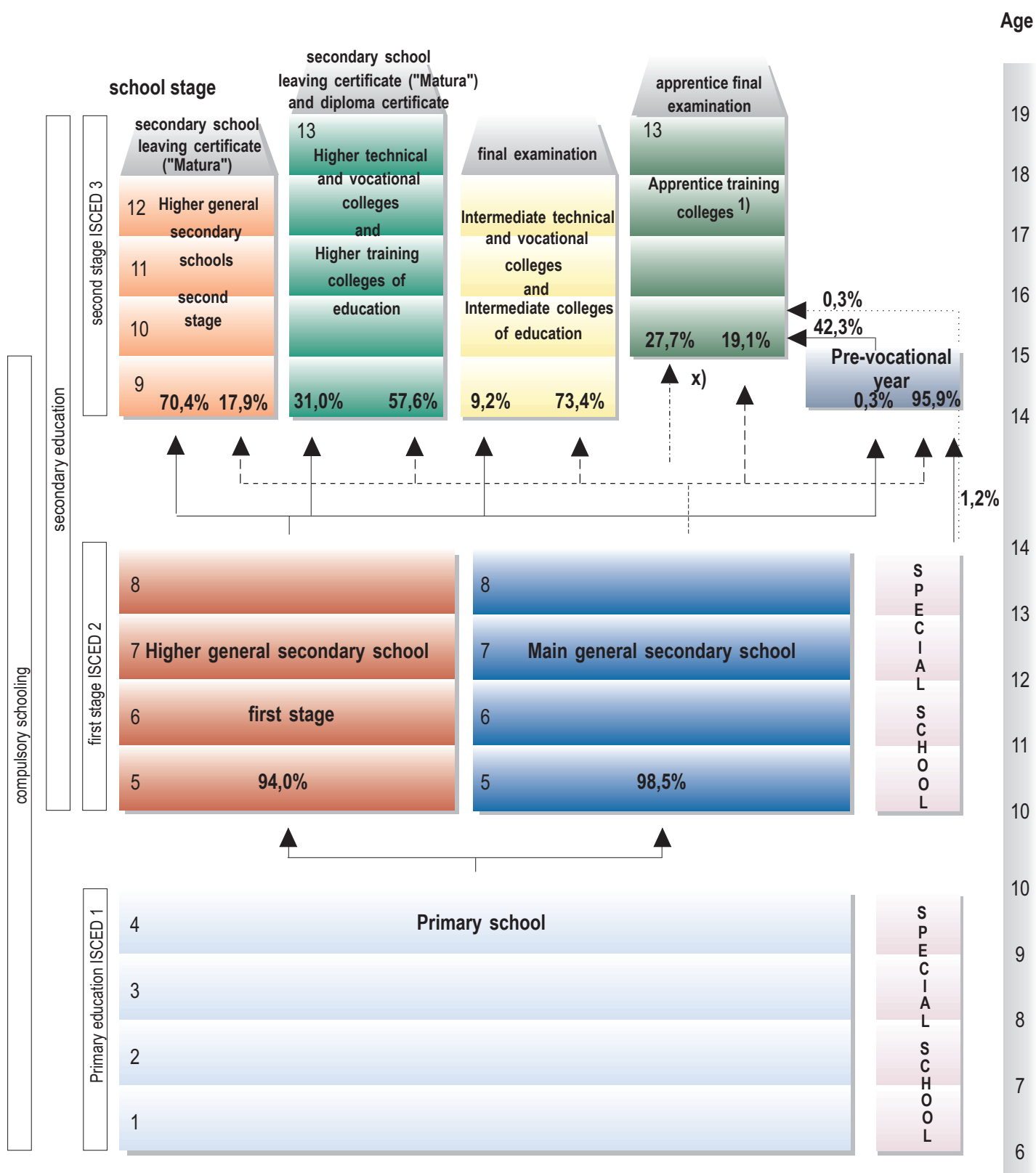


		- 30	31 - 40	41 - 45	46 - 50	41 - 50	51 - 55	56 - 60	51 - 60	61 -	Summe
91/92	male	802	3.486	1.766	1.674	3.440	1.189	523	1.712	172	9.612
	female	2.066	4.117	1.006	804	1.810	597	219	816	55	8.864
	total	2.868	7.603	2.772	2.478	5.250	1.786	742	2.528	227	18.476
92/93	male	724	3.395	1.819	1.648	3.467	1.348	546	1.894	135	9.615
	female	1.807	4.280	1.153	753	1.906	675	247	922	45	8.960
	total	2.531	7.675	2.972	2.401	5.373	2.023	793	2.816	180	18.575
93/94	male	677	3.253	1.909	1.656	3.565	1.547	569	2.116	132	9.743
	female	1.663	4.355	1.264	775	2.039	716	253	969	43	9.069
	total	2.340	7.608	3.173	2.431	5.604	2.263	822	3.085	175	18.812
94/95	male	570	3.066	2.033	1.647	3.680	1.684	671	2.355	116	9.787
	female	1.395	4.373	1.405	803	2.208	794	262	1.056	53	9.085
	total	1.965	7.439	3.438	2.450	5.888	2.478	933	3.411	169	18.872
95/96	male	517	2.856	2.111	1.666	3.777	1.737	798	2.535	110	9.795
	female	1.218	4.271	1.595	871	2.466	788	290	1.078	46	9.079
	total	1.735	7.127	3.706	2.537	6.243	2.525	1.088	3.613	156	18.874
96/97	male	475	2.725	2.131	1.788	3.919	1.637	979	2.616	103	9.838
	female	1.203	4.218	1.834	974	2.808	717	369	1.086	50	9.365
	total	1.678	6.943	3.965	2.762	6.727	2.354	1.348	3.702	153	19.203
97/98	male	453	2.579	2.175	1.836	4.011	1.593	1.144	2.737	113	9.893
	female	1.173	4.095	2.028	1.093	3.121	676	428	1.104	50	9.543
	total	1.626	6.674	4.203	2.929	7.132	2.269	1.572	3.841	163	19.436
98/99	male	482	2.542	2.156	1.848	4.004	1.560	1.185	2.745	111	9.884
	female	1.225	3.931	2.149	1.167	3.316	672	429	1.101	33	9.606
	total	1.707	6.473	4.305	3.015	7.320	2.232	1.614	3.846	144	19.490
99/00	male	672	2.696	2.217	1.877	4.094	1.527	1.002	2.529	82	10.073
	female	1.456	4.120	2.180	1.182	3.362	653	345	998	23	9.959
	total	2.128	6.816	4.397	3.059	7.456	2.180	1.347	3.527	105	20.032
00/01	male	921	2.939	2.237	1.875	4.112	1.387	639	2.026	64	10.062
	female	1.723	4.138	2.221	1.164	3.385	583	228	811	15	10.072
	total	2.644	7.077	4.458	3.039	7.497	1.970	867	2.837	79	20.134
01/02	male	1.075	3.086	2.270	1.907	4.177	1.350	481	1.831	44	10.213
	female	1.851	4.181	2.252	1.156	3.408	551	154	705	7	10.152
	total	2.926	7.267	4.522	3.063	7.585	1.901	635	2.536	51	20.365

Source: Austrian School Statistics

Note: data represent head-counts of teachers including part-time employees

Transition rates of pupils according to prior education programmes 2001/02

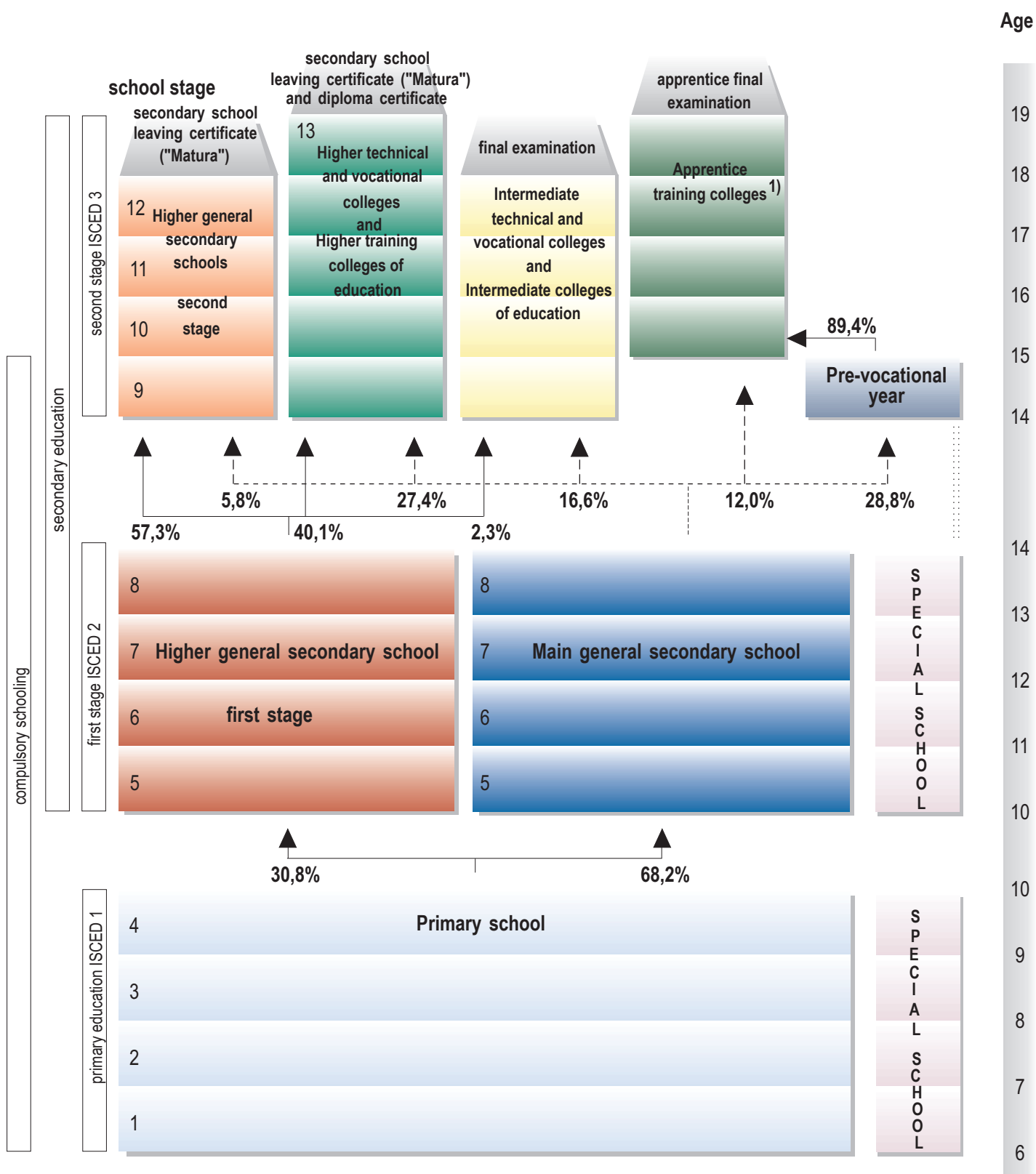


x) School switchers from higher general secondary schools (5,2%), from higher technical and vocational colleges/higher training colleges of education (9,4%), from intermediate technical and vocational colleges/intermediate colleges of education (13,1%)

1) Data from school year 2000/01, without agriculture and forestry colleges

Source: Austrian School Statistics

Key education transition rates at career junctures 2001



1) Data from school year 2000/01, without agriculture and forestry colleges

Source: Austrian School Statistics

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- Figure KD 2 Teachers Age Groups - compulsory Schools
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- Figure KD 5 Percentage of educational background – entrance
- Figure KD 6 Percentage of starting new school-paths

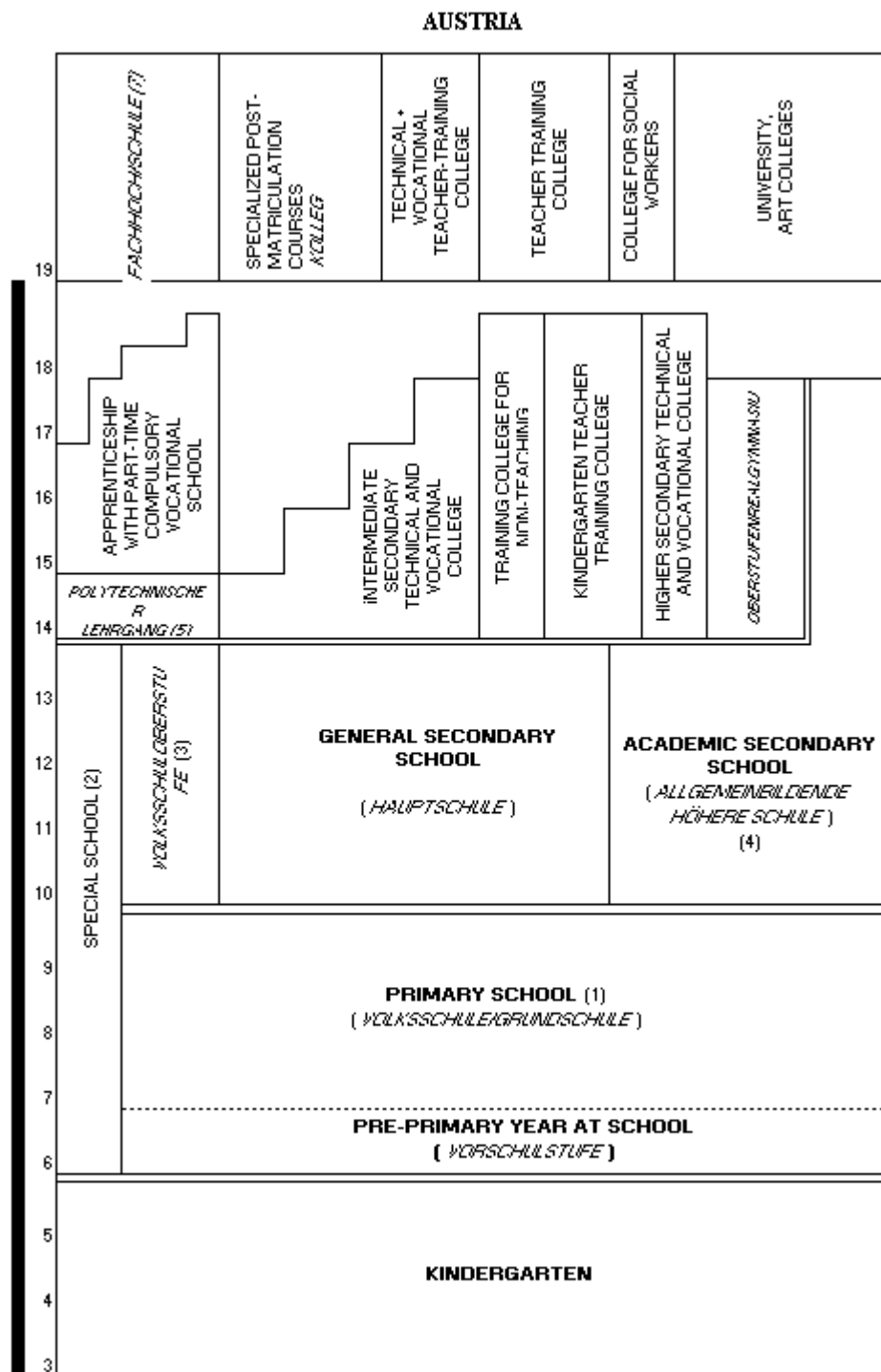
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1 NATIONAL CONTEXT

1.1 The Austrian system of education

Figure 1.1 The Austrian System of Education (2003)



1.2 Educational Reforms in Austria

The following table summarises the major reforms of the Austrian educational system since 1960. The educational reforms were accompanied by major changes in the training of teachers as well as by a reform of the legislative framework that regulates the working conditions of teachers.

