



Country Background Report Austria

1. Background

Reality of leadership in the educational and political setting of Tirol and Austria

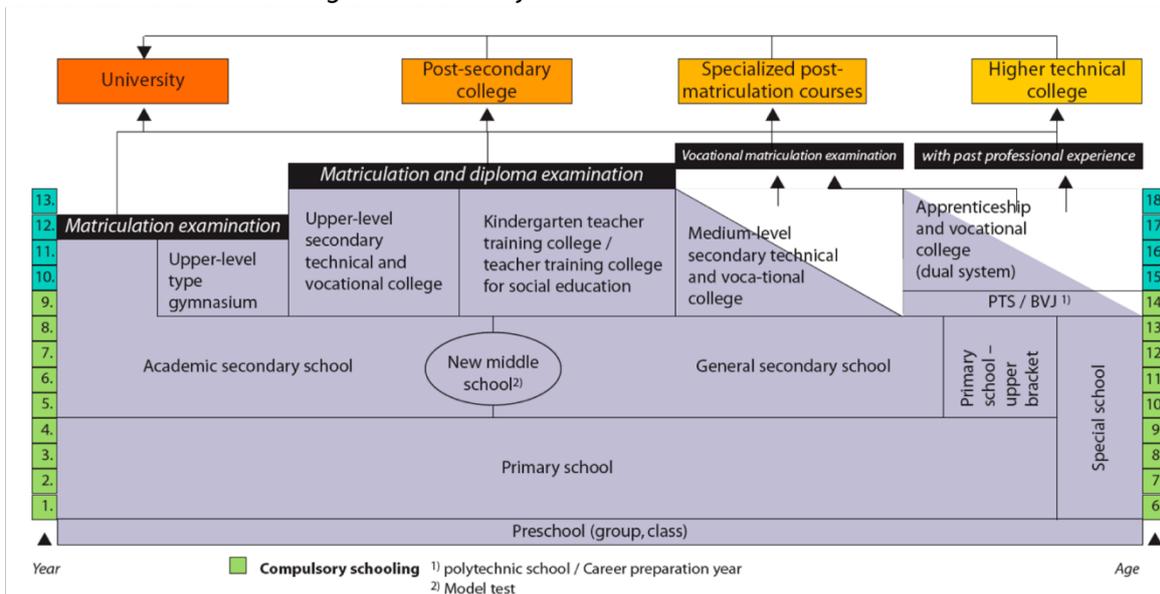
The organisation and administration in Austria are based upon a bureaucratic tradition with centralistic supervision, which did not aspire to autonomous school-leadership as we now perceive the term. Moreover, the German term for leadership, i.e. "Führung" was long considered to be politically incorrect for historical reasons. Fundamental modifications were bound to political agreements requiring qualified majorities of both major political parties, i.e. the Social Democrat and the Austrian People's Party.

In accordance with the organisation of schools, children entered state-run education at the age of six. Primary education lasts for four years and is followed by a further four years at Lower Secondary level, whereby there is differentiation at this level between the General Lower Secondary School and the Academic Secondary School. Pupils attending and completing courses at a Academic Secondary School at Upper Secondary level (4 years) or a Vocational College (5 years) attain the school-leaving certificate at university entrance level, i.e. the Matura. Graduates of Vocational College also have job qualifications. Those attending a Vocational College for one to four years and completing courses attain a school-leaving certificate and job

qualifications. The "Dual System" or Apprenticeship Training is based upon workplace-based training and compulsory schooling and provides graduates with job qualifications. This system is still the basis of the Austrian educational system today, although there are ongoing developments towards the establishment of the New Middle School. See also: <http://www.bmukk.gv.at/enfr/school/index.xml>

The tasks of today's school administrators range from trouble-shooting in times of crisis, to administration and routine work. Various stakeholder expectations put complex demands on pedagogic leaders with the consequence that there are diverging roles to be played. International comparative tests (e.g. PISA) have thematised the slim educational chances of children and teenagers from families with low educational achievements. Currently there are heated ongoing discussions around models for quality in schools, educational standards, all-day schools or care, the New Middle School and teachers' working hours upon the background of great social change (changing family structures, migration) and fundamental economic changes (employment).

Seen as a whole and from a statistical perspective, the school situation is perceived to be satisfactory, whereby discussions on the cost of education to the nation are still prevalent.



2. Context

National und local context

The Austrian school system is basically centrally regulated, i.e. regulated by national laws (School Law Schulunterrichtsgesetz 1962 ff and Schulorganisationsgesetz). In the case of compulsory schooling, the 9 Austrian Provinces (Bundesländer) and the Provincial Departments for Education and Schools are responsible. This is also the case for Nursery education. The 9 Provinces control the Primary Schools and General Lower Secondary Schools as well as various Special Schools. The ninth year of schooling, i.e. the Pre-Vocational Year is also included in Compulsory schooling.

