

COURSE SYLLABUS

MODULE ON THE STATUS OF TEACHERS, EMPLOYMENT LAW RELATING TO TEACHERS

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<i>ECTS:</i>	5

Module workload¹

Total workload: 125

Contact hours: 45

Independent study hours: 80

Reading tasks

Page² density

max 20 pages

20–30 pages

30-40 pages

40-50 pages

Text Difficulty

No new concepts³

Some new concepts⁴

Many new concepts⁵

Reading Purpose

Survey⁶

Understand⁷

Engage⁸

Writing tasks

applicable for this course

not applicable for this course

Page Density

less than 250 words

250-500 words

Text Genre

Narrative⁹

Argument¹⁰

Research¹¹

Drafting

Drafting only with no revision¹²

Minimal drafting with at least one revision¹³

Extensive drafting with multiple revision¹⁴

¹ Criteria used are those of the online Course Workload Estimator <http://cte.rice.edu/workload/> developed by RICE University CTE (Center for Teaching Excellence)

² Single-Spaced, Times New Roman, 11-Point Font

³ The student knows the meaning of each word and has enough background knowledge to immediately understand the ideas expressed

⁴ The student is unfamiliar with the meaning of some words and does not have enough background knowledge to immediately understand some of the ideas expressed

⁵ The student is unfamiliar with the meaning of many words and does not have enough background knowledge to immediately understand most of the ideas expressed

⁶ Reading to survey main ideas, student skips entire portions of text

⁷ Reading to understand the meaning of each sentence

⁸ Reading while also working problems, drawing inferences, questioning, and evaluating

⁹ Paper that requires very little planning or critical engagement with content

¹⁰ Paper that requires critical engagement with content and detailed planning, but no outside research

¹¹ Paper that requires detailed planning, outside research, and critical engagement

¹² The student submits an essay that was never revised

¹³ The student submits an essay that was revised at least once

¹⁴ The student submits an essay that was revised multiple times

DESCRIPTION OF THE CONTENT OF THE MODULE	
Para Nr.	Title, content, learning outcomes
I	<p>I. Educational objectives and policies</p> <p>1.1. The existing international conventions which are applicable to teachers 1.2. The existing national conventions which are applicable for teachers 1.3. The diversity of the laws, regulations and customs in different countries</p>
II	<p>II. Defining teacher status</p> <p>2.1. Factors affecting the status of teachers 2.2. Ways to measure the status of teachers and the teaching profession 2.3. What criteria differentiate professionals from other types of workers? 2.4. The status of teachers and the teaching profession in Albania: views from inside and outside the profession 2.5. Teachers' perceptions of the status of their profession 2.6. The comparative status of teachers and other occupations 2.7. Understanding the factors that influence teachers' perceptions of their status 2.8. National policy initiatives</p>
III	<p>III. Preparation for the profession</p> <p>3.1. Role of teachers in educational advancement and the importance of their contribution to the development of man and modern society 3.2. The right to practice teaching</p>
IV	<p>IV. Further education for teachers</p> <p>4.1. General and technical and vocational education 4.2. The arrangements which in our countries apply to teaching staff, in particular according to whether the regulations concerning the public service 4.3. Recognition of teaching credentials conferring professional status in terms of standards</p>
V	<p>V. Employment and career</p> <p>5.1. Organisation of the education system in participating countries 5.2. Recruitment, retention, and development of teachers</p>
VI	<p>VI. The rights and responsibilities of teachers</p> <p>6.1. Professional freedom, freedom of expression, academic freedom and professional autonomy 6.2. Responsibilities of teachers 6.3. Rights of teachers/ pay, benefits, and working conditions</p>

