

## **The Education System in the Federal Republic of Germany 2010/2011**

**A description of the responsibilities, structures and  
developments in education policy for the exchange of information in Europe**

**- EXCERPT -**



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## 10. MANAGEMENT AND OTHER EDUCATION STAFF

### 10.1. Management Staff for Early Childhood and School Education

#### Requirements for appointment

Managers of day-care centres for children (*Kindertageseinrichtungen*)

Länder rules on the requirements for appointment as a manager of a day-care centre for children differ. Staff with a supervisory function in pre-school institutions often have an academic degree from a *Fachhochschule* as a *Sozialpädagoge* [graduate youth and community worker].

School heads

The qualifications required for school heads are those of teachers at the relevant school level, with a teaching qualification plus several years of teaching and management experience.

#### Conditions of service

The responsibilities of the head teacher [*Schulleiter*] comprise staff management, administration, the school budget as well as the evaluation of teachers, school public relations and the development of a school-specific profile [for more detailed information on the responsibilities of the head teacher, see chapter 2.8.]. For performing the duties of a head teacher, the classroom hours of the head are reduced.

The salaries of head teachers and deputy head teachers depend on the number of pupils at the school. As a rule, the salary groups are as follows for schools with more than 360 pupils:

- |   |                          |
|---|--------------------------|
| • Deputy head/head of <i>Grundschulen</i> | A 13/A 14                |
| • Deputy head/head of <i>Hauptschulen</i> | A 13/A 14                |
| • Deputy head/head of <i>Realschulen</i>  | A 14 plus allowance/A 15 |
| • Deputy head/head of <i>Gymnasien</i>    | A 15 plus allowance/A 16 |
| • Deputy head/head of vocational schools  | A 15 plus allowance/A 16 |

### 10.2. Staff Involved in Monitoring Educational Quality in Early Childhood and School Education

#### Requirements for appointment as an inspector

A member of staff responsible for supervision in primary, lower or upper secondary education [*Schulaufsichtsbeamter*] has to provide evidence of the same qualifications as teachers at the school level concerned and have completed several years of teaching service. They must also as a rule have acquired several years of experience as head teachers or deputy head teachers or in a senior position in a teacher training institution.

## Conditions of service

The tasks of members of staff responsible for supervision [*Schulaufsichtsbeamte*] comprise the *Fachaufsicht* [academic supervision of teaching and educational activity] and the *Dienstaufsicht* [supervision of educational staff and head teachers]. The task of *Rechtsaufsicht* [legal supervision, carried out as a rule by lawyers] involves monitoring legal aspects of school administration [e.g. the establishment and maintenance of school buildings and the procurement of teaching materials]. These staff are employed in the *Schulämter* [lower-level school supervisory authorities] or in the *Oberschulämter* or *Bezirksregierungen* [middle-level school supervisory authorities] and are civil servants employed by the Land. See also chapter 2.7.

### 10.3. Education Staff Responsible for Guidance in Early Childhood and School Education

Advice may be obtained from the pupil's teachers as well as what are known as COUNSELLING TEACHERS [*Beratungslehrer*], i.e. members of staff with extra training in educational science and psychology. Apart from providing guidance on the choice of school career, they also speak with pupils individually when learning or behavioural difficulties arise and maintain a general counselling service for pupils and teachers alike. The purpose of such talks for pupils experiencing difficulties is to establish what pedagogical assistance is required or, by consulting with school psychologists, to discover the root causes. A counselling teacher is also expected to make the benefit of his experience and knowledge available to the school as a whole and specific teachers individually. If his work is to be successful, a counselling teacher must work closely together with other institutions like the local youth welfare office [*Jugendamt*].

The local public health office [*Gesundheitsamt*] with its school health service is responsible for primary [and secondary] SCHOOL HEALTH CARE. With a few exceptions, it is the Länder that enjoy administrative authority over the health services.

It is the job of the medical officer at the public health office to ensure that the work of the school health service, including dental care, meets the required standard. The work of school doctors is supervised by a public health officer [*Amtsarzt*]. The school health service has the following responsibilities among others:

- to carry out medical screening, notably of children starting and leaving school;
- to monitor those pupils whose state of health requires regular check-ups;
- to perform dental screening;
- to hold surgeries for parents, pupils and teachers;
- to advise and instruct teachers on health care issues.

The staffing of the school health service at the local public health offices varies from one place to another, with differences between urban and rural areas as to the number of school doctors and their selection according to qualification.

The responsibilities of the SCHOOL PSYCHOLOGIST [*Schulpsychologe*] comprise individual assistance through psychological diagnosis as well as counselling at the primary, lower and upper secondary levels of education. Candidates must in accordance with the regulations of their Land provide either evidence of the successful completion of university studies in psychology, or of the successful completion of teacher training and an addi-

tional course of study in psychology of at least one year, as well as several years of work experience in line with their training. Those appointed work in school psychological services outside individual schools, located as a rule in a centre for counselling and support run by the school supervisory authorities. School psychologists are civil servants employed by the Land. See also chapter 12.5.