In addition, the Provinces are responsible for the Schools for Apprentices (3 years), which offer dual educational opportunities within firms and at school. Agricultural and Home Economic Schools are also run by the Provinces.

The Departments for Education and Schools in the Provinces are responsible for the infrastructural framework and compliance with the national laws. They examine the various needs and support appropriate school innovations and projects. They are, furthermore, responsible for personnel. Staff organisation and teachers' salaries are co-ordinated in the Provinces, whereby refunding through central administration between the Provinces and central administration is negotiated annually (as in other areas such as health).

In a parallel way, central government is responsible through the Regional School Boards for the Academic Secondary Schools and all Upper Secondary Schools with the exception of Apprentice colleges, whereby the four-year courses and Grammar Schools and the five-year courses at Vocational College lead to University Entrance.

The General Grammar Schools and Vocational College provide graduates with job qualifications and school leaving certificates – at University Entrance level in the case of the Matura (see above). Initial teacher education in the area of compulsory education is provided by the Pedagogical Universities, which were founded in

2007 following the national restructuring of the teachers' training colleges. The Pedagogical Universities are also responsible for the organisation of CPD. Initial teacher education for Academic Secondary Schools and for teachers of second subjects at all Upper Secondary Schools is provided by the traditional Universities. The administration and supervision of schools is correspondingly divided according to the type of school. All educational issues are co-ordinated by the Ministry for Education according to the principles of subsidiarity.

The staff in secondary schools supervised by the Regional School Boards are paid through the central government. Personnel decisions are taken on a regional level and subject to approval by the Ministry. Infrastructural measurements (such as school buildings and renovations) are organised and co-ordinated by the national office.

For many years there have been political tendencies to unify the confinedness and duplication of work between the competences of central and federal bodies in educational departments, the main reasons being the need to reduce costs and to simplify processes. The share of state recognised private church schools with public status, which are supported by central government in staff costs (100%) and in equipment (partly).

By way of conclusion, it can be said that the Austrian school system is basically input-controlled (laws, resources, curricula, teacher education, school supervisory board) and currently standardised tests are not carried out on a national basis in all schools. The Germanic concept of "individuality" and the significant role played by the teachers form the basis of this system. A broad discussion evolving from the 2003 PISA tests is still ongoing and resulting in the recommendations by the Ministry's "Future Commission" the implementation of educational standards and centrally organised exams or parts of exams.

Schoolgovernance (see appendix S. 15)

3. School leadership concepts

Conceptual framework

There have been ongoing discussions around the professionalization of school heads since 1980. Various concepts, which were initially based on business management courses, soon developed into a CPD course "School Management".

Due to the strongly bureaucratic school-organisation, the lack of personnel and financial autonomy and a public services law in need of updating, perspectives on school-leadership are often still predominantly of an administrative and legal nature.

For the Austrian School system, pedagogic leadership is still a relatively new development and has become a "discovery" as the "discovery" of school as a learning organisation following research publications on "good schooling".

Since 1996 the qualification for contemporary school management has been compulsory has been regulated by law. These initiatives have been strengthened through further initiatives such as "Quality in School" (QIS 1999) and through the "Leadership Academy".

The aims are – in addition to further activities of the Ministry for Education as the founding of a national development and innovation centre (BIFIE 2008) and the Quality Initiatives for Vocational Schools QIBB respectively – essential motors for a new view of school-leadership and the tasks.

Traditionally, school heads were responsible for the administrative agendas: the organisation of lessons (from the timetable to integration). Financial resources and autonomy concerning staff were very limited thus giving the heads only narrow fields of action. (Cf. SchUG § 56). At the same time, the heads are bound by instructions to the school authorities. Co-operations and democratic structures such as parental co-operation (School forum, school councils) are limited in the extent of effectiveness.

Further managerial levels are not foreseen in Austrian schools. Especially in compulsory schools, where there are no school secretaries and heads still have to teach a certain number of

hours, the heads are frequently so over-burdened with administrative tasks, that there is hardly time for further development. Those heads without teaching duties (in schools with 9 classes and above), they are themselves the supply teachers and responsible for the day-to-day running of the school. Departmental administrators are only provided in large Vocational Secondary Schools. In larger Grammar Schools, there are initiatives towards the development of middle management, but not on a regular basis.

Administrative staff are only provided in Grammar Schools and Upper Secondary Schools. The amount of time depends on the size of the school and thus teachers spend 20 – 100% of their working time on administrative tasks, such as the organisation of lessons and planning.

Staff responsible for quality management constitute the initiatives towards support for heads. The roles of pedagogic leaders are often orientated on traditional views of school heads, which are based on the concept of teaching.