EXPECTED LEARNING OUTCOMES OF THE MODULE:	
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Nr.	At the end of the module, students will be able
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	<p>Educational objectives and policies</p> <ul style="list-style-type: none"> - To become familiar with the international conventions regarding the teacher's occupation - To understand the logic and necessity of educational policies - To analyze the objectives and policies in different countries and in different time periods - To compare the laws on the teacher's profession of in different countries - To critically reflect on the future of educational policies <p>Defining the teacher status</p> <ul style="list-style-type: none"> - To understand the status of teachers through various instances of society's development - To determine the status of the teacher and the factors that influence it - To compare the teacher status and teacher profession in different countries - To critically analyze the factors that influence teacher's perception of their status - To assess the profession of teachers compared to other professions - To reflect on national policy initiatives <p>Preparation for the profession</p> <ul style="list-style-type: none"> - To understand the role of the teacher in educational advancement - To explain the contribution of the teaching profession in modern society - To reflect on the right to practice teaching <p>Further education for teachers</p> <ul style="list-style-type: none"> - To understand the necessity for general, technical and vocational education in the teaching profession - To explain the differences on arrangements in different countries - To critically assess the standards in recognition of teaching credential conferring professional status. <p>Employment and career</p> <ul style="list-style-type: none"> - To understand the organization of the education system in different countries - To understand the ways of recruitment, retention and development of teachers - To compare methods of teacher's career development - To analyze critically different ways and methods of employment and career development <p>The rights and responsibilities of teachers</p> <ul style="list-style-type: none"> - To understand the terms: professional freedom, freedom of expression, academic freedom and professional autonomy - To understand the responsibilities and the rights of teachers - To analyze the rights and responsibilities of teachers, according to the law of their respective countries.
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TEACHING METHODS:

Nr.	Web learning and face to face
	<p>The module is taught through web learning. The EduLaw website stores materials to support the teaching and learning activities for the students. Case law materials are regularly uploaded by the authors. Free access is secured any time of day.</p>

During the face-to-face sessions, the main modality of teaching will be group work, case studies, problem-oriented discussions; brainstorming; simulations, peer reviews.

ASSESSMENT CRITERIA AND %

1	Case study	50%
2	Research report	50%

Grade	4	5	6	7	8	9	10
Points	00 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
	F	FX	E	D	C	B	A

REQUIRED READING:

online module syllabus

SUGGESTED READING AND RESOURCES

Dakar Framework for action. Last accessed 28 August 2017, from
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices*,
European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices*,

Hargreaves, L. and Flutter, J. ,2013, *The Status of Teachers and the Teaching Profession: A desk-study for Education International*. Unpublished manuscript, Department of Education, University of Cambridge, UK.

<http://www.acce.al/sites/default/files/download/research/Albania%20report%20on%20the%20situation%20of%20pre-university%20education%202013.pdf>.

<http://www.sviz.si/novice/media/1124/media/Final%20report%20ETUCE%20301013.pdf>
<http://www.sciedu.ca/journal/index.php/wje/article/viewFile/114/99>

<http://www.arsimi.gov.al/files/userfiles/parauniversitar/dispozitat-normative.pdf>

<http://www.sciedu.ca/journal/index.php/wje/article/viewFile/114/99>

<http://www.sviz.si/novice/media/1124/media/Final%20report%20ETUCE%20301013.pdf>

ILO/UNESCO, Recommendation concerning the Status of Teachers(1966):

http://portal.unesco.org/education/en/ev.php-URL_ID=45702

Julia Evetts, *The Concept of Professionalism: Professional Work, Professional Practice and Learning*,

Law No. 80/2015 “On Higher Education and Scientific Research in Institutions of Higher Education in Republic of Albania”; Retrieved from

<http://www.arsimi.gov.al/al/newsroom/ligje/ligj-nr-80-2015-per-arsimin-e-larte-dhe-kerkimin-shkencor-ne-institucionet-e-arsimit-te-larte-ne-republiken-e-shqiperise&page=1>

Perceptions, and Policies. Eurydice Report. Luxembourg: Publications Office of the European

Perceptions, and Policies. Eurydice Report. Luxembourg: Publications Office of the European

Ruth Levitt, Barbara Janta, Kai Wegrich,2008, Accountability of teachers, Literature review,

General Teaching Council England

Symeonidis, V. 2015, *The Status of Teachers and the Teaching Profession A study of education unions' perspectives*, Education International Research Institute.

UNESCO (2012). *UNESCO Strategy on Teachers (2012-2015)*. Last accessed 28 August 2017, from <http://unesdoc.unesco.org/images/0021/002177/217775E.pdf>

UNESCO Convention against discrimination in education (1960):

[http://portal.unesco.org/en/ev.php-](http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html#ENTRY)

[URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html#ENTRY](http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html#ENTRY)

UNESCO Convention on Technical and Vocational Education (1989):

[http://portal.unesco.org/en/ev.php-](http://portal.unesco.org/en/ev.php-URL_ID=13059&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[URL_ID=13059&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13059&URL_DO=DO_TOPIC&URL_SECTION=201.html)

UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997): http://portal.unesco.org/education/en/ev.php-URL_ID=44370

CASE LAW – JUDGMENTS OF THE COURTS TO ILLUSTRATE THE COURSE