Figure 1.2 Educational reforms in Austria (1962 –1999)¹

Dates of the Reforms	Content of the reform(s)	Reason(s) and context	Aim(s)
School Organisation Act (Schulorganisationsgesetz) Federal and provincial law, 1962	Provisions governing the external organisation of public-sector compulsory schools; Regarding teacher education, foundation of teacher training colleges (Pädagogische Akademien)	Upgrading the initial training for compulsory school teachers from upper secondary level to higher non-university level	Improvement of the quality of initial teacher training for non-academic school teachers
General University Studies Act (Allgemeines Hochschul-Studiengesetz) Federal law, 1966	Provisions on the fundamental principles governing the organisation of study courses at universities	Until 1966, there was neither a clearly structured study law nor a curricular committee (Studienkommission) concerning the teacher education	Teacher training becomes fully academic; Training in pedagogy and didactics; Integration of a professional training phase in Secondary School Teacher Accreditation
School Organisation Act, 5 th amendment (Schulorganisationsgesetz) Federal law, 1975	Introduction of a separate initial teacher training for general secondary school teachers	Until 1975, there was a two-year initial teacher training for compulsory school teachers; In-service training was required to become lower secondary school teacher	A three-year initial training in two subjects for following the initial teacher training at universities
University Organisation Act (Universitäts-Organisationsgesetz) Federal law, 1975	Provisions on the fundamental principles which govern the work of universities	After the Sixties it became necessary to redesign the work of universities, shifting the orientation to students	Improving the co-ordination of scientific research and teaching.
School Traineeship Act (Unterrichtspraktikumsgesetz) Federal law, 1988	Provisions governing traineeship of graduates of teacher-training study programmes	Restoring the influence of the school administration on teacher training at university	Initiation of graduates into practical teaching at medium and higher-level secondary schools
University Organisation Act, (Universitäts-Organisationsgesetz) Federal law, 1993	Re-adjustment of the principles which govern the work of universities	More self-steering competence given to the universities also in curricular aspects	Regarding teacher education, research in school pedagogy and teacher training;

¹ Study on Teachers / Euridyce: Attractiveness, Profile and Occupational Content of the Teaching Profession. Contextual Analysis: Austria 2001

School Organisation Act, 15 th amendment (Schulorganisationsgesetz) Federal and provincial law, 1993	Provisions on school autonomy	Schools given more freedom to develop for the purpose of adjusting to the local needs	More independence of teacher training colleges in determining the content of their programmes
School Organisation Act, amendment BGBl No. 766/1996 (Schulorganisationsgesetz) Federal and provincial law, 1996	Provisions on the integration of pupils with special educational needs at lower secondary schools	Following the successful integration of special needs children at primary level	Developing an integrative teacher education that applies fundamental ethical standards such as equal opportunity, etc.
University Studies Act (Universitäts-Studiengesetz) Federal law, 1998	Provisions governing the educational objectives and tasks of science and arts universities; principles of study course design	Up to now, the curriculum for initial teacher training was close to that of the diploma programme; the social expectations of future teachers and needs of schools were not considered	Redesigning the curriculum for secondary school teacher accreditation programmes; linking the hitherto isolated training elements, the didactical, the pedagogical and the school practical training into a holistic system;
Academy Studies Act (Akademien-Studiengesetz) Federal law, 1999	Provisions governing studies at teacher training colleges and the installation of pedagogical universities	Up to now, teacher training colleges had little autonomy in deciding the content of the training programme; research was only an appendix	Overcoming the static character of the teacher training colleges; Co-operating with universities; Development of new curricula and stronger focus on (practice-oriented) research.

Recent reforms:

1999: Curricular reform (Lehrplanreform)

One aspect of the planned reform was the introduction of cross-subject teaching on a compulsory basis in both types of lower secondary schools.

2000: Introduction of compulsory ICT training courses (Angewandte Informationstechnologien) at training colleges for general secondary school (Hauptschule) teachers. There are no specific recommendations regarding training in particular skills. However, training courses usually cover word processing, data processing, use of educational software programmes and the Internet.

2001: Service Code for Teachers Employed by the Provinces (Landeslehrer- Dienstrechtsgesetz) For the first time ever, all functions and activities of teachers will be taken into consideration and calculated as working hours. Not only teaching assignments are included in the Service Code but also the preparation and review of lessons, along with marking and correction, and all further activities such as supervision. With the introduction of the new Service Code, the volume of teaching tasks will increase, as teachers will no longer be able to deduct time spent on non-teaching activities from the weekly working hours.

2001: Introduction of an internal school behaviour policy (Erziehungsvertrag). The school forum (Schulforum and Schulgemeinschaftsausschuss) is preparing on a voluntary basis a code of behaviour with a list of possible sanctions. The aim of the school behaviour policy is to reach agreement among all parties involved in school.

2 THE SCHOOL SYSTEM IN AUSTRIA

2.1 Types of schools

See also: <http://www.eurydice.org/Eurybase/Application/> Country Austria

2.1.1 *Non-school establishments*

Non-school establishments are first and foremost kindergartens. Children leave kindergarten at the onset of compulsory school age. Kindergarten is not considered part of school education. All matters relating to kindergarten education are a matter of provincial legislation and execution.

2.1.2 *School establishments*

Based on the subjects taught, a differentiation is made between schools providing a general education, schools providing a vocational education, and teacher and educator training institutes. The vocational schools are not confined to teaching purely vocational subjects. In addition to vocational training, the curricula also include general knowledge subjects. Higher-level vocational schools (Berufsbildende höhere Schulen) lead to a school-leaving certificate entitling the holder to enrol in university studies (Allgemeine Hochschulreife).

A breakdown not by subjects taught, but by the level of education shows the Austrian school system to comprise primary, secondary, and colleges (Akademien).

2.1.3 *Schools providing a general education*

2.1.3.1 *General compulsory schools*

Austria currently has a total of 3,360 primary schools (Volksschule) of which about 2.6% are privately-run schools. The share of primary schools comprising only few classes (small schools) and at which more than one grade is taught in one class is around 25%. The average number of pupils in primary schools is 20 per class.

In 4th grade of primary school (VS) at the end of the first or the beginning of the second term, parents or guardians are informed about recommended further educational options based on their children's interest and performance.

The prerequisite for admission to a general secondary school (Hauptschule) is the successful completion of the fourth grade of primary school.

In the 2001-2002 school year, Austria counted 1,170 general secondary schools (HS) with 11,556 classes teaching 265,781 pupils. Hauptschulen are closely integrated into their local communities and are able to respond flexibly to the pupils' different needs. Options in this respect have been expanded through the introduction of school autonomy.

In the subjects German, Mathematics and Modern Foreign Language pupils are grouped into ability groups that match the pupils' different levels. The standards of the highest ability group correspond to those at academic secondary schools (AHS). However, in urban areas many academic secondary schools are already opting for other methods of performance differentiation in order to better meet each pupil's educational needs. Remedial instruction is offered in all compulsory subjects and frequently used, particularly in subjects in which pupils are grouped by ability.

Within a given framework, every school is able to tailor its range of subjects to its special circumstances and, under school autonomy, may even establish its own curricula. This way, schools may develop a special profile or focus (e.g. foreign languages, music and creative subjects, sports, biology and engineering, ecology, computer science, etc.). In addition, there are also special types of

general secondary schools with a focus on sports or music.

In 3rd and 4th grade of the general secondary school particular attention is devoted to the pupils' future career or education path. For this purpose, a mandatory practice class (verbindliche Übung) is offered on "vocational orientation" along with special "work placement days", study visits and excursions.

Pupils who do well in general secondary schools may transfer direct to an academic secondary schools (AHS) or to a medium and higher level secondary technical and vocational college (berufsbildende mittlere und höhere Schule).

About 20% of Austrian pupils opt to spend the last year of their compulsory schooling in a pre-vocational year (PTS) . The PTS is attended primarily by pupils aged 14-15 and as 9th year of schooling for those who want to take up vocational training immediately after the completion of their compulsory school education. According to their interests, inclinations, talents and abilities, the PTS is designed to give pupils the best possible qualification for entering the so-called dual vocational schooling system (dual refers to the apprenticeship combined with part-time compulsory vocational schooling). A variety of forms of instruction with a strong focus on practical work and learning-by-doing in general compulsory subjects as well as in specialised subjects teach basic abilities, skills and knowledge and promote special talents and motivation for learning.

Visits to firms and time spent in apprentice workshops, part-time compulsory vocational schools for apprentices (Berufsschulen) and firms to gain hands-on experience provide effective guidance and preparation for subsequent vocational training.

2.1.3.2 Academic secondary schools (AHS)

Academic secondary schools (with the exception of private schools) are maintained by the federal government. Academic secondary schools cover eight grades (years). An exception is the special upper-cycle form of the special type of upper-cycle academic secondary school (Oberstufenrealgymnasium), which covers only four grades (years).

The prerequisite for admission to an academic secondary schools (AHS) is the successful completion of the fourth grade of primary school plus an assessment of "very good" or "good" in the subjects German, Reading, and Mathematics. In addition, the staff council of the primary school may approve a pupil's transfer to an academic secondary schools (AHS) even if the assessment is only "satisfactory". If the pupil is not automatically entitled to enter academic secondary schools (AHS) the possibility exists of passing an admission examination.

The academic secondary schools (AHS) is organised in co-educational classes, by age groups. There is no external differentiation of teaching.

2.1.4 Schools providing a technical or vocational education

2.1.4.1. Apprenticeship compulsory vocational school for apprentices (Berufsschule)

In Austria, apprentice training is provided at two separate, mutually complementary training locations: at the training company and at the part-time compulsory vocational school (Berufsschule). For this reason, this system of training is also referred to as a dual system of vocational training.

Apprenticeships enable many young people whose interests are not met by purely school-based training to complete a secondary level II educational programme and obtain recognised vocational qualifications at the same time.

Apprenticeship training under the dual system of vocational training is possible only for eligible trades recognised by law in Austria. Training may also be provided in two trades at the same time. Recognised apprenticeable trades (currently around 240) are enumerated in the list of apprenticeable

trades issued by the Federal Ministry for Economic Affairs and Labour. This list contains the descriptions of apprenticeable trades as well as the duration of training and the credits available for time spent training for related apprenticeable trades.

Depending on the trade, apprenticeship training takes two to four years. Most apprenticeships last three years. A shorter apprenticeship period may be agreed if the apprentice is eligible for time credits based on previous training.

Company-based training accounts for the major part of apprenticeship training. The trainer (enterprise) and the apprentice enter into an apprenticeship training contract, which is the basis of the apprenticeship. Under this contract, the apprentice is entitled to health, accident, pension and unemployment insurance. The apprenticeship is subject to Labour and Social Security Law and health and safety in the workplace provisions for minors. Apprentices are also entitled to receive *Lehrlingsentschädigung*, financial compensation that is governed by collective tariff agreements and therefore varies across different trades.

The apprenticeship ends on completion of the years of training specified by law. At the end of the apprenticeship, the apprentice may take an end-of-apprenticeship examination. Passing this examination is legally significant as it provides access to professional diploma and master craftsmen examinations and a school-leaving certificate of a higher-level vocational school (*Berufsreifeprüfung*, special type of matriculation examination allowing unlimited access to university).

2.1.4.1 Technical medium and higher level secondary colleges (TMHS)

Training is provided in all common technical disciplines of industry and trade. Schools have been established, for example, for construction technology, interior design and woodwork, chemistry, chemical engineering, electrical engineering, electronic engineering, electronic data processing and organisation, mechanical engineering, mechatronics, materials engineering, media technology and media management, industrial engineering, art and design.

The technical schools offer a wide range subjects. In addition to providing sound specialised training they also devote time to those qualifications that are a part of a broad general education.

Main types of medium and higher-level business schools are higher-level commercial schools (*Handelsakademien*; 5-year commercial school) and medium-level commercial schools (*Handelsschulen*, 3-year business schools).