The path to a (partly) autonomous and independent school responsible for its own accountability is a fundamental change of paradigm within a strongly bureaucratic school reality, which does not currently recognise compulsory, national quality frameworks.

Focus on teaching and learning

According to the legal stipulations (SchUG § 56,3), school heads are responsible for advising in questions of teaching and education. They are obliged to constantly assure themselves of the state of teaching and the pupils' learning achievements. Normally this is carried out through classroom observations and feedback, which are compulsory for teachers at the beginning of their career. The picture is completed through the support of the school authorities. Pedagogical conferences, subject-specialist discussions and focussed CPD within a school initialised by the head are possible ways forward.

In many schools, heads supported team-orientated teacher activities (e.g. Network classes, co-operative, open forms of learning and models of e-Learning). The initiative of the Ministry

towards Quality in School (QIS) attempted in 1999 for the first time to introduce a national framework in 5 quality areas and to initiate a compulsory school programme for every school.

National statutory provisions such as a central Matura (currently only in Grammar Schools in part of the English Matura) are being trialled. The initiative of the Ministry "Quality in Vocational Schools" (QIBB) is continuing the work of the QIS. One of the issues is the strengthening of the networking of teaching within the school.

School annual reports are compiled by the heads of schools and sent to the appropriate departments. The first small resources for teachers responsible for Quality Assurance at the schools and the regional co-ordinators are steps towards a more structured framework. Work on a national quality framework has been executed through the Ministry since 2002, but has not yet been implemented due to political announcement.

There is striving towards the funding of all initiatives through laws and towards individualisation especially through the reduction of class number, whereby the implementation is constricted by lack of resources and structural boundaries. Many excellent impulses based on teaching reality are supported and accompanied through school-based CPD (funded through the CPD Institute at the Pedagogical Universities). The implementation into the regular system, however, will require further structural and financial means to be sustainable, i.e. at present time resources and a public service law are still not available.

Structural measures such as the development of school profiles and school programmes are recommended for the compulsory schools and this recommendation is indeed being implemented by a number of schools. The school development advisors at the Pedagogical Universities are important key-players in this process, which is weighted differently in all 9 Provinces. The Pedagogical Universities offer quality in the fields of professional and personal further development of teachers, which school heads can also use for internal sessions.

Restructuring and re-culturing school organisations

In Austria the conditions for school-based development vary greatly from school to school. The average size of a Primary School means that the school head is primarily a teacher with reduced teaching load and is thus "head" for 20 – 90% of the time. Larger schools, especially vocational schools have some possibilities for school development through the differentiated distribution of tasks to class teachers and certain teachers appointed for particular tasks, whereby there is still a focus on administrative work. Focussed discussions within subject groups are possible in varying formats and are generally comprehensively supported by the school head. Teacher teams often develop through individual initiatives around classroom issues. The installation of middle management, even in larger schools, is not intended and the functionality of working groups is generally dependant on the personal efforts of enthusiastic teachers, who take on the task of co-ordinating teamwork on top of a full teaching load. Steering groups working together with the school head on school development often originated during pedagogical conferences.

Internal school development takes the following issues into consideration in varying forms:

- To carry out initial forms of self-evaluation or to continue broader initiatives (e.g. QUIBB "cross-curricular teaching")
- To implement the aims and plans of individual schools (also to formulate and implement partly developed school profiles)
- To organise forms of co-operation (e.g. New Secondary School, subject-group meetings) e.g. co-operative forms of learning, which will change the time and co-operation structures of a school

The heads of schools are currently required by law to work on school development. There are ongoing political discussions on the implementation of more closely defined obligations, which would stipulate the framework and especially time resources and structural pre-conditions. Different forms of support is given by the School Boards and the Pedagogical Universities.

Forms of management currently available to school heads are:

- Organisational structures such as staff meetings with compulsory attendance
- The establishment of working groups and project groups with voluntary attendance
- The utilisation of school development advisors for systematic school development
- Feedback given following classroom observation as a means of staff development
- The right of heads to put forward suggestions in personnel (appointment is through the authorities)
- (Limited) possibilities of financial reward for the execution of special tasks through staff
- CPD for the staff of a school (through the Pedagogical Universities)
- Influence in the constitution of teachers' teams to work on lesson development

Further measures as, for example, external evaluation etc. are frequently not realised for reasons of lack of resources and funds for CPD. Appraisal interviews as a steering instrument for school and quality development are possible with the consensus of the teachers.

The greatest obstacles for school heads are in general:

- No middle management to take on certain tasks and development planning
- Lack of budget for CPD and financial incentives within the school
- Everyday business
- Administrative and organisational tasks to be carried out without supporting administrative staff
- Too little influence on personnel questions and delegation of tasks.

