

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

## URUGUAY

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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# Uruguay

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	Based on central regulations, with input from the school inspection (based on school size, number of groups, social and economic vulnerabilities)	Central education authorities (Education Councils)
Teacher aides	x	x	x
School leaders	Principals, Deputy principals	Based on central regulations (based on school type, enrolments, for general secondary schools, the organisation of classes over the day, number of groups in a school)	Central education authorities (Education Councils)

## 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	Pedagogical support staff providing assistance to students Social educators ( <i>educador social</i> )	Based on central regulations	Central education authorities (Education Councils)
Health and social support staff	Psychologists, Social workers ( <i>trabajador social</i> )	Based on central regulations	Central education authorities (Education Councils)

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	Secretaries, Administratives	Based on central regulations	Central education authorities (Education Councils)
Maintenance and operations staff	Cleaning staff, Maintenance staff	Based on central regulations	Central education authorities (Education Councils)

x: not applicable

1. Teacher allocations are defined based on the number of student groups (classes) the individual school should operate (per education cycle, programme and course. These are calculated based on the estimation of enrolment levels together with the modality of the school and the type of programme/course. The number of additional teaching staff for each school is discretionary and depends strongly on the assessment of needs undertaken by inspections.

2. Pedagogical support staff providing assistance to students include, for example, teacher leaders (*profesores adscriptos a la dirección*), pedagogical counsellor teachers (*profesor orientador pedagógico*) and bibliographic counsellor teachers (*profesor orientador bibliográfico*).

3. Social educators and psychologists do not work in all schools. Social educators work in general lower secondary education with tutoring or other programmes which require closer support. Social educators articulate activities and other type of joint work with local actors, they work in networks and co-ordinate with governmental and non-governmental institutions. They are part of the interdisciplinary team (together with the psychologist and the social worker).