

Working and Learning Together: Rethinking Human Resource Policies for Schools

ESTONIA

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.

Estonia

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 owners (local education authorities)	Schools
Teacher aides	Assistant teachers	At discretion of schools (school principal) (within framework of school owner)	Schools
School leaders	Principals	Based on central regulations (established in all schools)	School owners (local education authorities)
	Heads of studies	At discretion of schools (school principals) (within framework of school owner)	Schools

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	Guidance counsellors, Librarians	At discretion of schools (within framework of school owner)	Schools
Health and social support staff	Speech therapists, Social pedagogues, Psychologists, Nurses	At discretion of schools (within framework of school owner)	Schools

Resource centres providing specialised staff for

Professional pedagogical support	Career guidance provided by Unemployment Insurance Fund, <i>Töötukassa</i> (from 2019) (run by central authority)
Professional health and social support	Regional counselling centres (<i>Rajaleidja</i>) providing special education, psychology, speech therapy and social pedagogy (run by central education authority)

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Secretaries etc.	At discretion of school owners	Schools
Maintenance and operations staff	Security, Maintenance workers, Cleaning staff, Kitchen staff etc.	At discretion of school owners	Schools

x: not applicable

1. The role and the tasks of assistant teacher is not defined in central regulations. If an assistant teacher position is created in a school, it is up to the school principal to decide which specific tasks this position entail. Typically, assistant teachers support teachers in classes with special needs students.