The school head is all too often in the position of a "petitioner" when attempting to achieve quality assurance. In general it can be said that daily business and organisational tasks render quality development impossible. Moreover, there are no staff resources for implementation. The teachers' public service law needs to be adapted concerning structural and organisational issues as well as content. Currently the law is still

characterised to a large extent by subject rather than general pedagogic perspectives.

In many cases, there are only few applicants for head positions due to the limited possibilities and hardly attractive financial incentive. It often becomes visible through reduced output that the position is extremely burdensome. As above, financial incentive is low and sustainable development difficult.

Setting and negotiating the direction of the external expectations and legitimising the School to the local community

Contacts to the communities, which are responsible for the buildings and their maintenance and their funding, are stronger in the case of Primary and General Lower Secondary Schools than in the case of Academic Secondary Schools and Upper Secondary Schools. Heads are responsible by law for the execution of all tasks as stated in the "SchUG § 56,1" and thus in constant contact with all parties.

School heads are confronted with the opinions and expectations of the parents through parental organisations and school fora (school councils), where the implementation of these democratic bodies varies. Points of contact especially in particular cases of parental interest are, in addition, to the school head the Regional School Board and the Ministry of Education. In certain cases the school head will facilitate discussions on parents' expectations and wishes.

In the area of compulsory schooling, the Local and Regional Authorities play an important role. Regular contacts to the parents are possible through class school for parents' meetings. However, in Upper Secondary schools these forms are frequently underdeveloped. It has been seen that parents are interested in such issues as school activities (e.g. sports weeks) and advisory information (careers' advice) and prepared to attend meetings. These meetings are sometimes used to present partial results of successful school development projects and discuss new projects.

Contacts between Vocational College and companies are especially strong. In the case of Vocational College for Apprentices, the structure of the "Dual System" determines the co-operation with companies and firms. The so-called Practice Firms and Business Co-operations in Vocational

College are also partner initiatives and involve forms of sponsoring in some cases.

Schools are zealous in the public presentation of their aims and especially good developmental results and indirectly schools are thus more strongly visible in the public eye.

In general it can be said that schools are legitimised and supported through the School Authorities. Developing systems of accountability and participation, which go beyond the traditional duties of a School Authority, are currently being trialled to a certain extent. There is a lively ongoing discussion involving CPD, school and social interests on issues such as the prevention of violence, integration, work with migrants.

System leadership and cooperation in networks

The different types of schools are networked with each other and also with the Ministry of Education. The School Authorities contribute to the functioning of networks. The quality of co-operation with the supporting systems varies and is systematic in the case of special school forms such as Special Schools. The heads of Vocational College enjoy more intensive contacts with economic partners within regional or even national networks. They are networked through the Quality Initiative QIBB as well as within informal frameworks. Experiences fuelled through networks developed through EU programmes are not systematic. However, school heads strive to exploit systematic structural elements of evaluation (e.g. SEIS evaluation at Grammar Schools).

School heads are organised in associations within school forms, but there is no umbrella organisation involving all school heads. They have no union representation.

Examples of good practice / success stories

The Leadership Academy (LEA) is a one-year programme, run by the Ministry for Education, Arts and Culture, which aims to give pedagogical leaders a new perspective of leadership based upon the special conditions within the field of education and the demands made on those in positions of responsibility. Participants come from all areas of education (school heads from all types

of schools, high-level educational officers from administration, school controlling and teacher education). The Leadership Academy was founded in 2004 and since then approximately 1,500 pedagogical leaders have been accompanied in their own self-dependent development within innovative projects in their own institutions.

The aim of the LEA is to develop an understanding of leadership characterised by clarity and transparency and to trial a leadership style based upon respect, dialogue and shared leadership.

Heads of schools must be aware of their strategic role and of the responsibility for the effectiveness of leadership with regard to the learning processes of their students. According to the mission statement of Leadership for learning, the LEA strives to create the awareness that in the end each action of leadership must aim to create the best possible conditions for students' learning. The key elements in the LEA programme are individual learning and individual development of leadership competences, project management and networking.

Further information at:
www.leadershipacademy.at

4. Recruiting and educating school leaders

Appointment of School Heads

Heads of schools must have a number of years of experience as a teacher, must have classroom experience within the school form and must have a teaching qualification. To apply for an appointment the appraisal report, which is updated at different stages through the School Authorities, also plays a role. Teachers with good communicative and administrative and organisation competences, a clear overview of structures, good classroom management are often encouraged by colleagues and employers to apply for positions.

Following job advertisements, hearings are carried out through the school authorities and the results of the hearings in conjunction with the written application form the basis for the appointment. Schools also have the possibility to organise hearings at the schools, whereby the

results of votings through teachers, parents and pupil representatives only have advisory character and are communicated to the deciding bodies. Final decisions are made through political delegation within the so-called “Local and Regional School Board College” following the Hearing at the School Board and taking into account the suggestions made by the pedagogical delegation within the college (only advisory). The Colleges are constituted according to regional political situations. At the level of schools supervised by the Ministry, the appointment must be confirmed by the Ministry.