#### **10.4. Other Education Staff or Staff Working with Schools**

##### **Non-teaching staff at schools**

General schools employ only a small number of non-teaching staff [usually a secretary and caretaker], who are usually taken on and paid by the *Schulträger*, the school's maintaining body. Schools which offer supervision of pupils beyond teaching hours and *Ganztagsschulen* [all-day schools] employ – depending on their size and the extent of extra-curricular activities – pedagogic staff [*pädagogische Fachkräfte*] or *Sozialpädagogen* [graduate youth and community workers] and paid assistants [see chapter 5.2.]. In all day schools in particular, the professionalisation of teachers and external qualified staff is of high significance. In the network project *Lernen für den GanzTag* [“All-day learning”], from 2005 until 2008, five Länder collaborated on the development of modules for joint further training of teaching staff at all-day schools. More information can be found on the following website: [www.ganztag-blk.de](http://www.ganztag-blk.de).

##### **Other staff at special schools**

Alongside special education teachers there is other specialist staff at *Förderschulen* and in integrated classes at mainstream schools. *Sozialpädagogen*, graduate youth and community workers, and pedagogic staff [*Pädagogische Fachkräfte*] carry out remedial work, assist the special teacher in artistic and technical lessons and are responsible for leisure activities. This latter is necessary as *Förderschulen* are frequently all-day schools [*Ganztagsschulen*] or boarding schools. Physiotherapists, speech therapists and occupational therapists provide treatment in their respective fields and the services of nursing staff are also available, where necessary.

##### **Instructors in the dual system of vocational education and training**

Within the *duales System* [dual system] of vocational training, both the teaching staff in the *Berufsschulen* themselves and the instructors in the partner companies are responsible for the vocational training of the students. The following remarks refer to the training of in-company instructors [for information on training teaching staff for *Berufsschulen* see chapter 9.1.].

##### **Legislative framework**

Conditions governing the training of in-company instructors are stipulated in federal law. The statutory provisions [Section 28 of the Vocational Training Act – *Berufsbildungsgesetz* – R80, Section 22 of the Handicrafts Code – *Handwerksordnung* – R81] stipulate that the instructors must have the necessary personal and technical skills, knowledge and qualifications for training young people. Their professional qualifications are used to judge whether they have the necessary technical skills. Furthermore, instructors must provide evidence of the required pedagogical knowledge of professional and work-related issues by means of a particular qualification certificate.

## Contents of the training

The content of training is laid down in general terms in the Ordinance on Trainer Aptitude [*Ausbilder-Eignungsverordnung* - AEVO - R82]. Training is usually provided in courses taken alongside full-time employment with a total duration of 115 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory.

Professional and pedagogical skills include the ability to plan, implement and control vocational training unaided in the following fields of action:

- Assess vocational training requirements and plan training,
- Prepare training and participate in trainee recruitment,
- Conduct training and
- Conclude training.

## Assessment of performance and leaving certificates

The examination assignments are determined by the bodies responsible [e.g. chambers of industry and commerce], which also set up an examining board.

The examination comprises a written test and a practical component consisting of a presentation and a technical discussion lasting up to twenty minutes. On passing the examination a certificate is issued confirming the required professional and pedagogical knowledge, skills and competences.

## Responsibility for the examination

Responsibility for the examination of in-company instructors lies with the bodies responsible within the dual system of vocational training, such as, for example, industry's self-governing institutions [chambers of industry and commerce, chambers of handicrafts, chambers of agriculture]. These institutions are responsible for adopting *Prüfungsordnungen* [examination regulations] and setting up examining boards to conduct aptitude examinations for instructors.

## 10.5. Management Staff for Higher Education

### Types of management staff

The head of a higher education institution is either elected from among the professors belonging to it or elected from outside the institution. In the second case, the candidate appointed must have successfully completed four to five years of higher education studies and provide evidence of a successful career of several years in a responsible position in educational or judicial administration, art, science or management.

### Conditions of service

The head externally represents the institution. His responsibilities comprise administration, finances, institutional development, the development of the study courses on offer, the implementation of evaluation, staff management and public relations. If the head is elected from among the group of professors, they may continue with teaching and academic research. The head of a higher education institution has temporary civil

servant status and is employed by the Land concerned. The official title of the person appointed is either *Rektor* or *Präsident*, depending on the legislation of the Land and the constitution of the institution.

#### **10.6. Other Education Staff or Staff Working in Higher Education**

Part-time and full-time non-academic staff at higher education institutions comprise, among others, civil servants and employees of the central and departmental administrations and libraries, engineers and technical staff, caretakers, janitors, trainees and nursing staff at university hospitals.

#### **10.7. Management Staff Working in Adult Education and Training**

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz - KMK*] in 1970, members of administrative staff at institutions of continuing education are supposed to have a higher education degree.

#### **10.8. Other Education Staff or Staff Working in Adult Education and Training**

There are no data available on other education staff or other staff working in adult education.