The higher-level commercial school combines a comprehensive general education with a higher-level specialised commercial education enabling school leavers to pursue professional careers in all branches of business and administration and, after passing a leaving and diploma exam, to study at colleges (*Akademien*), university-level study courses (*Fachhochschulen*) and universities.

In recent years, the profound social and economic changes in Europe have created new demands on the graduates of medium-level and higher-level business schools.

These key qualifications are taught in numerous subjects with an orientation on practice at specially equipped training facilities (business management centres, competence centres, etc.).

2.1.4.2 Domestic science medium and higher level secondary schools (WMHS)

Along with the institutions for tourism, fashion and clothing and social services-oriented schools, the schools for occupations in the services industries are schools providing training for work in the services sector.

Beside a sound general education, these schools offer commercial subjects, subjects dedicated to vocational theory and the practice and compulsory traineeship periods (with the exception of *Fachschulen für wirtschaftliche Berufe*), serving the purpose of preparing the pupils for the start of

their careers.

The core part of the curricula is comprised of a well-balanced set of key subjects. At the same time, key competences are conveyed, such as vocational mobility and flexibility, creativity, ability to formulate criticism, social commitment and communication skills.

Special attention is devoted to the vocation-related teaching of foreign languages. Another priority area is training the ability of solving problems of business organisation by means of advanced technical tools, taking into account economic, ecological and social aspects, as well as team and leadership skills.

WMHS convey the knowledge and skills qualifying graduates to pursue immediately careers in business, administration, tourism and nutrition and, after passing the leaving and diploma exam, to study at universities, academies and Fachhochschulen.

By developing a special focus under school autonomy, schools are able to offer a more specialised education in specific segments. The educational focus is specified by the school community committee (Schulgemeinschaftsausschuss) based on the needs of the area in which the school is located.

2.1.4.3 Agriculture and forestry school and college (LAFOS)

School leavers of higher-level secondary schools for agriculture and forestry are entitled to enrol in university studies and acquire the knowledge and skills needed to pursue managerial and other professional careers in agriculture and forestry.

The curriculum includes general subjects such as German, Mathematics, Physics, Chemistry, History, Geography and foreign languages as well as, depending on the branch of specialisation, subjects devoted to vocational theory and practice such as Biology, Plant Cultivation, Animal Husbandry and Breeding, Viti- and Horticulture, Horticulture and Market Gardening, Gardening and Landscaping, Nutritional Science, Mechanical Engineering for Agriculture, Business Management, Ecology, Forestry, Dairy Farming, Chemical Laboratory, Practical Work in Fields and Forests.

In addition, besides their schooling, pupils have to complete traineeship periods of up to two 22 weeks during the holidays in agricultural or forestry enterprises specialising in their branch of training.

In addition to the higher-level secondary schools for agriculture and forestry, there are also medium-level secondary schools for apprentices in agriculture and forestry (mittlere land- und forstwirtschaftlichen Schulen (= Fachschulen) and part-time compulsory vocational schools for apprentices in agriculture and forestry (land- und forstwirtschaftlichen Berufsschulen) providing a vocational education (but not the entitlement to enrol in university studies).

2.1.4.4 Kindergarten teacher training colleges (LHS)

Training schools for nursery school teachers start after grade 8 and take five years.

Kollegs (special type of higher-level vocational school for graduates of other higher-level schools) at training schools for kindergarten school teachers are four-semester courses for graduates of higher-level secondary schools and conclude with the qualification provided by the 'Training schools for kindergarten school teachers'.

In addition, there are courses for special kindergarten teachers.

The training schools for kindergarten school teachers last five years, with up to 40 hours of instruction per week, and lead to the leaving certificate and diploma of a higher-level vocational. In addition to qualifications as a kindergarten school teacher, they also offer training to become an educator for boarding schools or an additional specialisation for early-childhood education (geared to working with children younger than three), which may be acquired within the framework of school experiments (as of 1999).

Short college courses (Kollegs) at training schools for kindergarten school teachers:

After obtaining the leaving certificate and diploma or the university entrance examination, students may attend a four-semester Kolleg (working students five to six semesters) with a timetable of up to 39 hours per week.

2.2 Fundamental principles and basic legal framework

For general education, constitutional legislation lays down a complex system of allocated responsibilities, which is based on the general division of responsibilities practised in the Austrian administration.

In the field of education, the federal and the provincial levels exercise joint responsibilities in legislation and execution. At the provincial level, there is a parallel federal and a provincial structure in the school administration. The latter is responsible for matters of compulsory schooling.

2.2.1 Compulsory schooling

In compulsory schooling, a distinction has to be made between general compulsory schooling and compulsory vocational schooling for apprentices. Compulsory vocational schooling applies only to school-leavers who have completed their general compulsory education and are undergoing apprenticeship training (dual system). Both forms of compulsory schooling are governed by the Compulsory Schooling Act (Schulpflichtgesetz, SchPflG). Compulsory education starts on the 1st of September after a child's sixth birthday and lasts for nine years. If grades were repeated, additional years of schooling may be granted to allow the pupil to attain a complete education.

2.2.1.1 General compulsory schooling

General compulsory education is an obligation for all children residing permanently in Austria. "Permanent" is understood to mean a stay of at least one semester. Apart from permanent residence, fitness for schooling is another prerequisite for compulsory schooling. A child is fit for schooling when it may be assumed that it will be able to follow instruction in the first year of schooling without being physically and mentally strained. Children that are of school age but not yet fit for schooling have to attend pre-school years/classes. Children who are fit for schooling but not yet of school age may be admitted to Volksschule (primary school) early. Children are unfit for school only if school attendance is impossible for medical reasons. This applies only to severely handicapped children.

2.2.1.2 Compulsory vocational training for apprentices

For apprentices, compulsory attendance of part-time compulsory vocational schools for apprentices (Berufsschule) is obligatory.

Compulsory vocational training is completed by attending the part-time compulsory vocational schools for apprentices for a chosen trade or craft. It starts when apprenticeship training is taken up and generally lasts throughout the entire period of apprenticeship training. The duration of apprenticeship training varies with the different occupations. Generally, it lasts for three years, but it may be shorter or longer (e.g. four years).

2.2.1.3 Home schooling programmes

With the exception of the pre-vocational year (PTS), general compulsory education may also be completed in home schooling programmes. In such cases, the district school board must be notified of private tutoring arrangements before the beginning of the school year. The district school board may refuse to permit home schooling within a month only if, at all likelihood, the private tutoring arrangements offered at home are inferior to instruction at school. Home schooling cannot be started during the year.

Under similar conditions, children of statutory school age may also attend private schools which do not enjoy public law status. Again, the equivalence of teaching will be tested in subsequent examinations held at public schools.

2.3 Regular school attendance

Parents and guardians are under the obligation to ensure that their children attend school regularly and undergo compulsory schooling. Failing which the school will report non-attendance to the competent district government authorities. The authorities may impose a fine and, if the amount is not recoverable, a prison sentence of up to two weeks. Fines may be imposed repeatedly. Should these sanctions remain ineffective, the school will refer the matter to the custodial courts. Custodial proceedings may ultimately entail the loss of custody for the child.

2.4 Private education

Under the Basic State Law (Staatsgrundgesetz), anyone has the right to set up a private school. The establishment and management of private schools at all levels of the school system, at the primary and secondary levels, in general as well as vocational education, are governed by a special federal law on private schooling (Bundesgesetz über das Privatschulwesen).

Compared to other European countries, Austria's network of private schools is loosely meshed. The most significant providers of private schools are the churches, notably the Catholic church, ahead of the social partners, which are strongly involved in technical and vocational education.

The Private School Act (Privatschulgesetz) distinguishes between two groups of private schools, i.e.

- private schools which have a statutory counterpart in the public sector,
- private schools which do not have a statutory counterpart in the public sector (organisational charter).

2.4.1 Private schools in the public sector

These private schools teach according to the curriculum of public-sector schools. A private Volksschule (primary school) would adopt the curriculum of a public Volksschule, for instance, or a private secondary academic school that of its public-sector counterpart. Deviations from the official contents of teaching, the syllabus, or the number of teaching hours are not allowed. Private schools, of course, enjoy the same latitude as their public-sector counterparts when it comes to autonomy in curricular design. The only distinctive element of private schools with a statutory counterpart in the public sector is the providing body. Whatever applies to public schools will also apply to private schools, particularly with regard to the equivalency of the educational qualifications attained.

2.4.2 Private schools with an “organisational charter”

These private schools have no public-sector counterpart, and therefore differ largely from existing public institutions. They have their own charters, in which they lay down their own curriculum, bylaws, and the required type of training teachers at these schools must have undergone. The charter is subject to official authorisation. In contrast to schools with a statutory counterpart in the public sector, they differ not only in respect of the providing body, but also when it comes to contents. These schools have a distinctive profile of their own but the qualifications they provide are not of equivalent legal status as those awarded by public-sector schools and private schools.

2.5 Administration of the school system

Under the Austrian constitution, legislation and execution of all matters pertaining to the institutions of teacher training and continuing education (academies and universities) are a federal responsibility. The competent ministry is the Federal Ministry of Education, Science and Culture, which is also largely responsible for the Fachhochschulen (university-level study courses which intend to convey a scientifically based vocational education). The principles of freedom of science and teaching, and of freedom of the arts, are enshrined in the federal constitution.

2.5.1 Administration at national level

The federal level is responsible for legislation and execution of all matters pertaining to compulsory education, teaching and curricula, private schools, to the structural set-up of the educational authorities and thus of the school inspectorate, for the entire system of secondary higher general education (ages 10-18, grades 5-12) and for the entire system of medium and higher level technical and vocational education (ages 15-19; grades 9-13). This responsibility includes matters pertaining to the Service Code and staff representation for teachers at the above-mentioned institutions. It also includes teacher training and in-service training establishments, the Fachhochschulen (university-level study course which intends to convey a scientifically based vocational education) and universities.

The federal responsibility for legislation and provincial responsibility for execution covers the Service Code and staff representation for teachers at public compulsory schools.

The federal responsibility for framework legislation, province responsibility for implementing legislation and for execution includes the external organisation of public compulsory schools. "External organisation" refers to the structure of schools, their organisational forms, establishment, maintenance and closing, the establishment of school districts, the setting of the number of pupils per class, and the regulation of teaching time. Moreover, it includes the composition and set-up of the different province and district school boards.

Framework legislation means that only the core issues are laid down in federal legislation, while the contents are specified in detail in provincial acts. The federal and the province levels therefore act as complementary legislators.

The Federal Minister of Education is the political head of the Federal Ministry of Education, Science and Culture. Under-secretaries of state have not been installed, but might be appointed by decision of the federal government. Apart from education, the ministry is also responsible for some areas of cultural affairs, for the relationship between the State and the churches, and for adult education.

2.5.2 Administration at regional /provincial level

In the Austrian context, general administration at the regional level refers to educational administration at the provincial level. Wherever the constitution assigns responsibilities in executing school legislation to the federation, these responsibilities are assumed at the provincial level by the provincial school boards (Landesschulräte). The provinces' responsibilities in executing school legislation under the constitution are assumed by provincial administrations (separate departments in the Offices of the Provincial Governments).

2.5.2.1 Structure and responsibilities - federal administration at the regional level

At the regional level, federal administration is provided by separate federal authorities, the so-called Landesschulräte (provincial school boards). All of Austria's nine provinces have installed a Landesschulrat, which in Vienna is called Stadtschulrat (municipal school board). The Landesschulrat is made up of a president (province governor), a collegiate board, and an office.

The Landesschulrat is headed by the province governor who acts as president. The president may assign all duties he or she does not wish to retain to an acting president. Some Landesschulräte have a vice-president. Vice-presidents have no separate portfolio and do not act as deputies for the presidents, as this task is assumed by the acting presidents. The office of vice-president is consultative in nature. Vice-presidents have access to all files and documents. Vice-presidents are usually appointed by the second-largest party in the diet, if the president comes from the largest party.

The president will decide on all matters which have not been assigned to the board by law. The "Landesschulrat" is the most influential decision-making instance within the authority. It is made up of voting and of consultative members. The latter include representatives of the churches and religious communities, of the social partners, the Landesschulinspektoren (provincial school inspectors), the Office Director ("Amtsdirktor"), who is the highest civil servant in the Landesschulrat and, occasionally, students' representatives.

The exact composition of the boards is laid down in greater detail in province implementing legislation. (www.bmbwk.gv.at)

The office of the Landesschulrat is responsible for day-to-day operations. It is headed by the Office Director, who is the highest civil servant. Affiliated to the Office are the school inspectorates, whose duties are performed by provincial school inspectors and Fachinspektoren (subject inspectors). The Office is, for instance, in charge of assigning teachers to the various schools.

In matters pertaining to compulsory school (APS) the Landesschulrat acts as the school authority of the second instance (appellate jurisdiction). This does not extend to staffing matters at these schools, which are a province responsibility. Here, however, the Landesschulrat has a right to be heard. In matters pertaining to medium and higher-level secondary education, the Landesschulrat is the first-instance school authority.

2.5.2.2 School administration at regional level

In conformity with the constitutional allocation of responsibilities in education, the provinces are responsible for the maintenance and staffing matters of institutions of compulsory education, of secondary medium-level schools for agriculture and forestry, and Berufsschulen (part-time compulsory vocational schools for apprentices) for agriculture and forestry. These tasks are carried out by the Offices affiliated to the provincial governments. Normally, separate departments exist which operate under the province governor or a province councillor. In some provinces (Lower Austria, Upper Austria, Styria, Vienna), the respective Landesschulrat (provincial school board) is responsible for the organisation of the compulsory school system and staff administration. The extent and scope of these activities vary from province to province.

Almost all matters pertaining to the maintenance of Allgemeinbildende Pflichtschulen (general compulsory schools) with the exception of staffing, have been assigned by province legislation to the local communities or community associations. In fulfilling the duties arising hereunder, they are supported by the province in question. The provinces themselves are in charge of maintaining establishments of vocational compulsory education and schools of agriculture and forestry.