The Attractiveness of the Office

In general it can be said that there is little interest in appointments to posts as heads of schools or departments in all provinces and all types of schools. More and more teachers forego the chance of possible promotion. Many heads strive towards change in bureaucratic structures and often no longer appropriate legal guidelines (public service law). Tenure of teachers can be counter-productive to processes of development carried by all. In addition, a lack administrative staff, personnel and financial external supervision are further factors rendering the position unattractive. Many teachers, especially in smaller schools, see the remaining teaching load as an obstacle. Moreover, there is a need for a clear job description with a legal framework and clear autonomous supervisory agenda especially in the areas of personnel and financial responsibilities. However, many are successful in achieving school and quality development through their own personal strength and charismatic leadership. Yet the number of applicants for leading positions especially in the area of Primary is low, one of the reasons being lack of financial incentives.

The salary of school heads is based on their teachers’ salary plus a bonus, which depends on the size of the school (number of classes) and increases with the number of years in the position. The salary varies according to age at which the head takes over the job.

On average, the difference between the highest teacher salary and a head’s salary stands at ca. 16% (Cf. OECD 2003) and there have been no substantial recent changes. Work pressures for heads have increased especially in the areas of

administration and work load leaves little time for real leadership.

Preparation, Introduction and Accompanying Support for School Heads

There is no compulsory training for potential applicants to managerial posts. Courses run by the Pedagogical Universities on management are available. Many future pedagogic leaders glean knowledge from courses held by working heads. In Vocational Schools some have already worked in administration. In compulsory schools these competences are particularly important as no administrative staff are available.

Since 1996 the appointments have been limited to a trial period of four years and during this period heads are required to attend school management courses for 2 years. The courses are run on a national basis and are free. Normally they are co-ordinated by the Pedagogical Universities and the successful completion of a course paves the way for permanent appointment provided that the school council is willing to confirm the appointment (equal representation of pupils, parents and teachers). In the new national course curriculum (12 ECTS), the following content is stipulated:

Leadership and Communication, Conflict Management, School Development (Development of teaching, staff and organisation, Quality Management), School and Public Service Law, ICT Management and E-Learning).

The concrete needs of the school heads in their specific situation is dealt within further, optional modules:

Administration and school administration, staff meetings, discussion leading and presentation, time and personal management, PR, Quality development, ...

In addition, there are practice-based elements including forms of collegial coaching, which have an essential contribution to make to mutual support of the role of head.

This in-service initial training course is concluded by a project and the public presentation thereof. Following this course, further supportive measures such as internal school development

provided for the most part by the Pedagogical Universities heads are available.

Further specific fields of development are those of the hardly developed training for deputies and the more or less non-existent middle management. Within the framework of single centrally organised quality activities such as QIBB, for instance, is also the qualification of staff appointed for quality assurance. The systematic and structured personally responsible approach to a broader framework of reference is currently being trialled at some Grammar Schools through co-operation with the SEIS. In Academic Secondary Schools middle management is also being trialled and with in-service training available for colleagues involved in the programme.

The Leadership Academy has been running since 2004 and can be regarded as a particular milestone. Five generations of 250 – 300 high-level educational officers have already graduated. There is also a networking system linking the generations.

The networking of all high-level educational leaders in Austria is a highly ambitious aim and supported by the Ministry of Education. Thus, 4 three-day forums are held in the forms of plenary and active sessions. Learning partnerships (as a duet), the collegial team-coaching of three partnerships (sextet) and the nationally organised regional groups are settings, in which the participants work in network groups on their own "leadership".

Coaching and other forms of support

At present, support through supervision or coaching is available in various formats. Forms of collegial coaching have been partially developed through the Leadership Academy and also through the learning groups of school-management courses. Coaching pools for school heads are an aim as are mentoring systems. Furthermore, regular discussions with the school authorities are planned (with CPD and qualifying sections). Another possibility would be to use individual discussions with heads as accompanying and supportive measures. In such cases, the current profile of the school authorities (1999) includes the tasks of support and development.

Varying systems of reference of the individual areas offer different levels of support. Further qualifications and special CPD for heads are available. However, there is no generally valid national framework of reference.

