CONTENTS

Preface		3
Contents		5
Introductio	n	7
Chapter 1:	The Political Context and the Development of the Teaching Profession	9
	1.1. Teaching responsibilities, school autonomy and decentralisation	9
	1.2. Teacher responsibilities and the performance of education systems	12
	1.3. Teaching responsibilities and a broader range of school social commitments	13
Chapter 2:	Educational Provision and the Autonomy of Teachers	17
	2.1. Curricular content	17
	2.2. Teaching Methods	25
	2.3. Pupil assessment	30
Chapter 3:	Working Time and Professional Duties	39
	3.1. Definitions of working time in employment contracts	39
	3.2. Tasks required of teachers by legislation or other official documents	40
	3.3. The place of teamwork	43
Chapter 4:	Continuing Professional Development – Requirements and Opportunities	47
	4.1. Status of continuing professional development	47
	4.2. Organisational aspects	50
	4.3. Measures to encourage teacher participation in CPD	52
Chapter 5:	Teacher Participation in Reforms and Educational Innovation	55
	5.1. Determining the status and working conditions of teachers: the supremacy of the trade unions and collective bargaining	55
	5.2. Curricular reform: varied forms of teacher participation	57
	5.3. Other reforms of the education system: the search for balance between collective participation and individual involvement	59

Levels of Autonomy and Responsibilities of Teachers in Europe

Chapter 6:	Accountability and Incentives	61
	6.1. Accountability of teachers: varied forms of evaluation	62
	6.2. Results-based evaluation	64
	6.3. An alternate individual and collective emphasis in evaluation	65
	6.4. A broader range of responsibilities but with incentives sometimes lacking	67
Conclusions		69
Codes and Abbreviations		75
Table of Figures		77
Annexes		79
Acknowled	gements	83