Apart from schools, the provinces are also responsible for all matters pertaining to kindergarten (kindergarten school) education, for which separate departments have been created in the Offices of

2.5.3 Administration at local level

The provincial level executes its executive responsibilities in school education at the local level through Bezirksschulräte (district school boards). Every province divides into political districts, each political district has its own Bezirksschulrat.

2.6 School management

2.6.1 Principals

2.6.1.1 Recruitment and appointment

Vacant posts for principals ("Schulleiter") are subject to open competition. The candidates submit their applications through official channels to the responsible local school board ("Dienstbehörde"). The diploma and basic training required are the same qualifications as those required to teach at the school concerned.

The position of school head is permanent for a specific school. Permanent status means an established teaching position that is very likely to be permanent at a defined school. Holders of such permanent posts have the right to be employed at their school and may be transferred from one school to another only under the conditions exhaustively set out in the Civil Service Code (Beamten-Dienstrechtsgesetz) and the Service Code for Teachers Employed by the Province (Landeslehrer-Dienstrechtsgesetz).

2.6.1.2 Responsibilities

The principal is the immediate superior of all teachers and other staff at the school (administrative staff, caretakers etc.). He or she runs the school, liaises with the school authorities and advises teachers on their teaching and educational work. School heads may inspect instruction being given in the classrooms at any time, in order to satisfy themselves of the quality of teaching. In addition to managing the school, school heads are to establish and foster contacts between the school and parents, and - in the case of apprenticeship with compulsory vocational schooling (BPS) the relationship between school and the apprenticing company or business.

The principal is also responsible for implementing laws and ordinances as well as instructions issued by the educational authorities. The school head prepares the meetings of the school partners and is responsible for executing the decisions adopted at these meetings. School heads allocate the annual budget granted to the school and prepare the school's annual financial statements.

Principals do not have a say in the recruitment of teachers. Teachers are assigned to the different schools by the school administration (provincial school boards; province government administrations). At some of the larger schools, the school head is assisted by a permanent deputy. In all others, by a teacher of their school (administrator), and not by an officially appointed deputy. In smaller schools, notably in compulsory education, school heads have a partial teaching assignment, which depends on the number of classes the school operates.

If a school under federal administration uses the possibility to set up an institution of partial legal capacity at the school, the school head is usually appointed executive manager.

2.6.1.3 In-service training for principals

Several training seminars are offered during the phase of pre-qualification and as in-service events after appointment (e.g. school management course, "in-service further education"). The main topics addressed are: conflict management, communication and staff management, observation of teaching work, advising and evaluating teachers, educational law, administration and organisation of schools, school development.

2.6.2 "Department Heads" and "Subject Heads"

Departments heads or department leaders exist in technical vocational schools, in higher-level schools of agriculture and forestry, and in teacher and educator training institutions. Depending on the school

type, they exercise different functions reporting to the school head, who retains ultimate responsibility for the entire school.

2.6.2.1 “Subject heads” and Head teachers

“Subject Heads” are installed at technical and vocational schools which are not divided into departments. They are in charge of the theoretical and practical vocational subjects. Again, they must fulfil a residual teaching assignment, which depends on the size of the school.

Department heads and subject heads are subordinate to the school head, but act as immediate superiors for the teaching staff. Since both positions are senior functions, the same appointment procedures apply as for school heads. Department leaders are likewise appointed by the same procedure.

With the exception of the pre-school stages, the Volksschulen (primary schools) and Sonderschulen (special schools) run according to the curriculum of the Volksschule, every school has “Head teacher’s” (Klassenvorstände). The Head teacher teaches a class, and is responsible for co-ordinating all the teachers of a grade, and for building and fostering links between the school and parents. In addition, he or she will perform all administrative duties relating to the grade. The Head teacher is not entitled to give instructions to the other grade teachers and does not act as a superior. Head teacher activities are credited to the teaching assignment workload or are compensated financially.

2.6.2.2 Equipment supervisor and school library administrators

An equipment supervisor is a teacher who has been entrusted with administering teaching aids (e.g. chemicals for chemistry instruction, maps for geography instruction, technical apparatus for physics instruction), laboratories, gymnastic hall equipment or equipment needed in computer classes. These activities count partly towards the teaching assignment but are mostly compensated financially. Teachers are also in charge of school libraries.

2.6.2.3 Subject co-ordinators (Fachkoordinatoren)

Fachkoordinatoren (have been installed at schools with ability grouping in individual subjects and at schools which offer specialised instruction in music or sports. In both cases, they will act as co-ordinators, either between the teachers in the different ability groups, or with teachers of music and sports. The work of a "Fachkoordinator" counts towards the total teaching assignment. "Fachkoordinatoren" do not act as intermediate superiors.

2.6.2.4 “Educators”

Educators work at all-day schools that are part of the school system. These are schools which offer schooling at primary level and secondary level I, as well as afternoon care. The afternoon part consists of subject-related time for study (e.g. for repetition) and leisure time. Educators are involved in organising afternoon hours, giving due regard to the requirements of leisure-time education. In part-time compulsory and medium-level vocational schools of agriculture and forestry, teachers are required, as part of their teaching assignment, to work as educators in the affiliated day-care centre. Most of the pupils are attended to by teachers-educators in full boarding schools during the entire week (including night-time duty).

2.7 Harmonisation of levels of education

The harmonisation of the different levels of education is carried out by the Federal Ministry of Education, Science and Culture, which co-ordinates the curricular design activities of the curricular work groups.

On site, school inspectors ensure that unbridgeable gaps do not develop in day-to-day teaching between the different levels of education.

The concept of school autonomy allows schools to shape their own curricula within a given framework. This framework is to avoid impasses in education. If curricula developed by schools under school autonomy are not in line with this framework, the school inspectorates are charged with prohibiting their implementation.

Curricular work groups are installed whenever new curricula have to be developed.

When developing curricula – particularly for technical and vocational schools - the ministry will consult with the social partners for an agreement on contents.

Schools which use the option of issuing curricula under the autonomy provisions must take care to ensure that transfer options to other schools as well as the professional entitlements remain unaffected, failing which the school authorities have the right to annul the curricular provisions adopted under school autonomy to the extent required.

2.7 Consultation with internal and external partners

The involvement of the social actors in opinion-forming and decision-making processes in school matters depends on the issues at stake (staffing, construction and equipment of schools, internal regulations etc.) and is implemented by different bodies at federal or province level, or at the level of individual schools.

2.8.1 External partners

In the collegiate boards of the Landesschulräte (provincial school boards), the trade unions, chambers and churches are members with consultative status. They are entitled to comment on draft acts, draft ordinances and draft curricula.

In technical and vocational education, the representatives of the social partners and other interested institutions may be included in the school community. At the Berufsschulen (part-time compulsory vocational school for apprentices) these bodies are called "school committees" ("Schulausschüsse"), and at the Berufsbildende mittlere Schulen (medium-level vocational schools) and the Berufsbildende höhere Schulen (higher-level vocational schools) they are called "boards" ("Kuratorien").

The federal authorities, regional and local authorities, the social partners, parents' associations, the churches and other public institutions are entitled to comment on any planned changes in school legislation.

2.8.2 Internal consultation arrangements

2.8.2.1 Involvement of students

Students have a right of participation in the delivery of school tasks. This includes classroom instruction and associated activities. Democratically elected students' representatives are actively involved in designing school life and in representing the interests of students vis-à-vis the teachers, the headmaster and the school authorities.

In secondary education, students' representatives are appointed by direct election at the level of the class and the school. Once elected, the appointment of students' representatives does not need to be confirmed by the headmaster. Election is for one year, retirement and dismissal are possible. The students' representatives enjoy wide-ranging rights to be heard and to be informed on all matters concerning school life.

Pupils' representatives are not appointed at the primary level of the APS (general compulsory schools). Pupils' rights of participation are exercised by their parents or guardians.

From secondary level of general compulsory schools (HS) and academic secondary schools (AHS), representation of students' interests vis-à-vis teachers, the headmaster, and the school authorities is instituted at class level. Each class elects a class speaker and a deputy class speaker. They may submit

proposals on which, depending on the subject, teachers, the staff council, the school head, or the school authorities will decide.

Since 1997, class speakers at secondary level I from years 5 to 8 have elected a “class speakers’ representative” and a deputy from among themselves, who will take part in the school forum and in the “Schulgemeinschaftsausschuss”(school community committee) at (AHS) in a consultative function.

At secondary level II all schools must, in addition to the students' representation at class level, install a student representative body at school level. All students of a school from grade 9 onwards elect a school speaker and two deputy speakers. The school speaker is to represent the interests of all students of the school, and his and her two deputies are entitled to be heard and informed and, beyond that, have a say in disciplinary cases concerning the proposed expulsion of a student from the school.

2.8.2.2 The staff council

Under the existing legal provisions, certain functions, such as decisions on the entitlement or non-entitlement to move on to the next higher grade, are reserved to the staff council.

Staff councils may be held at class level, department level or school level on any school-related matter, be it educational measures relating to the school’s special focus or autonomy, performance assessment or the promotion of pupils.

The staff council will act as a conference of class teachers for all classes. In disciplinary matters concerning the exclusion of a pupil, the conference of class teachers must be expanded to include parents' representatives.

Instruction at secondary level I of general compulsory schools follows the subject-teacher principle. In addition to staff councils, there are also conferences of class teachers, which are convened by the “Klassenvorstand” (head teacher) with the consent of the headmaster, and at which all teachers teaching a particular class participate. In disciplinary matters dealing with a proposed exclusion of a pupil, the conference of class teachers must be expanded to include parents' and pupils’ representatives.

2.8.2.3 Student representation at the supra-institutional level

The law provides for the establishment of student representative bodies at the supra-institutional level. Their responsibilities are governed by the "Schülervvertretungsgesetz" (Students Representation Act). Each provincial school board has installed a provincial students' representative body, consisting of students of academic secondary schools (AHS) from grade 9 onwards, of medium and higher level technical and vocational schools (BMHS). Their members are elected according to a point-based system.

The provincial students' representatives having attained the highest number of election points for their school type become the provincial schools speakers and serve in the federal students' representative body.

The tasks of the supra-institutional students' representative bodies include inter alia: to advise the school authorities and the Federal Minister of Education, Science and Culture in joint meetings on fundamental issues of teaching and education, to submit proposals on matters concerning school buildings and equipment, and to submit comments and suggestions on draft acts and ordinances.

2.8.2.4 Participation of parents and guardians

Co-operation between teachers and parents may take the form of one-to-one talks, and joint deliberations on matters pertaining to education, progress, appropriate career options, hygiene and health at school, and joint teaching of children with and without special educational needs. In addition to the rights parents/guardians enjoy as individuals, e.g. the right to be heard or the right to submit comments and proposals, the parents/guardians have a right of interest representation vis-à-vis the teachers, the school head and the school authorities. Interest representation is exercised by the parental representatives for the classes, and by representation in the “Schulgemeinschaftsausschuss” (school community committee) or in the “Schulforum” (school forum).

Teachers and parents may deliberate jointly in what is called “class parents meetings” (Klassenelternberatungen) or in a “class forum” (Klassenforum). Such talks must be held in the first year of every school type and, at any time, on the request of the parents/guardians of one third of the pupils or students concerned.

In addition to the rights parents/guardians may exercise individually, such as the right to be heard or the right to submit proposals and comments, parents as a group also enjoy a right of interest representation vis-à-vis the teachers, the school head and the school authorities. Under applicable school legislation (School Education Act), their interests are represented by parental representatives of a class, or by a representative in the "Schulgemeinschaftsausschuss" and in the Schulforum (school forum).

In addition, private parental associations exist in many of Austria's schools. As such, they do not form part of school organisation. Also, they are not subject to school legislation, but to the pertinent association law and appoint office holders independently. For the parents, membership in the parental association is optional.

Parental associations are generally organised at the supra-regional level in province and federal organisations. The representatives of federal-level parental and family-interest associations are invited to take part as parental advisory boards in consultations with the school authorities in fundamental matters pertaining to school education to represent the point of view of parents. A central parental advisory board has been set up for consultations with the Federal Minister of Education, Science and Culture.

2.8.3 Educational guidance services

The wide range of educational careers and the growing differentiation of career and training courses at school require in-depth and efficient counselling.

Counselling is part of the educational mandate schools have to fulfil and thus one of the duties of the headmasters and of all teachers at a school.

Similarly, career counselling forms an important part of the work of school psychologists.

"Schulpsychologie - Bildungsberatung" (the school psychological and guidance service) is open to all persons and institutions involved in school education (students at all types of schools, their parents or guardians, teachers). Scientific findings and approaches are directly implemented while safeguarding parental rights. Austria currently has 140 educational psychologists at approx. 70 counselling centres. In educational counselling, school psychologists act at various levels: they offer one-to-one guidance (individual professional guidance), they develop and participate in the initial and further training measures for specific teachers (student and career counsellors), they inform the public about educational programmes by issuing special brochures, and they act as an information exchange and co-ordinate staff of the various institutions.

2.8.3.1 Initial educational guidance services

All children having attained the age of compulsory schooling are admitted to primary schooling. Subject to parental/the guardian's consent, an educational psychologist may be consulted if there

seems to be a need for specific assistance measures. Also, parents or guardians may directly seek the help of an educational psychologist in order to have their child examined and to obtain advice. Guidance at the transition from primary education (primary school) to secondary level I (Hauptschule, general secondary school) or the Allgemeinbildende höhere Schule (academic secondary school) will mainly come from the class teacher.

2.8.3.2 Second school guidance services – Students counselling and career counselling by teachers

While there is little differentiation at secondary level I, the Austrian system of education offers widely differentiated career choices from grade 9 onwards. Educational guidance at Austria's secondary schools is provided by specially-trained teachers in co-operation with the "School Psychological and Guidance Services".