5. Challenges and innovation

Being a school head is an increasingly responsible and challenging job, which requires qualification and fundamental support. The pre-requisites have not as yet been fully developed. Not many heads are able to function in the full sense as a leader. They are held increasingly and externally responsible for the quality of the work at a school, although instruments for the *primus inter pares* attitude are underdeveloped. Many heads of schools wish for greater autonomy in questions of personnel and funding in order to be able to work in a responsible way. The responsibility towards personal development of the role of a leader as an entrepreneur is better developed in the area of school equipment and amenities than in the area of personnel. Thus, teachers are generally allocated to schools on the basis of state guaranteed contracts and waiting lists, which renders staff development impossible. The legal strengthening of the personal responsibility of the school head and their areas of responsibility is vitally important with regard to the growing challenges in pedagogic processes (heterogeneity as a challenge, school and education, violence and its prevention, new learning and teaching (e.g. blended learning etc.), if quality responsibility, process supervision and collegial development are to become pivotal points of a mutually agreed and systematic school development. The essential element is whole society development, which is constituted of new forms of parental and pupil participation, the participation of teachers in their workplace development and team building and also the changes occurring around school authorities and their role.

The structure of middle management units is thus of equal importance as the infrastructural framework, which serves the needs of the pupils. Leadership teams in a process of personnel and quality accountability are necessary pre-requisites

for schools, which should be places wherein personality development takes place.

Appendix

Legal situation

Schulunterrichtsgesetz 1962 (v.a. § 56: <http://www.bmukk.gv.at/schulen/recht/gvo/schog.xml>)
 Schulorganisationsgesetz (v.a. Ziele der Öst. Schule § 2)

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The duties and responsibilities of a School leader are regulated through laws established by the Austrian Parliament (BUNDESlehrer: Schulunterrichtsgesetz 1986 = SchUG § 56)

(1) The school head has to arrange all matters, regarding the federal law – except concerns belonging under the jurisdiction of other elements of the schooling system or of the supervisory school authorities.

(2) The school head is the direct superior of all teachers working at school and of all other attendants. He or she is responsible to run the school and to cultivate the contact between the school, the pupils, the legal guardians, and (at secondary vocational schools) other staff with teaching duties.

(3) The school head has to advise the teachers concerning their teaching and their contribution to the education of the children, he or she also periodically has to monitor both quality of teaching and of the pupils performance.

(4) Apart from the educational and administrative duties, he or she has to see that all statutory provisions and instructions of supervisory school authorities are complied. Furthermore, the school head has to care for the guiding of the official documents and the order in school. The school head has to arrange a staff

roster concerning the supervision of the pupils. He or she has to report noticed deficiencies to the provider of the school.

(5) Other duties, incumbent upon the school head from other, particularly concerning instructions from public service law, remain unaffected.

(6) In schools where a permanent deputy of the school leader is appointed, he or she has to assist the school fulfilling his or her duties. Individual duties incumbent upon his deputy head have to be determined by service instructions given by the Federal Ministry of Education.

(7) In schools in which a teacher is appointed for the assistance of the school head the assistant has to fulfil all administrative duties linked with the pedagogical work in the school. Duties which are incumbent on this teacher have to be determined by the Federal Ministry of Education.

(8) In schools offering day care where a teacher or educator is appointed for the assistance of the school head concerning the duties of supervision, he or she has to fulfil all administrative duties closely linked with the supervisory part of the school. Duties which are incumbent on this teacher can be determined by the Federal Ministry of Education or by the school head.
(vgl. www.bmukk.gv.at)

Bundesgesetz vom 27. 6. 1984 über das Dienstrecht der LANDESlehrer (LDG 1984) **§ 32: Responsibilities of office of school heads (vgl. www.bmukk.gv.at/schulen/lehrdr/)**

(1) The school head has to fulfil all duties incumbent on his/her function conscientiously.

(2) The school head has to take care that all teachers working at the school fulfil their duties in a regular, appropriate, economic and economical manner. He or she has to guide them, to give them appropriate instructions, to suppress occurring mistakes and grievances, and to see about adherence to the office hours.

(3) The school head has to promote the professional advancement of the teachers in proportion of their performances.

(4) As a general rule the school head has to present in school during the teaching hours. In case of a temporary absence during teaching hours he or she has to provide a substitute. At schools with teaching hours in the mornings and afternoons, the school board can shorten the compulsory attendance of the school leader, in which case a substitute has to be provided.

(5) The school leader has to establish a strategic plan for staff requirements and personnel development

Application for Headships and Executive Posts

II. Details about specific activities relevant to qualifications in the fields of Pedagogy, Methodology and Didactics and Subject Knowledge:

- Courses held within CPD
- Participation in CPD
- Work in Initial Teacher Education
- Experiences in organisations involved in out-of-school activities, in adult education, with youth
- Relevant publications
- Participation in school development projects

III. Details of Competences relevant to the post applied for:

Experiences in administration

Participation in relevant CPD courses (leadership, communication, conflict management, self-awareness, school law, school administration)

Planning and organisation of school events at your own school in a national and international context

Activities connected with school partnerships at your own school in a national and international context

The following relevant competences and skills are expected from applicants:

