

Working and Learning Together: Rethinking Human Resource Policies for Schools

AUSTRIA

Country profile

What types of staff work in schools?



This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of the Organisation or of the governments of its member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

The country profile is drawn from:

OECD (2019), *Working and Learning Together: Rethinking Human Resource Policies for Schools*, OECD Publishing, Paris, <https://doi.org/10.1787/b7aaf050-en>.

Further information can be found on the project website:

www.oecd.org/education/schoolresourcesreview.htm

© OECD 2019

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of the source and copyright owner is given.

All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.

Austria

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, managed by Boards of Education (depending on numbers of students, subjects taught, language tuition requirement, all-day school model)	Boards of Education
Teacher aides	x	x	x
School leaders	Schools organised as clusters: Cluster leaders at schools hosting the clusters, Area managers at other schools	Cluster leaders: Based on central regulations (minimum number of ten teachers) Area managers: Based on central regulations (at schools within school cluster with >200 students, except the school hosting the clusters, where the cluster leaders operate)	Boards of Education
	Schools not organised as clusters: School principals, Deputy principals, Administrators (federal schools only)	School principals: based on central regulations (minimum school size of ten teachers) Deputy principals: based on central regulations (can be appointed by the Boards of Education at the suggestion of principals) Administrators: based on central regulations (can be appointed at schools with at least 8 classes and no deputy or department heads appointed at the school)	Boards of Education

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	Librarians, Guidance counsellors	At discretion of education authorities	Boards of Education
Professional health and social support staff	Doctors, Psychologists, Social workers	At discretion of education authorities	Federal schools: Central education authorities Provincial schools: State education authorities

Resource centres providing specialised staff for

Professional pedagogical support		x	
Professional health and social support	Additional psychological support staff available externally to schools (service available for students, teachers, parents and principals, provided by the Boards of Education at psychological counselling centres situated in the provinces or upon request directly at schools)		

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Administrative assistants	At discretion of authorities	Federal schools: Central education authorities Provincial schools: State education authorities/Local authorities
Maintenance and operations staff	Federal schools: Janitors Provincial schools: Based on state regulations	At discretion of authorities	Federal schools: Central education authorities Provincial schools: State education authorities/Local authorities

x: not applicable

1. The country profile for Austria reflects the situation of 2019.

2. Since 2019, human resources (incl. teacher allocations and support staff) in federal and provincial schools are administered in joint federal-provincial Boards of Education. For maintenance and operations staff, central regulations specify the obligation for provincial and local authorities to provide such staff, but this is regulated by the provinces through implementing legislation.

3. In federal schools, teacher positions are allocated to schools based on required teaching hours for the number of students. In provincial schools, teacher positions are allocated to schools largely according to staff plans based on the number of students, but provincial education authorities have discretion to alter allocations. Schools receive additional teacher allocations based on teaching hours required for the implementation of central priorities (e.g. full-day schooling).

4. Since September 2018, schools can form a school cluster under joint management.