At general secondary schools, academic secondary schools, training colleges for kindergarten school teachers, special schools and pre-vocational year teachers serve as students' counsellors, at Berufsbildende mittlere Schulen (medium-level vocational schools) and higher-level vocational schools teachers serve as career counsellors. These teachers fulfil a full teaching assignment and are exempted for a certain number of hours for their guidance activities. The educational psychologists advise the students' and career counsellors on technicalities, they provide supervision and practical assistance in difficult cases. Whenever the use of scientific methods (psychological testing) is necessary to identify existing interests and potentials, and whenever parents or guardians wish to do so, they may turn to an educational psychologist to have their child tested and to obtain advice.

2.9 Quality assurance

As a matter of principle, every teacher is responsible for the quality of his or her teaching. Under school legislation, the school heads, being the immediate superior of all teachers at a school are, however, charged with advising teachers in their educational work, and must regularly satisfy themselves of the quality of teaching and the performance of pupils.

All schools are subject to school inspection under "Bundesschulaufsichtsgesetz" (Federal School Inspection Act). It is exercised by school inspection officials (Landesschulinspektoren (provincial school inspectors), Bezirksschulinspektoren (district school inspectors), Fachinspektoren (subject inspectors)) as well as by teachers upon whom inspection duties have been conferred. These persons are affiliated to the federal school authorities in the provinces (Bezirksschulräte (district school boards), Landesschulräte (provincial school boards)). The school inspectorate primarily works at the level of the administrative districts and the provinces. There is no central and permanently established school inspectorate operated by the Federal Ministry of Education, Science and Culture. However, under the provisions of the "Bundes-Verfassungsgesetz" (Federal Constitutional Act), which allows to conduct school inspections in specific instances, the minister may satisfy himself of the quality of education at schools through ministerial agents.

For further information see: www.qis.at

2.10 Structure and function of the Unions “Gewerkschaften öffentlicher Dienst”

With a membership of around 230,000, Gewerkschaft Öffentlicher Dienst is the second-largest union of the ÖGB's (the Austrian trade union confederation) 14 industry unions and a cross-party organisation. The GÖD is home to all those who uphold the principles of democracy and solidarity and thus the Statutes of Österreichischer Gewerkschaftsbund.

GÖD is a reflection of the world of work.

Its 27 federal departments represents all vocational groups: general administration services, tradesmen, teachers, police services, medical doctors and nurses, judges, university teachers and military personnel, all have their interests represented effectively by GÖD.

The trade union's aim is to represent the interests of all of its members as efficiently as possible. In addition, GÖD also considers the added responsibility for the state as a whole. Actively promoting reform, it represents not only its members' interests "in keeping with the times" but also acts as a driver of necessary reforms.

Rapid technological change and a constant expansion of duties require an ongoing adjustment to new needs. In many areas, advanced structures have been created, fit to serve as models worldwide. In this process, the public service has made key innovative contributions.

The tasks have changed: besides the continuing activities that are key to the existence of the state (rule of law, social services, security, education, protection of the environment, etc.) services rendered to the citizen are increasing in importance.

GÖD represents civil servants and employees working under service contracts with the same commitment and dedication. The number of workers employed under collective bargaining agreements and represented by GÖD is also rising.

Civil servants with job security and excellent training are indispensable for guaranteeing the consistent implement of the law. A modern, efficient public service strictly observing the law makes citizens confident in "their state" and is a key advantage for Austria as a business location.

2.10.1 Tasks of the teaching staff representative bodies

The tasks of the Dienststellenausschüsse are regulated under Bundespersonalvertretungsgesetz (Federal Employees Representation Act) 1967 (PVG)

Participatory rights

- Compliance with regulations and instructions concerning health and safety in the workplace and social insurance
- Inclusion of civil servants under employment contracts under public law (tenure), appointments, transfers of civil servants
- Education and continuing training
- Measures pursued in the interest of civil servants' health
- Advances, financial aid, and rewards
- Special leave of absence
- Extra services
- Dismissals, giving notice to quit, terminating employment by mutual agreement
- Early retirement
- Ban on sideline employment
- Refunding of excess remuneration
- Liability for damages
- Other than temporary employment at computer screen workplace
- Construction and conversion of government buildings at the planning stage

Co-decision-making rights

- General personnel matters
- Defining and changing the assignment of subjects (Lehrfächerverteilung) and the teaching timetable
- Introduction of new or changes to previously introduced work methods
- Data protection of the employee's personal data

Right to information

- Recruitment, assignment of duties, transfer of staff, assignment of senior positions and removal from previous position
- Filing disciplinary reports
- Reporting accidents
- Changing employment status to retirement status
- Rewards granted
- Staff list

Further duties of teaching staff representative body

- Submitting proposals and suggestions intended to improve the work procedures for the general benefit and in the interests of the staff
- Representing staff in individual personal matters
- Participation in the inspection of schools by official bodies

2.10.2 Responsibilities of staff representative bodies

Excerpt from Bundespersonalvertretungsgesetz (Federal Employees Representation Act)

(i) The employees representative body is called upon under the provisions of this federal act to safeguard and promote the employees' professional, economic, social, cultural and health interests. In pursuit of this duty it shall seek to ensure that the laws, regulations, contracts, work rules, decrees and official notices in force are adhered to and executed in the interest of the employees.

(ii) In pursuit of its activities, the employees representative body shall be guided by the principle of serving the employees while taking the public welfare into account. It shall consider the requirements of orderly, effective and economical school services.

(iii) The activities of other professional associations based on statutory or voluntary membership (e.g. Gewerkschaft Öffentlicher Dienst) is not affected by this federal act.

Employee representative bodies

- Employees assemblies (all employees of an IB)
- Teaching staff representative body
- Special subject committee (only at schools under federal jurisdiction)
- Central committee
- School elections committee for staff representatives (special subject, central)

3 ATTRACTING TEACHERS: ENTERING AND APPEAL OF THE PROFESSION

3.1 School teachers

In Austria teachers are employed by the federal government and by the provinces (Bundesländer). Teachers employed by the competent bodies of the nine provincial governments work at general compulsory schools (primary school, general secondary school, pre-vocational schools and special schools and vocational schools (apprenticeship).

Teachers employed by the federal government teach at academic secondary schools (AHS), at medium and high level technical and vocational schools (BMHS) The authority of first instance acting on behalf of the federal government is the Provincial School Board (Landesschulrat). The supreme authority lies with the Federal Minister of Education, Science and Culture who may act in special cases directly as the school authority.

The legal framework for provincial teachers is defined in the "Landeslehrerdienstrecht" (Service Code for Teachers Employed by the Provinces) and in the "Landesvertragslehrgesetz" (Provincial Contract Teacher Code), which declares the "Vertragsbedienstetengesetz" (Act on Contract Staff in Public Services) applicable to provincial teachers. The competent authority is defined by the individual provinces in the "Landeslehrer-Diensthoheitsgesetz" (Province Teacher Service Authority Act).

The legal framework governing federal teachers is based on the "Beamtendienstrechtsgesetz" (Civil Servants Service Code), the "Bundeslehrer-Lehrerverpflichtungsgesetz" (Federal Teaching Assignment Act), and the "Vertragsbedienstetengesetz" (Act on Contract Staff).

The legislative provisions on the remuneration of federal and provincial teachers is set out in the Remuneration Act and the Act on Contract Staff. The expenditure for the majority of the teaching staff (incl. provincial teachers and private school teachers) is financed from the federal budget.

3.2 Different paths to the teaching profession

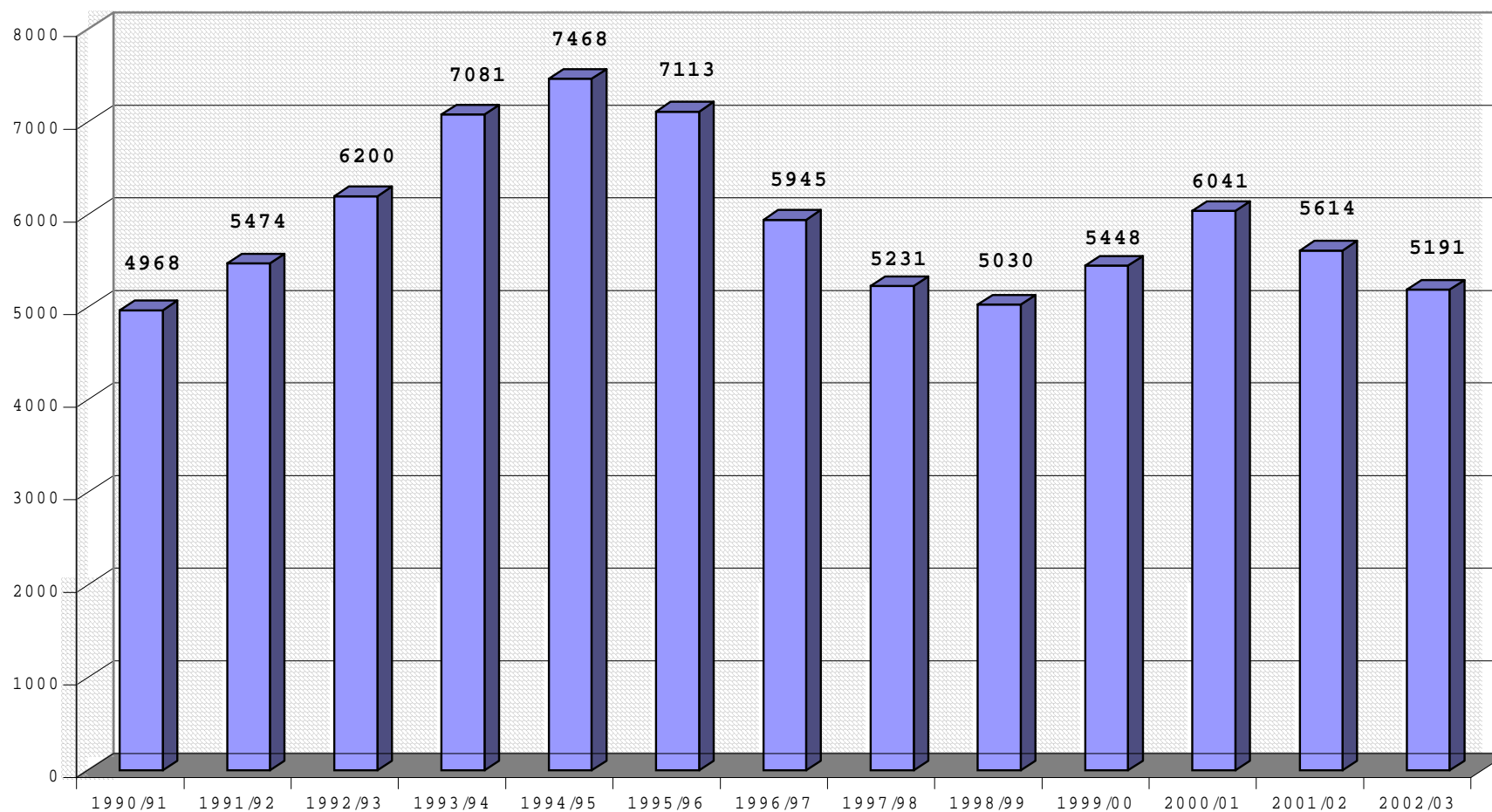
To enter the teaching profession, the primary path taken is to start initial teacher training after graduating from an upper-level upper secondary school and obtain a teaching exam certificate or diploma from either a teacher/religion teacher training college for compulsory schools or vocational teacher training college (for compulsory school teachers or teachers at certain vocational schools) or from university (for teachers at general upper-level secondary schools and the various upper-level vocational secondary schools).

However, there are also other ways to enter the teaching profession.

In some areas, the qualification of a teaching exam certificate (especially for vocational schools) may be obtained without a higher-level secondary school leaving certificate (e.g. based on a master craftsman exam) or after several years of working in the business.

3.3 Development trends and students

Tab.3.1 Ratio initial teacher training since 1990 (compulsory schools)



The enormous demand for teachers in connection with the wave of refugees at the beginning of the 1990s caused the number of students attending training colleges to surge briefly. Apart from this, the trend has not changed in the past few years (despite the rising number of students completing higher-level secondary school education with a leaving certificate). The boom of the 1970s, however, is the root of the disproportionate age structure, which also if the number of pupils decreases in the coming decades will result in a high demand for teachers – also depending on the changes to the pension system.(see Table KD 4-KD 6)

3.4 Switching to another profession or taking a temporary leave

Generally, there is no indication that in the area of compulsory school education and the general upper-level secondary schools of a tendency towards more teachers leaving the profession to switch to other jobs. In the area of vocational schools and colleges the trend of changing to a job outside the school system may be explained by the fact that many teachers at these schools originally came from professions or businesses (commerce and trades) and after a time they are either offered jobs to return or decide to change back to their former jobs for other reasons (e.g. pay).

Generally, no strong trend is discernible of teachers leaving to take up other professions. This might also be due to the difficulties that may arise under the legal framework governing service contracts if a teacher wishes to return to teaching. (Loss of tenure, loss of seniority, waiting list for open positions, etc.)

3.5 Counselling on the job opportunities

There are several counselling services for students that do not immediately find a teaching position after completing their studies or for teachers that are looking for new professional challenges outside the school system. The web-site www.cct-austria.at was set up as an Internet platform for career counselling for teachers.

Several provinces have institutions that target teachers that cannot find jobs in the school system or desire to change to another profession. These institutions offer counselling, job placement and point out the available further qualification options and re-training offers designed specifically for teachers. Example:

SALE-Oberösterreich Solidaritätsaktion für arbeitslose Lehrer (Upper Austrian Solidarity Action for Unemployed Teachers)

SALE-Steiermark Solidaritätsaktion für arbeitslose Lehrer (Styrian Solidarity Action for Unemployed Teachers)

VLBW Verein für Lehrerbeschäftigung und Lehrerweiterbildung Salzburg (Association for Teacher Employment and Continuing Education Salzburg)

The AMS (Employment Office) Austria is a public sector institution that offer placement with private sector firms. Job-seekers are offered counselling, information, further qualification and financial aid. Currently, a programme is being prepared that will specifically target teachers wishing to switch to the private sector.