Teaching qualifications for the particular school form

Pedagogical competences

Talent for organisation

Communicative competences

Leadership competences

Team competence

Conflict management

Creativity

Willingness to remain involved in life-long learning

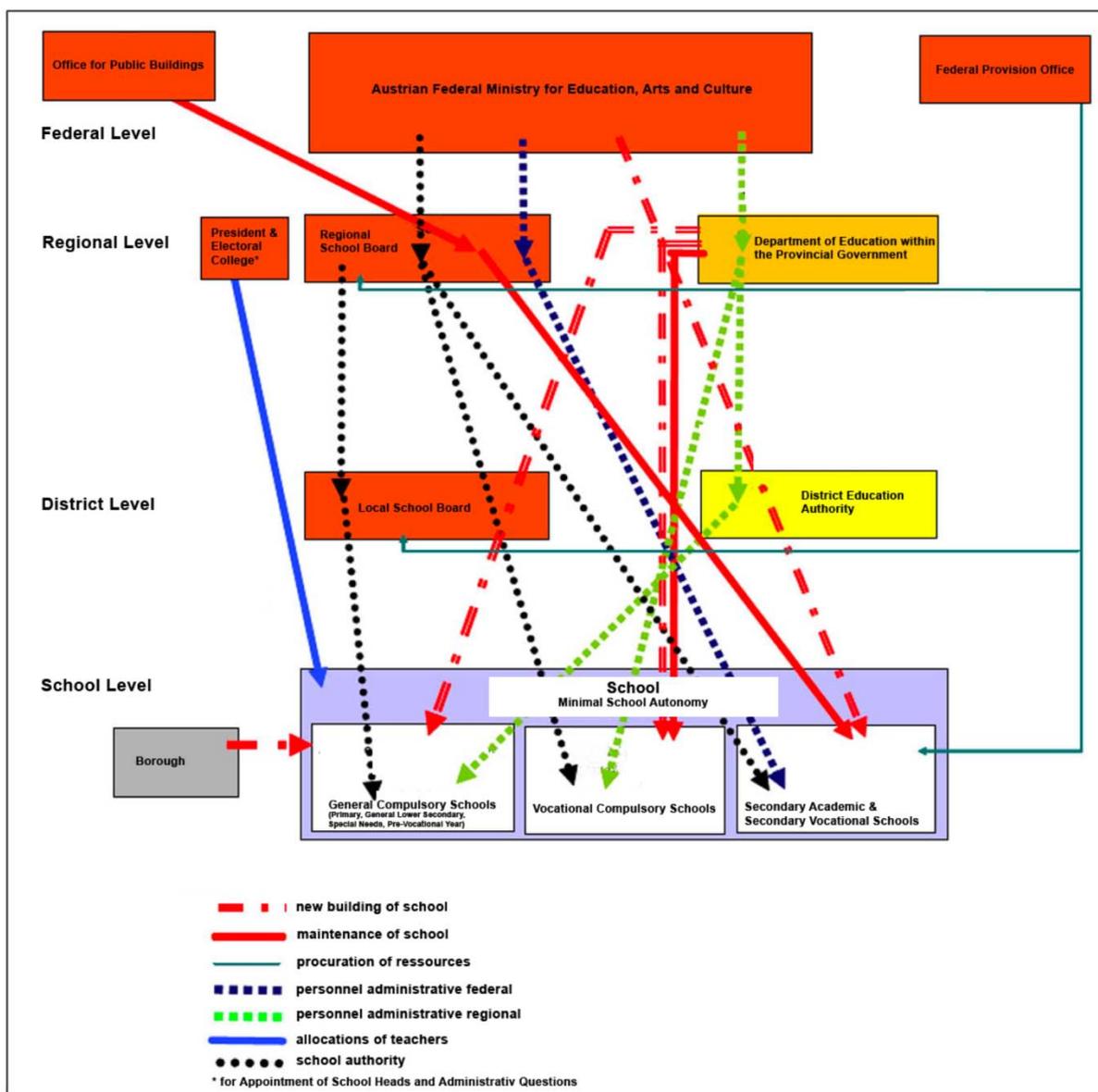
Computer literacy

Experience in administration

(Summary of an official advertisement for school-principals from May 2009, Tyrol)

Next page: the original advertisement in German (Nr. 33).

Österreichische Schulverwaltung (vereinfacht) (School governance in Austria, 2007)



Quelle: Kurt Schmid, Helmut Hafner, Richard Pirolt (2007): Reform von Schulgovernance-Systemen. Vergleichende Analyse der Reformprozesse in Österreich und bei einigen PISA-Teilnehmerländern. ibw-Schriftenreihe Nr. 135, S. 76, Wien 2007

Verordnungsblatt des Landesschulrates für Tirol

Jahrgang 2009 - Stück V
Innsbruck, 15. Mai 2009

A-6020 Innsbruck - Innrain 1 - Andechshof
Tel. 0512/52 0 33-0 - Fax 0512/52 0 33-342
<http://www.lsr-t.gk.at>

GZ-IVa-2016/1525

33.

