

# Working and Learning Together: Rethinking Human Resource Policies for Schools

## CHILE

Country profile

What types of staff work in schools?



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Further information can be found on the project website:  
[www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm)

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This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

### Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	At discretion of school providers	School providers
Teacher aides	Teaching assistants ( <i>Asistentes de la educación</i> )	At discretion of school providers	School providers
	Principals		
	Deputy principals ( <i>Subdirectores</i> )		
School leaders	Heads of technical-pedagogical units ( <i>Jefes de unidades técnico-pedagógicas</i> )	At discretion of school providers	School providers
	General inspectors ( <i>Inspectores generales</i> )		

### Professional support staff

#### Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Professional pedagogical support staff	School climate co-ordinators ( <i>Encargado de convivencia escolar</i> ) Education assistants with function of school librarians ( <i>Bibliotecario Encargado CRA</i> )	At discretion of school providers, but within central regulations (schools must have a school climate co-ordinator)	School providers
Health and social support staff	Education assistants ( <i>Asistentes de la educación</i> ) with functions of educational psychology, social work, nursing, speech and language therapy, etc.	At discretion of school providers, but within central regulations	School providers

#### Resource centres providing specialised staff for

Professional pedagogical support	x
Professional health and social support	x

## Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Education assistants ( <i>Asistentes de la educación</i> ) with functions of secretary, accountant, IT support, legal advice, etc.	At discretion of school providers, but within central regulations	School providers
Maintenance and operations staff	Education assistants ( <i>Asistentes de la educación</i> ) with functions of maintenance	At discretion of school providers, but within central regulations	School providers

x: not applicable

1. In 2017, national legislation transferred responsibility for the provision of public school education from local authorities (municipalities) to a new intermediate level in the form of local education services. Local education services are led by a national Directorate for Public Education within the Ministry of Education. Responsibilities are being transferred gradually until 2025 (with an intermediate evaluation to review the process and the possibility for the President of the Republic to postpone completion of the transfer until 2030).
2. Regulations specify that schools must provide suitable teaching/managing professionals, technical-pedagogical and classroom staff in line with school needs according to level, modality and student numbers.
3. The Teaching Statute (*Ley 19.070*) describes teaching, directive and technical-pedagogical support functions, but does not establish a fixed structure for each school. For example, in the case of remote and multigrade schools, the school provider decides whether there is a principal or a teacher in charge (*profesor encargado*) who receives a special bonus for their function. Also, school principals selected through the System of High Public Service (*Alta Dirección Pública*), may or may not choose to assign the positions of deputy principal or head of the technical-pedagogical unit. Heads of the Technical-Pedagogical Unit are in charge of curricular activities, General Inspectors of a range of organisational aspects such as student admission, staff and class management and school discipline.
4. Education assistants (*Asistentes de la educación*) are regulated by law and can fulfil pedagogical, administrative or operational responsibilities.
5. The National Board of School Assistance and Scholarships (*Junta Nacional de Auxilio Escolar y Becas, JUNAEB*) has also established programmes to provide psychological and social support for vulnerable students at the risk of drop-out. The Programme to Support School Retention (*Programa de Apoyo a la Retención Escolar*) for example is targeted at students at risk and provides socio-emotional support to students and communities. Services are provided by a multidisciplinary group (social worker, psychologist and teacher) which is in close contact with local social services (see <https://www.junaeb.cl/programa-de-apoyo-a-la-retencion-escolar>).