There is also a growing number of private-sector personnel agencies that mediate job offers for teachers wishing to switch to other professions. An overview of these counselling firms and job offers is available on the communication platform of the Federal Ministry of Education, Science and Culture www.schule.at and on the platform for personnel consultancies on the Internet www.jobnews.at.

3.6 Appeal of the Profession

In 2000, the Ministry of Public Service and Sports at the time (initiated by the Ministry of Education, Science and Culture) and the Trade Union of Public Employees commissioned a study on the job satisfaction of Austrian teachers that essentially investigated the views of the teachers on the appeal of the teaching profession.

3.6.1 Findings of Study: “Teacher 2000” (www.bmbwk.gv.at)

(i) “School is more than just teaching.”

Just as the flying time of a pilot or the performance of an actor does not cover the entire range of activity of the job, teaching in the classroom is the aspect of a teacher’s job that is known to the public and experienced by everyone in their youth.

The findings show that the teaching time is actually only one aspect of the comprehensive and complex job profile of a teacher. The time required for preparing and follow-up work, supervision and counselling for parents and pupils, scheduling, events, administrative agenda and last, but not least continuing education occupy a large share of the working time of teachers.

(ii) Reforming the Service Code for Teachers

In the current Service Code, the number of hours allocated to a teaching assignment and seniority are the main factors to determine salaries. These valuation factors do not coincide with the structural findings of the study.

The working time model of weekly teaching assignments (mandatory hours) is based on the teaching activity of the teachers. According to the study, this covers only one-third of the total activity of a teacher that is decisive for measuring the teaching hours and thus for the remuneration of teachers. One recommendation proposes to include the overall working hours of a teacher and record and describe all of the tasks teachers are responsible in a transparent manner. This approach would enable to balance and monitoring the working hours for each teacher and contribute to more flexibility at the organisational level of schools.

Another remarkable finding of the study was the enormous difference in the working hours between the individual teachers (with the same scope of teaching assignment). Thus, for example, one-quarter of the teachers at primary and special schools stated that they had worked in the 18th calendar week 2000 less than 37.6 hours, and another quarter stated a number of 49.3 hours, while the remaining 50% were somewhere in between (incl. overtime work). The actual amount of work, the commitment of the teachers and the actual performance of each individual teacher are not reflected in the remuneration scheme of teachers.

The findings of the study also show that the model of weekly teaching assignments is hard to track and that teachers do not have a “normal” working week. The weekly working hours fluctuate strongly along the time axis of a school year and depend on the varying amounts of work due to events such as start or end of school, project weeks, finals, test-free weeks, conferences, etc. Within the scope of the weekly working hours, the percentages accounted for by each of the activities or groups of activities vary for the same reasons.

(iii) Improving the Image of Educators

The “image of the teaching profession in the public“ view was the area rated the worst in the survey on job satisfaction. Two-thirds of all teachers are rather unhappy or not at all happy with the image of their profession.

This finding was surprising for the researchers only as regards the deepness of the results. In recent years and also during the survey period, the image of the teaching profession disseminated by some politicians, in the media and by certain groups was that of a public servant job with high salaries and lots of holiday. The aim of the study *Lehrer/in 2000* was to make the general public aware of the context of educational work and gain a differentiated picture of the profession.

An efficient and high-quality educational system is one of the main prerequisites for the positive development of society, the economy and the state. Investment in education has been proven to increase economic growth.

In recent years, the expectations and demands on schools and teachers have increased enormously. The aspects of educating and upbringing are gaining more significance in the work of teaching. Thus, teachers are expected to demand of their pupils things such as willingness to perform, independence, compassion, capability to work in teams, timeliness, reliability, high frustration tolerance, etc.

In this sense, the public image of the profession of teaching in the 21st century has been revealed as a mainstay of cultural transfer and with a high degree of responsibility for the development of the entire society. “The goal is to achieve an understanding among the general public of the differentiated activities of teachers and their responsibility as educators as well as the performance quality achieved by this profession.”

3.6.2 Summary

At present, the issue of the appeal of the profession does not seem to be having any impact on the number of students enrolling for studies in this profession despite the unsatisfactory results obtained as regards satisfaction of teachers with their working conditions. As a large number of students continue to chose a teaching career despite the constant surplus of teachers in the last years, there seem to be several factors at work here that influence the attractiveness of the profession which are not directly related to the working environment and the working conditions. As regards social status, teaching jobs rank in the upper range; to improve job satisfaction, policymakers in education are constantly endeavouring to keep teachers happy and improve the job appeal by passing the necessary ancillary legislation and regulations to respond to the rapid changes and higher demands placed on the teaching profession.

4 EDUCATING, DEVELOPING AND CERTIFYING TEACHERS

4.1 Initial teacher training

4.1.1 *Teacher training for compulsory schools*

In compliance with the Academy Studies Act 1999 (Akademienstudiengesetz 1999), the training of teachers for the general compulsory schools (primary school, general secondary school, pre-vocational schools and special schools) is offered by separate institutions specialised in this area, the teacher training colleges (Pädagogischen Akademien). These belong to the tertiary sector of education and are directly accountable to the Federal Ministry of Science, Education and Culture.

Eight out of nine Austrian federal provinces have a state-run teacher training colleges. The Provinces of Vienna, Lower Austria, Upper Austria, Styria and Tyrol each have an additional teacher training college run by the Catholic Church. The teacher training college run by the province of Burgenland is a foundation run jointly by the church and the government.

The 14 teacher training colleges were set up as institutions for the training of compulsory school teachers on the basis of the School Acts of 1962 and replaced the former teacher training programmes at the secondary school level teacher training institution. Parallel to the 14 teacher training colleges established under the Private School Act, there are nine independent denominational teacher training colleges (six Catholic, one Protestant, one Islamic and one Jewish) that offer a degree in teacher qualification for religion teachers at compulsory schools.

The training of primary school teachers, which was initially two years, was extended in 1985 to three years, giving all study courses at the teacher training colleges a uniform length of three years thus making them consistent with the European Community concept of higher education (non-university tertiary educational institution).

The Academies Studies Act prescribes the development of the teacher training colleges into institutions of university level for the teaching professions by the year 2007. These universities will offer teacher training as well as adult education, and courses of study for other educational tasks. Graduates from these universities will be conferred academic titles.

4.1.1.1 *Admission requirements*

The prerequisite for admission to the teacher training colleges is a leaving certificate of an upper-level secondary school or a leaving certificate and diploma of a higher-level vocational school. To meet these requirements, students must have successfully completed at least twelve years of schooling, unless they have skipped one or several grades. Another option for gaining admission is by passing the university entrance examination.

4.1.1.2 *Curriculum, branch of study, specialisation*

There are separate study courses for the school types mentioned, each of which takes at least six semesters or three years (with mandatory classes of a total of at least 164 weekly hours over the six semesters). This training model has a clear integration tendency.

Teachers for primary schools – including the pre-school level – as well as special schools have to qualify for all subject matters taught at these school types. Teachers for general secondary school (HS) and the pre-vocational year (PTS) qualify for two or three subject matters.

The training system aims at a combining theoretical knowledge and the practical aspects of teaching. Practical training at schools is compulsory in each of the six semesters. To this end, a comprehensive

network of traineeship schools with qualified teachers has been established. In addition, teachers of theoretical subjects may act as practice advisors or supervisors for the practice courses.

4.1.1.3 Certificates and evaluation

The study courses involve a dense examination system. Positive evaluations of the practical training periods and the completion of a research paper in the area of humanities and didactics as well as satisfactory grades in didactic subjects (in specialist subjects for general secondary school teachers) are the admission criteria to the final diploma exam (examination qualifying candidates for the teaching profession). This final examination tests the candidates' knowledge in selected areas of the humanities and didactics.

The training of compulsory school teachers at teacher training colleges for general compulsory school teachers consists of one cycle. Accordingly, by successfully passing the final teachers' examination ("Diplomprüfung für das Lehramt") the new recruit may start working as a teacher without any further mandatory professional training.

4.1.2 Teacher training for academic secondary schools and medium and higher level secondary technical and vocational schools

Teachers for academic secondary schools (AHS) and for general education subjects at medium and higher technical and vocational schools and colleges (BMHS) are trained at universities and art universities.

Teacher training courses at universities have been continually expanded to include educational and didactic classes, and traineeship periods, some of which will become compulsory in the first part of the studies.

The Federal Ministry of Education, Science and Culture is the competent ministry for university-level training as well as for the initiation of university graduates to the teaching profession.

4.1.2.1 Admission requirements

In analogy to the admission to teacher training institutions for compulsory school teachers, the admission criteria are a school leaving certificate of an upper-level secondary or of a higher-level vocational schools after at least twelve years of schooling, unless the student skipped one or more grades, or has a school-leaving certificate of a higher-level vocational school (Berufsreifeprüfung) allowing unlimited access to university or has passed the university entrance examination (Studienberechtigungsprüfung).

4.1.2.2 Curriculum, branch of study, specialisation

University-level teacher training is a two-part diploma study course of at least nine semesters or four-and-a-half years. The first part of four semesters is not specifically devoted to teaching as such, but serves to acquire general academic knowledge and is completed by passing the a first diploma exam. The second part of five semesters includes specific training, subject-matter methodology, pedagogic studies and a traineeship (mandatory practical training for all study courses) period of twelve weeks. This part ends after the acceptance of a thesis and the passing of the second diploma exam. As a general rule, university-level teacher training provides academic professional training for teaching two specialist subject matters.

About 84% of the study time is devoted to the scientific, subject-related content, 10% to methodology and 6% to pedagogy and practical training.

4.1.2.3 Certificates and evaluation

Graduation from a diploma studies course (passing the first and second diploma exams) confers upon the student the academic title of master's degree (Magister). A one-year traineeship period at a school and participation in specific courses are a prerequisite for employment at a school. Participation in this traineeship practice is only possible after graduation from university with a teaching diploma. The universities are not responsible for the traineeship and the accompanying courses, but rather the school authorities and/or teacher training colleges.

4.1.3. Initial teacher training for apprenticeship with compulsory vocational schooling

Teacher training for these types of schools is highly differentiated.

Training colleges for vocational school teachers (Berufspädagogische Akademien) offer training courses for all practical training areas taught at technical and vocational schools and colleges. All diploma studies (for vocational teacher training colleges, for nutrition and home economics, for technical and commercial specialist areas – with and without fashion design and garment industry technology – as well as for text processing) are taught only in Vienna at the vocational teacher training colleges run by the federal government. The vocational teacher training colleges in Graz, Innsbruck and Linz do not offer training courses for all types of qualifications.

4.1.3.1 Admission requirements to vocational teacher training colleges (Berufspädagogische Akademien)

The admission requirements for the subjects of general education, business, technical specialities and theory at part-time compulsory vocational schools for apprentices (Berufsschulen) and students already under employment (2nd part of studies) consist of a school-leaving certificate of an upper-secondary school or a school-leaving certificate and diploma of a higher-level secondary vocational school, 2 years of professional experience in the respective field and the completion of a course for newly-recruited teachers (1st training phase) at a training institute for teachers.

For technical theory in the respective area at medium-level vocational school, the admission requirements are: A school-leaving certificate for the pertinent technical field of an upper-level secondary or a leaving certificate and diploma of a higher-level vocational school (Reife- und Diplomprüfung), 2 years of professional experience in the respective field and the completion of the first 1st training phase at a teacher training institute.

For practical training the requirement is the completion of the apprenticeship exam and master craftsman's examination, six years of professional experience in the respective field and the successful completion of the 1st training phase at a teacher training institute.

In-service courses of study are only available for teachers at part-time compulsory vocational schools for apprentices and teachers of theory at higher technical and vocational schools (only during the first part phase of (four semesters); followed by two semesters of full-time studies at the teacher training colleges for vocational school teachers, 2nd phase).

This is in significant contrast to other teacher training institutions for vocational school teachers where the end-of-apprenticeship and master craftsman's examination with six years of professional experience in the respective field is required for admission.

Then a school leaving certificate of an upper-level secondary or of a higher-level vocational schools (Reifeprüfung) or a school-leaving certificate of a higher-level vocational school granting unlimited access to university (Berufsreifepfung).

4.2 In-service training of school teachers

4.2.1. Competence for on-going training policies

According to the School Organisation Act, the in-service training of teachers is held at institutions dedicated to these purposes, at the teacher training colleges.

These institutions are directly subordinate to the provincial school boards (Landesschulräte), and, in the second instance, to the Federal Ministry of Education, Science and Culture.

The provincial school boards co-ordinate programmes at the regional level, while the ministry initiates and co-ordinates supra-regional and national courses. These courses are then run by the teacher training colleges.

Basically, a differentiation has to be made between continuing teacher training (permanent professional development) and further education for teachers (additional qualifications, enlarging scope of professional competence through academic qualifications).

The Academy Studies Act, which entered into force in 1999, has authorised the training colleges for vocational school teachers as well as the teacher training colleges to offer in-service further education courses for teachers to improve the qualifications of teachers.

Since the amendment to the Service Code for teachers employed by the provincial governments, teachers are under the statutory obligation to complete continuing education training of 15 weekly hours per school year.

All nine Austrian provinces have teacher training institutions. Most of them are institutions of the federal government, some are organised on a private-law basis by the provinces, and one is organised by Catholic church but all have been granted the status of a public institution.

The 12 teacher training institutions (Pädagogischen Institute) have since 1999 also the status of college (Akademie), they are classified at the educational level as institutions of the tertiary sector.

The teacher training institutes are divided into four departments representing the main school types:

- (i) compulsory schools (APS)
- (ii) apprenticeship with compulsory vocational schooling (BPS)
- (iii) academic secondary school (AHS)
- (iiii) medium and higher level technical and vocational schools (BMHS)

Each of these departments has a head responsible for organisational and administrative matters. Apart from administrative staff, the departments have an educational staff, usually teachers assigned to the department who are responsible for the planning and organisation of activities and events.