Ausschreibung von Leiterstellen an öffentlichen allgemein bildenden Pflichtschulen

Die Landesregierung schreibt nach § 26 Abs. 3 des Landeslehrer-Dienstrechtsgesetzes 1984 die Leiterstelle an den nachstehend angeführten öffentlichen allgemein bildenden Pflichtschulen aus:

Bezirk Innsbruck Land
Volksschule Sellrain

Bezirk Kufstein
Volksschule Radfeld

Bezirk Reutte
Volksschule Ebenbichl

Von den Bewerber/innen werden folgende fachspezifische Kenntnisse und Fähigkeiten erwartet:

- Lehramtsprüfung für die betreffende Schulart
- pädagogische Kompetenz
- Organisationstalent
- Kommunikationsfähigkeit
- Eignung zur Führung von Mitarbeiter/innen
- Kooperationsbereitschaft
- Konfliktfähigkeit
- Kreativität
- Fortbildungswille
- EDV-Kenntnisse und administrative Erfahrungen

Nach § 26a Abs. 2 Landeslehrer-Dienstrechtsgesetz 1984 sind Erennungen zu Schulleiter/innen zunächst auf einen Zeitraum von vier Jahren wirksam.

Voraussetzung für den Entfall dieser zeitlichen Begrenzung ist die Bewährung als Schulleiter/In und die erfolgreiche Teilnahme am Schulmanagementkurs – Berufsbegleitender Weiterbildungslehrgang.

Die Bewerbungen sind mit dem dafür vorgesehenen Formblatt (erhältlich bei den Bezirkshauptmannschaften bzw. beim Stadtmagistrat) im Dienstweg über die Schulleitung an die Landesregierung zu richten.

Bewerbungen von Frauen sind besonders erwünscht.

Auf Grund der Bestimmung des § 2 Abs. 3 des Landesvertragslehrergesetzes 1986 sind ab 1. September 2002 auch Bewerbungen von Landesvertragslehrer/innen zulässig.

Als Ausschreibungstag gilt der **13. Mai 2009**.

Die **Bewerbungsfrist endet am 27. Mai 2009**.

LSR-GZ: 106.13/7-2009

34.

Verordnung des Landesschulrates für Tirol vom 4. Mai 2009, mit der für die Tiroler Fachberufsschulen zusätzliche Lehrplanbestimmungen erlassen werden

Aufgrund des Schulorganisationsgesetzes, BGBl. Nr. 242/1962, zuletzt geändert durch das BGBl. Nr. 132/1998, insbesondere dessen §§ 6 und 47, sowie §§ 2 und 3 der Verordnung des Bundesministeriums für Unterricht, Kunst und Kultur, BGBl. Nr. 430/1976 i.d.F. BGBl. II Nr. 313/204, über die Lehrpläne für Berufsschulen wird verordnet:

§ 1

Im Bereich der Tiroler Fachberufsschulen wird der Schulversuchslehrplan für die Lehrberufe „Hörgeräteakustiker/In“ und „Augenoptiker/In und Hörgeräteakustiker/In“ neu erlassen und tritt hinsichtlich der 1. Schulstufe mit 1. September 2009, der 2. Schulstufe mit 1. September 2010 und der 4. Schulstufe mit 1. September 2011 in Kraft.

Der Amtsführende Präsident:
Dr. Erwin Koler

In dieser Ausgabe lesen Sie:

Gesetze, Verordnungen, Erlässe, Ausschreibungen und Mitteilungen des Landesschulrates

33. Ausschreibung von Leiterstellen an öffentlichen allgemein bildenden Pflichtschulen

34. Verordnung: Zusätzliche Lehrplanbestimmungen für Tiroler Fachberufsschulen

35. Verordnung: Bestimmungen über die Wahl der Landesschülervertretung

36. Verordnung zu schulbezogenen Veranstaltungen: Workshops im Rahmen des Kreativwettbewerbs 2009

37. Verordnung zur schulbezogenen Veranstaltung: Informationsmesse im Rahmen von BildungOnline 2009

38. Verordnung zur schulbezogenen Veranstaltung: 16. Landesfußballmeisterschaft der Sonderschulen Tirol

39. Geschäftseinstellung des Landesschulrates für Tirol

40. Bundesfinale „Europaquiz 2009“ in Innsbruck

41. Girls' Day 2009

Mitteilungen des Medienzentrums 5/2009

Medien im Verleih der Medienzentren DVD „Lebens- und Wirtschaftsraum Vorarlberg“

Personalnachrichten 5/2009

Termine und Fristen