In addition, the teacher associations for the various disciplines liaise between teachers and the teacher training colleges, and thus make a valuable contribution to in-service teacher training.

Apart from the teacher training institutions for teachers of all subjects there are specialist institutions for the continuing education and further education of religion teachers and for teachers at agricultural and forestry schools and colleges.

4.2.2 Responsibilities of the teacher training institutes

The teacher training institutes cover the following tasks:

- Continuing education activities to update knowledge and skills
- Further education courses with specific curricula and examinations that offer additional qualifications (some in co-operation with the teacher training colleges and vocational teachers training colleges)
- In-service courses for newly recruited teachers
- Courses within the framework of the one-year traineeships for teachers of general education subjects

- Educational research
-

The tasks of the institute for the in-service and further training of teachers at higher-level secondary schools of agriculture and forestry include:

- Continuing education of teachers, which may also include further education (incl. university-level diploma exams)
- Further training of counsellors working in agricultural and forestry support service offices

If necessary, courses may also be organised on a regional level.

In addition, a number of other institutions offer courses (universities, school teacher's organisations, political parties, churches and social partners).

4.2.3 Admission requirements

According to Civil Service Code, every civil servant – thus also a large number of teachers – has to participate, if required in the interest of the profession, in courses which convey, complement and broaden the knowledge and skills necessary for carrying out his or her official duties. While basically the obligation to engage in further education was set out in the current version of Service Code for Teachers Employed by the Provinces with a minimum of 15 hours, the law does not stipulate the nature of this further education. Usually participating in seminars is voluntary. In the event of major innovations in education, further training courses under the above mentioned legislation may be made compulsory.

Special admission criteria (restricted number of participants) may apply depending on the course type.

4.2.4 Curriculum, duration of studies, specialisation

The focus of continuing and further education is the following areas:

Technical knowledge in the relevant field

Methodology (general, related to a subject matter)

School law and organisation

Personality development, school development, school autonomy

Didactics are of particular importance.

An increasing number of courses are devoted to topics such as school management, quality assurance, personality development, teaching organisation, environmental protection, new technologies, internationalisation, foreign languages, integration of children with special educational needs and multicultural education. Furthermore, measures have been taken to enable institutions to respond to new needs on short notice (e.g. assistance at school for refugee children).

The diversity of the technical and vocational school education creates a large number of tasks for the departments for part-time compulsory vocational schools for apprentices and vocational medium-level and higher-level schools. Given the large number of curricula (e.g. for 200 occupations in part-time compulsory vocational schools for apprentices), the number of subjects (especially for areas related to the professions) for continuing and further education that must be organised is accordingly large. In order to accommodate the rapid changes in these disciplines, co-operation between the teacher training colleges, schools and industry is indispensable.

In most cases, continuing and further education programmes of the teacher training colleges comprise:

- Courses open to teachers of all or several school types, e.g. teachers of secondary or vocational schools
- National and inter-regional events
- Courses at the regional level or school-based activities

4.2.5 Further services offered by the teacher training colleges

Support for teacher work groups, project centres, partnerships with institutes of further education abroad, EU projects, other projects, e.g. counselling and training within the scope of organisational (school) development and quality management.

4.2.6 Methods

Continuing and further education courses vary greatly in scope and form.

They may take the form of workshops, seminars with lectures and discussions, conferences, excursions, visits to companies, and trainee programmes at companies.

Another type of activity comprises meetings or workshops for teachers of specific subjects ("teacher associations").

4.2.7 Qualification, certificates

(i) Continuing education for teachers

Courses are evaluated (with regard to organisation and contents) at the end of the activity through questionnaires.

The performance of participating teachers is not usually assessed. It is assumed that the teachers will have benefited from the continuing education and will be capable of integrating their new knowledge and skills into their teaching work.

Participants of a course receive an attendance certificate.

(ii) Further education for teachers

Participants of further education courses for teachers receive a certificate certifying the new qualification, e.g. qualification to teach a new subject, which may, under certain circumstances, not only qualify teachers to teach additional subjects or give them more responsibility, but also an advance in the salary scale.

(iii) Impact on the professional situation

Participation in INSET activities has no immediate effect on a teacher's career or salary. The teachers only receive attendance certificates which may be of significance if applying for a higher position (e.g. as a school head).

Formal further education courses generally enhance the teacher's chances of permanent employment, since they obtain additional qualifications.

4.3 Teacher training – The Academic Study Act 1999

Figure 4.1 Tasks and legal framework for the organisation of teacher education under Academic study Act 1999

Institution (abbreviation)	Legal framework	Admission criteria	TASKS/offerings	
			at the compulsory education level	in other areas
Vocational teacher training colleges (Berufspädagogische Akademie - BPA)	School Organisation Act (Schulorganisationsgesetz) §110	School-leaving certificate from an upper-level secondary school or master craftsman's examination plus practical experience (for teachers in service)	Diploma studies and further qualification for the training of vocational school teachers (teaching diploma) at part-time compulsory vocational schools for apprentices (four-semester, on-the-job course at the teacher training colleges, final examination at the BPA)	
		School-leaving certificate from an upper-level secondary school		Diploma studies and further qualification for the teaching profession for nutrition and home economics or training courses in the engineering, craft and service sector at BHMS
		School-leaving certificate from an upper-level secondary school	Diploma studies and further qualification for the teaching profession in word processing at all schools	
		Teaching diploma	Further education courses offering additional qualifications (Akademielehrgänge) (in co-operation with the colleges)	
Vocational teacher-training colleges for agriculture and forestry (Land- und forstwirtschaftliche Fachschulen); Vocational teacher training colleges (Berufspädagogische Akademie) (LufBPA or APAk ²)	Act on Vocational Teacher-Training Colleges for Agriculture and Forestry (LufBschG §21)	School-leaving certificate from an upper-level secondary school	Diploma study for teacher training at part-time compulsory vocational school for apprentice for agriculture and forestry	Includes teacher training for specialised subjects and higher schools for agriculture and forestry and for counselling and support services
		University of Agriculture, Forestry and Renewable Natural Resources or FH (specialised university-level study course)		Continuing training course for teachers of specialist subjects and theory at agricultural and forestry schools and colleges
Teacher training colleges (Pädagogische Akademien) (PA)	Schulorganisationsgesetz (School Organisation Act) §118	School-leaving certificate from an upper-level secondary school	Diploma studies and further qualification for the training of teachers of a) Primary schools b) General secondary school (Hauptschule) c) Special schools (Sonderschule) d) Pre-vocational year (Polytechnische Schule)	
		Teaching diploma	Further education offering additional qualification (Akademielehrgänge) (in co-operation with the colleges)	

Table 4.1 (cont.)

Tasks and legal framework for the organisation of colleges under the Academy Studies Act

Institution (abbreviation)	Legal Framework	Admission criteria	TASKS/offerings	
			at the compulsory education level	in other areas
Institute for the in-service and further training of teachers at higher-level secondary schools of agriculture and forestry (Land- und forst-wirtschaftliches Berufspädagogisches Institut) (LufBPI respectively APak)	Act on Vocational Teacher-Training Colleges for Agriculture and Forestry LufBSchG §21	Teaching diploma	Further education for teachers at agricultural and forestry schools and colleges Courses offering additional qualification – Akademielehrgänge	
				Further education for counsellors working in agricultural and forestry support service offices
Further training institute for teachers (Pädagogisches Institut): (PI)	School Organisation Act (Schulorganisationsgesetz) §125	Teaching diploma	1. Further education for teachers of all schools 2. Further education and courses offering additional qualification – Akademielehrgänge	
		Completion of relevant university studies		Training courses for teachers during one-year traineeships
		School-leaving certificate from an upper-level secondary school or master craftsman's examination plus practical experience (for teachers in service)	Diploma studies and further qualification for training of part-time compulsory vocational schools for apprentices (four-semester, on-the-job course at the PI, final examination at the BPA)	
		Completion of studies at training institutions for kindergarten school teachers (Bildungsanstalten für Kindergartenpädagogik) or the training school for educators (Bildungsanstalten für Sozialpädagogik)		Further education for graduates of institutions for kindergarten school teachers or training schools for educators
Teacher training colleges for religion teachers (Religions Pädagogische Akademien) (RPA)	Private School Act (Privatschulgesetz) §14	School-leaving certificate from an upper-level secondary school	Diploma studies and further qualification of teachers (teaching diploma) for Protestant, Islamic, Jewish or Catholic religion classes for general secondary and vocational compulsory schools	
		Teaching diploma	Further education courses offering additional qualification – Akademielehrgänge	

Further training institute for religion teachers (Religions Pädagogisches Institut) (RPI)	Private School Act (Privatschulgesetz) §14	Teaching diploma	1. Further education for teachers of all schools 2. Further education offering additional qualifications – Akademielehrgänge	
		Completion of relevant university studies		Akademielehrgänge for teachers during one-year traineeships for the subject of religion
		Teaching diploma	Further education and courses offering additional qualifications entitling to teach religion at compulsory schools	
		Completion of studies at training institutions for kindergarten school teachers (Bildungsanstalten für Kindergartenpädagogik) or the training school for educators (Bildungsanstalten für Sozialpädagogik)		Further education training for graduates institutions for kindergarten school teachers (Bildungsanstalten für Kindergartenpädagogik) or the training school for educators (Bildungsanstalten für Sozialpädagogik)

5 RECRUITING, SELECTION AND DEPLOYMENT OF TEACHERS

5.1 Entering the profession

5.1.1 *Graduates of teacher training colleges*

As a rule, a teaching career at general compulsory schools (Allgemeinbildenden Pflichtschulen) starts after completion of the six-semester training course at the teacher training colleges (for religion teachers at the training colleges for religion teachers). Teachers at part-time compulsory vocational schools for apprentices, in addition to passing the diploma exam for teachers of the training institutes for vocational school teachers (Berufspädagogische Akademie), must also furnish proof of working experience (up to six years).

There are no precise data available on the percentage of students enrolled at the teacher training colleges and their entry into the profession. There are regional differences in demand for teachers, which has resulted in waiting lists in some provinces, while in other regions there are not enough teachers and thus all graduates of training colleges are able to find jobs. The mobility of the graduates within the country is very low.

Where and when positions are available can only be answered by the school boards of each province (Landesschulräte). It was not possible to obtain the data in the time period available. The graduates of the teacher training colleges apply for open positions themselves (in the last cycle of schooling) at the school board having jurisdiction for the region and are placed on a waiting list. If there is a lack of teachers for certain subjects in some regions, these positions are announced in the official bulletins of the school boards.

5.1.2 *Graduates of universities*

A survey of teachers conducted within the scope of a study revealed that the persons interviewed about their daily contact with children and youths ranked this activity as the one in which they were the most satisfied. Ranking second was the activity as a teacher in general, third relations with colleagues and fourth the options they have for determining the course of their work.

There are a number of open positions at technical and vocational schools and colleges. These positions are announced in newspaper advertisements and filled with experts from the business sector under special contracts.

A teaching career at an upper-level general secondary school or at medium-level and higher-level vocational schools and higher-level vocational schools requires in most cases the completion of university studies for the teaching profession and/or for technical schools graduation from the relevant university. In some disciplines (artistic subjects, shop teachers, teachers of home economics and nutrition) no university degree is required.

5.2 Access to the profession, working contracts

Generally, teachers are initially employed under service contracts (for a limited period or unlimited) governed by the Act on Contract Staff (Vertragsbedienstetengesetz) and in the case of provincial teachers, by the Provincial Contract Teachers Act (Landesvertragslehrgesetz) under private-law employment contracts.

Initially, contracts have a limited term (generally one school year, shorter for maternity leave substitute teachers), but after several extensions (seven years) they must be converted to contracts for an unlimited time. Employment based on the Act on Contract Staff or the Provincial Contract Teachers Act is similar to that of private-sector employees under the Private Employees' Act (Angestelltengesetz) in which employers and employees are equal contract partners. In the event of disputes, the ordinary civil courts shall have jurisdiction (Labour and Social Security Courts).

After completing several years of teaching, teachers may apply for a conversion of their contracts into a civil-service status contracts (on the basis of the Service Code for Provincial Teachers or the Service Code for Provincial Teachers at Agricultural and Forestry Schools and Colleges).

This may be approved if a satisfactory evaluation of the teacher is given and if the continued employment of the teacher seems secured.

In civil service employment relationships, the employer (federal government for federal teachers; for provincial teachers the province) and the employee (teachers of higher-level secondary schools and vocational medium- and higher-level schools) do not have an equal status, but rather the employer is a public body with a sovereign status.

Therefore, teaching service contracts are not based on a (private law) contract, but on an official notice (based on public law). The establishment of a civil service employment relationship is also called an appointment.

In a first phase, the civil service status is provisional. It may therefore be terminated – like under a service contract - subject to the legally prescribed periods of notice.

Recruitment under a private-law service contract or an appointment under civil service employment require the availability of an established teaching position or the required teaching hours. Established teaching positions at the federal level are defined in the annual Federal Finance Act (Bundesfinanzgesetz) and at the provincial level, in the annual provincial budget.

5.3 Requirements for appointment

The general requirements for employment as a teacher under a private-law service contract are the Austrian nationality or nationality of a EU member state, or the nationality of another state to whose citizens Austria is obligated to granted equal access rights to the profession within the scope of European integration as well as the personal and professional aptitude of the applicant.

Proof of professional aptitude is the successful completion of the required education, usually, passing the exam for the relevant teaching diploma (examination qualifying the candidates for the teaching profession) as well as – if required – proof of teaching practice (teaching practice after completing teacher training studies is required for graduates of business education branches and for teaching the subjects of home economics and nutrition). In addition, a applicant may not be older than 40 years for the appointment to civil-service teaching job.

Upon application by the civil servant (teacher), the civil-service status may be converted into a tenured (cannot be terminated) if the applicant meets all the requirements and has worked for six years in a provisional service relationship (this period may be shortened by deducting from it previous working years, especially under contractual employment).

A tenured civil-service status may only be terminated by the employer for the reasons listed in the law while the employee's right to terminate employment is not subject to any restrictions.

5.4 The assignment of teachers

Generally, teacher training graduates apply for positions with the competent provincial authorities. If there are open positions, the teachers are given assignments at the relevant schools, taking the personal and family situation of the new teachers into consideration as far as possible.

Each school announced in the course of the second half-year (summer semester) how many teaching positions are open and how many teachers will be needed in the following year. If too many applicants have applied, these are placed on waiting lists and are assigned jobs in the course of the year.

5.5 Salaries

Teacher salaries are regulated in the respective Emoluments Act (Gehaltsgesetz). Depending on their training and type of service at the individual schools, teachers with civil-service status are remunerated

according to a total of eight salary groups (Verwendungsgruppen) (L 3, L 2b 1, L 2b 2, L 2b 3, L 2a 1, L 2a 2, L 1, LPA).

In accordance with the above-mentioned training, civil-service teachers (tenured) are classified according to remuneration groups (Verwendungsgruppe) and contract teachers according to pay groups Entlohnungsgruppe, as follows:

Most teachers at compulsory schools are paid under the Remuneration Group L 2 or Pay Groups l 2', teachers at secondary schools predominantly under Remuneration Group L 1 or Pay Groups l 1. Teachers working at in teacher training or teacher further education institutions are classified as Remuneration Group LPA or Pay Group lpa'.

In the case of contract teachers, the Remuneration Groups are replaced by (the same number of) Pay Groups (l 3 to lpa).

The types of professional qualifications are used for allocating the teachers to the different salary groups:

- Teachers without a school-leaving certificate from an upper-level secondary school L 3 or l 3
- Teachers with a school-leaving certificate from an upper-level secondary school: L 2b 1, L 2b 2 and L 2b 3 or l 2b 1, l 2b 2 and l 2b 3
- Teachers with a school-leaving certificate from an upper-level secondary school and having completed studies at a training institute for general compulsory school teachers (Pädagogische Akademie): L 2a 1 and L 2a 2 or l 2a 1 and l 2a 2
- Teachers with a university degree: L 1 or l 1
- University graduates with special qualifications for initial and further education for teachers: LPA or lpa.

Members of the school inspectorate are entitled to a fixed remuneration which is determined by the Remuneration Group, the fixed salary bracket plus a non-pensionable allowance amounting to 3.5% of their salary. This covers all extra work (temporal and qualitative) of school and subject inspectors.

In case of a special qualification, the law also allows for the allocation to a different group. The above mentioned remuneration groups and pay groups are sub-divided into salary grades, with the teachers advancing by one grade every two years (time-based increments). Thus, the salary of tenured teachers and contract teachers depends on the remuneration group they have been assigned to and the salary grade.

Teachers are assigned to a salary grade when they enter service and the grade is based on a defined cut-off date for increment. This is calculated by accounting for prior working years as a teacher since the age of 18. Some periods count in their entirety towards this date (e.g. employment at another territorial authority), time spent acquiring the required working practice and the minimum extent of required training), others time periods up to 3 years count only half. Previous working experience may be credited on a case-by-case decision, if these periods are relevant for the success of his or her subsequent work as a civil servant.

The basic salary may - depending on the type of service - be upgraded by one or several of the below examples of allowances.

Working at a school requires teachers – in addition to their classroom teaching and educational duties – also to carry out a number of related tasks (e.g. administration of teaching aids, administrative tasks of a head teacher, general administrative tasks, shop supervision). Federal teachers and vocational school teachers (employed by the provinces), these activities are credited towards the hourly teaching assignment or remunerated in addition to the salary.

A pilot project for the school years 2001-2002 through 2004-2005 is being conducted in which teachers employed by the province are remunerated under an annual standard pay scheme. This annual

pay scheme includes administrative activities. Therefore, separate additional pay for carrying out administrative tasks has been restricted.

If a teacher's work exceeds the extent of the contracted number of hours, he or she is entitled to corresponding overtime pay.

The total pay listed are monthly gross salaries. Wage taxes and social insurance contributions rates are deducted from these gross salaries. The deductions may amount up to one-third of the gross salary.

Example of a salary curve (2002)

	Compulsory school teachers (tenured)	Teachers (contract)
Salary grade 1	€ 1,563.20	€ 1,629.50
Salary grade 8	€ 2,080.30	€ 2,168.80
Salary grade 17	€ 3,262.00	€ 3,406.40

There are plans to reform the salary schedule, which foresee higher starting salaries with a flatter rise over the years of service and lower salaries at the end of a career. The total earned throughout the entire career is to remain unchanged.

5.6 Working hours

The mandatory teaching load at the federal level is regulated by the Act on the Teaching Assignment of Federal Teachers (Bundeslehrer- Lehrverpflichtungsgesetz) and for teachers at the provincial level, it is regulated in the laws governing their service, Service Code for Teachers Employed by the Provinces (Landeslehrer-Dienstrechtsgesetz), which applies an annual working time model.

For teachers at the federal level, the subjects a teacher teaches count – depending on their subject group –towards the mandatory teaching load of 20 hours per week. The group a subject belongs to is defined in the Act on the Teaching Assignment of Federal Teachers or in the relevant curricula. The subjects are classified as belonging to one of six groups designated with the numerals I to VI.

Teachers employed by the provinces at compulsory secondary schools are subject to an annual working time regime according to which every teacher has to work the same number of hours during a (school) year as a comparable public servant in general administration. The annual standard covers three different areas of activity:

Area A: classroom teaching load including supervisory duties;

Area B: preparation and follow-up, correcting work;

Area C: hours spent on other activities.

The teacher's workload must remain within a range of 720 to 792 annual unit hours (20 to 22 weekly units).

Federal teachers and teachers employed by the provinces at part-time vocational schools for apprentices perform auxiliary tasks (e.g. maintenance of IT workstations and running the school library), which count towards the mandatory teaching load. This reduces the number of hours actually spent teaching in a classroom. Some non-teaching activities (e.g. head teacher or supervisory tasks) are remunerated separately.

A teacher may be temporarily assigned to subjects for which he or she has no official qualification to teach if important reasons given.

5.6.1 Reducing working time

Teachers have the possibility of reducing their mandatory teaching load by half for care of a sick close relative for a limited period of up to four years or for the upbringing of a child until it reaches school age. Furthermore, the possibility exists of reducing the mandatory teaching load to less than half the teaching assignment for a period of up to ten years for activities within the framework of the teacher's specialist field or for other school-related activities relating to cultural, social, religious, athletic or scientific areas.

A leave of absence may be taken for up to ten school years. Tenured teachers may have their mandatory teaching load reduced on medical grounds.

Teachers are entitled to sick-care leave of up to six school days per school year (under special circumstances up to 12 school days), if they furnish proof that they are prevented from performing service because they must attend to a sick or injured close relative living in the same household.

Under the maternity provisions, teachers have the option of part-time work (up to 4 years at most).

5.6.2 Sabbatical

1995 Introduction of a sabbatical, with a one- year exemption from teaching assignments and a reduced salary over a five-year period.

- Enable teachers to take one year off with pay.
- Eases the problem of teacher surplus.

This has been introduced because of budgetary restrictions and the growing unemployment among young teachers owing to a surplus of teachers for certain subjects and in some regions. The sabbatical has not been accepted by many teachers,

The introduction of sabbaticals is an opportunity to increase the job satisfaction among teachers. The law is to take effect in 2003. Last year, the acceptance among teachers grew and interest in taking a sabbatical leave in all types of schools was higher.

5.6 Holidays

Teachers are entitled to recreational leave during the school holidays, unless special obligations arise (substituting for the school head, holding examinations). Service calls during holidays are only permissible for important official reasons and for the shortest possible period of time.

Special leave (with full salary) may be granted to a teacher for important personal or family reasons or for another special purpose, unless there are other urgent requirements. In addition, teachers may take sabbatical leave unless there are urgent official reasons. For the duration of sabbatical leave, the salary is suspended.

Under the maternity leave provisions, teachers may take maternity leave to care for children up to the age of two – in this case, the employee is entitled to child care allowance (up to the age of 30 months or up to the age of 36 months if the father also requests paternal leave). The teacher may agree with the employer to postpone three months of parental leave and use it within before the child reached 7 years of age. Fathers and mothers may take turns in taking parental leave (two alternations are allowed). Employees have the right to part-time employment until the child reaches four years of age, if paternal leave was not used in the first or second year after the child was born.

6 HUMAN RESOURCE DEVELOPMENT AND CHANGE

6.1 Careers in school service

6.1.1 *Taking over new or different areas of responsibility*

When teachers start out in their teaching career, they rarely think about career development, but focus rather on starting work in the profession they learned. After overcoming the starting difficulties and after several years of service when the educational and school tasks are performed to the satisfaction of the pupils, parents and supervisors, a routine frequently sets in and teachers start to look for new challenges.

Such challenges may consist of enlarging their scope of competence and taking over additional task in the work of the school. Such tasks may be:

- Pedagogical special tasks as a supervisory teacher, pupil advisor, educational advisor
- Administrative tasks (subject co-ordination, heading working groups of special subject teachers, ...)
- Tasks in the area of part-time compulsory vocational schools for apprentices
 - educational advice or support for (practice counselling) for students at the teacher training colleges or within the scope of the teacher training at universities
 - teaching at practice schools
- Tasks as a employee representative or involvement in trade union work.

All of these personal development options do not necessarily imply that teachers will advance to higher positions or receive higher salaries or move up in the pay scale.

6.1.2 *Official careers opportunities*

The Service Code provides for the following career advances:

- Head of school;
- School inspectorate (subject inspector, district school inspector, school inspector for compulsory vocational schools for apprentices and school inspector for provincial schools).

In addition, teachers may be temporarily transferred to an office within the school administration.

The school head is the supervisor of the entire teaching staff and other staff employed at a school. The school head is responsible for the running of the school and acts as the liaison between the school, the pupils and the parents/guardians, and in the case of part-time compulsory vocational school for apprentices also the extramural teachers. The school head has to advise teachers in their teaching and educational work, and regularly monitor the instruction given and the performance of the pupils (School Education Act). Further duties of the school head are laid down in the Civil Service Code and the Service Code for Teacher Employed by the Provinces.

One of the main tasks of school inspectors is to monitor the teaching and performance, but also other school-related activities of the school head and the teaching staff, as well as ensuring the standards regarding the space, equipment and hygiene. The task of school inspectors is to observe, monitor and advise teachers and school heads. Any deficiencies detected by the school inspectors that require action by the school authority or the employing body must be promptly reported to the competent official of the school authority.

6.2 Transfers, occupational mobility

Transfers (i.e. permanent assignment to another post) – if ex officio in nature (i.e. without the teacher's consent) – may only be ordered for important official reasons. The authority must take the personal,

family and social situation of the teacher into consideration when ordering such transfers. The teacher may object to the planned transfer and appeal against the decision or institute legal action.

It is possible to obtain positions that are permanently assured at one school. Such permanently assured positions are that of the school head, the deputy school head, the department head, the subject head or the head for educational and upbringing matters. Of the remaining established teaching positions at least one-half are to be declared as permanently assured at the school if this can be guaranteed with regard to the number of pupils and of compulsory subjects at the school concerned.

Anyone having a permanently assured at school position may only be transferred to another school under certain circumstances (laid down exhaustively in the Civil Service Code or the Service Code for Teachers Employed by the Province); in particular, if the position is no longer permanently assured at the school or discontinued altogether).

6.3 Career change

Given the nature of teacher training (especially for teachers of higher-level schools), a career change is basically possible, as in the service sector and in the consulting business the demand for pedagogical competence is on the rise.

Very few leave the teaching profession. Usually, teachers stay in the system. Some teachers from vocational schools leave teaching to take up careers in business.

6.4 Dismissal

Apart from retirement, the employment contracts may be terminated by the teacher or by the employer (federal authorities or provinces).

The employment contract may be terminated for a number of reasons:

- Immediate termination without notice of the employment contract for lacking performance or on disciplinary grounds, resignation by teacher;
- Termination of the employment contract with notice;
- Loss of civil servant status due to a conviction by a court of justice for a crime punishable by imprisonment of more than one year.

6.5 Retirement

The civil service employment status does not end upon retirement, but is only transformed as regards its legal implications. Tenured teachers having completed 56.5 years of age may retire prematurely, with a pro-rata reduction of their pension benefits. Upon application, tenured teachers may enter retirement at the end of the month in which they complete 61.5 years of age. At the end of the year in which a tenured teacher reaches the full age of 65, he or she must enter retirement under law. Tenured teachers having reached 61.5 years of age may be sent into retirement for important official reasons by virtue of the applicable law. In the coming years, there are plans to raise the age for premature retirement in phases to attain a situation in which retirement is only possible at full retirement age. The Service Code for Teachers at Agricultural and Forestry School allow teachers to apply for retirement at the end of the month in which they complete 678 months of age. This labour policy measure applies only to teachers born before 1 January 1954.

If they have acquired sufficiently long periods of insurance times (35 - 37.5 insurance years; the number of insurance years depends on the contract teachers' year of birth), contract teachers may retire upon reaching 61.5 years of age (men) or 56.1 years of age (women). In case of shorter insurance periods, a right to pension payments is given only if 180 consecutive insurance months have been acquired immediately prior to the date of the retirement and male teachers have completed their 65th year and women teachers their 60th year.

Both tenured and contract teachers may retire prematurely for health reasons. Moreover, a sliding retirement model will be in force until 31 August 2003 (to be abolished) for teachers from age 56.5 at the earliest in combination with the right to collect bonus times from previous full-time teaching assignment years and then work reduced hours in the pre-retirement phase.

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