

The importance and role of the personal development of the teacher's work in albanian education

Subtopic: The strategic importance for development of Albania's education system. Creating a professional teaching system for teachers in individual development

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Abstract:

Creating a professional teaching system, for teachers in individual development today is one of the conditions for increasing the quality of teaching. Reforming and developing methods have been introduced in every school in Albania. In this scientific work we will analyze one more important element which is the personal and methodical development of the work of teachers in Albanian schools.

After the 90s, Albania embarked on an education system reform aiming at remodeling the education system to meet European standards and global developments on education. The vision of the future of education in Albania is to build and strengthen a modern nationwide education system that supports and promotes a sustainable economic development, improves levels of competitiveness in the region and consolidates democracy. The education reform focuses on four main areas: legal and administrative, curricular, teaching technology and human resources.

The legislative and administrative reform aims at drafting a modern legal framework attuned to the European standards, the establishment of a democratic school system, support for decentralization processes and encouraging local initiatives, strengthening of ties and interaction with the community, and an increase in participation of teachers, students and parents in the decision-making process.

Key words: *Educational personal development, Education reforms, class, teaching methodology programs, teaching methodology study and education, empirical studies, leader in school, learning politics, Albanian Progress in Education*

JEL Classification Security System: AN0, AN1, N2, N3, S O1, S O2, O3.

I. General information and purpose of this paper research:

The teacher's curriculum reform is developed along two main lines: Student-centered curriculums and competency-based curriculums. The reform on teaching technology aims at modernizing the processes of learning and teaching with information and communication technology for teaching. The reform on the department of human resources aims at improving the quality of all the people employed in the education sector, especially teachers, to successfully implement the curricula reform and the process of democratization in the education system.

Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education The goals and functions of these have recently received considerable attention, both because of the influence that such histories have had on the legitimacy and self-image of the disciplines and also because of the adaptability that they have shown when faced with the conceptual and methodological changes that they have undergone. With regard to these disciplines, there are, moreover, alternative approaches whose advantages and disadvantages are also the subject of debate: from within the discipline itself or from a more general starting point external to the history of science; from motives that lead into history, the problems of today, and out of an interest for the past unrelated to present-day concerns.

1.1 The role of teachers in school

Teachers of the preschool education system and elementary schools teachers should graduate a three-year bachelor programmed with 180 credits, with purpose-built curricula. After graduation, students may enter the work market as assistant teachers, after they have won the right to exercise the teaching profession (after passing the licensing examination). Certain old sciences, such as geography, constitute areas of special interest in this respect, since on the one hand there are diverse generations of disciplinary histories, connected with the most important theoretical issues and the contentious relations with other sciences. *Source: Albanian Final report on the reform of higher education and scientific research, Tirana July 2014, pg. 47.*

2. Introduction:

The policy on the teaching profession includes teacher formation, continuous professional development, teacher training, and qualifications. Schools and education institutions plan and administer the teachers' professional development, according to the needs of teachers and in agreement with education policies and strategies at national, local and school level.

These paper researches consist on: With in-depth analysis of three key policy domains:

- (1) Curriculum development and reform; Personal development, Referred to Law 69/2012, Item 58.3*
- (2) Information and communication new methods of Personal Development in education; and teaching*
- (3) Teacher and school leadership policies.*

These three domains were identified by the Government of Albania and ministry of education, as areas in which strategic reforms could deliver maximum impact towards the achievement of policy goals including harmonization with European competency-based curriculum standards and the international education agenda. Source: Decision of the Council of Ministers No 194, date 22.04.1999 “On adoption of a salary structure for the teaching personnel in pre-university education.”

These recommendations are intended as a contribution to education policy dialogue and to support the country towards its wider goals, including and beyond the 2014-2025 pre University Education Development Strategy. Source: *Albanian Educational Reform 2023*. These cross-cutting issues, which are relevant both within and across the three domains of curriculum reform.

Leader programs found that, over time, participating teachers demonstrated an increased ability to create tools to assess student learning gains in their classrooms; to develop and evaluate pre- and post-tests; to define measurable outcomes in “hard-to-quantify” areas like art, music, and physical education; and to monitor student learning growth in relation to their action plans.

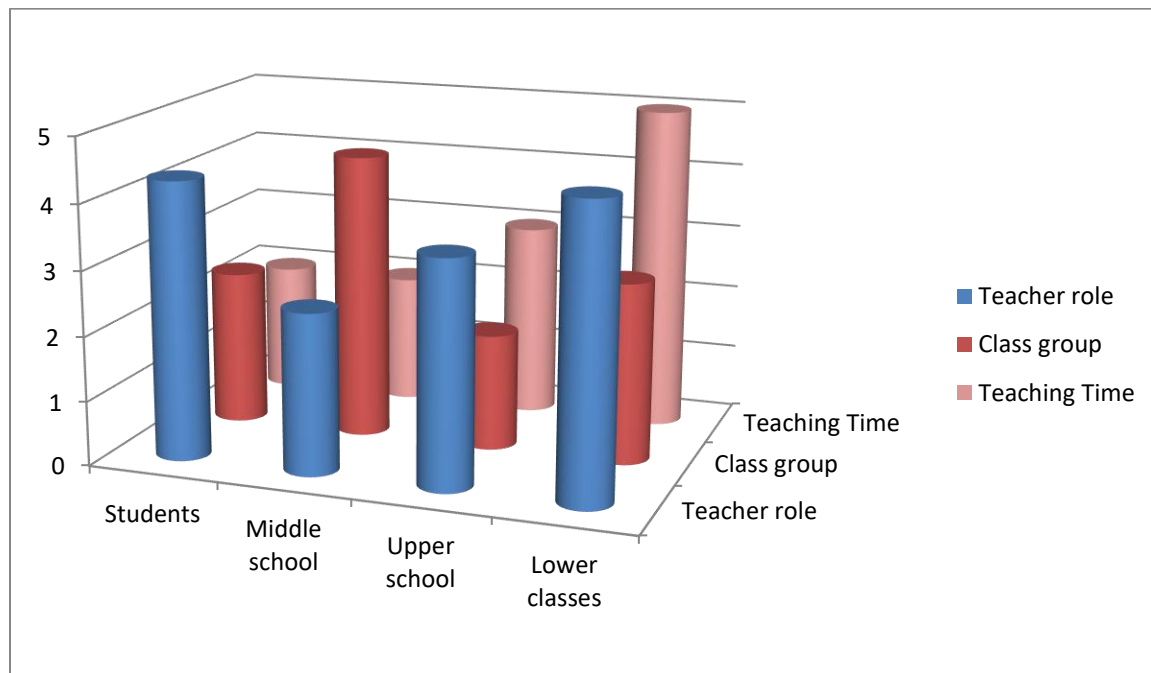
- a) In addition to strengthening the reform agendas in the three key policy domains, addressing these cross-cutting issues will create greater alignment with Albania’s policy targets related to EU integration and SDG4-Education 2030.
- b) The policy recommendations made in the EPR thus provide a basis upon which to identify possible areas for future collaboration between the Government of Albania, and national, regional and international stakeholders and development partners, including active in the field of education.

The Regional Department of Education, are responsible of informing candidates on procedures and rules to be observed during the process of qualification; on follow-ups for applications; on evaluating candidates portfolios; improving the professional development process for the personnel of the education system according to examination results.

1. School principals and school leaders (DSH) are responsible for training and qualification of the teaching staff at their school. Needs for professional development should be identified on time and then a schedule should be adopted to carry out professional development activities.
2. The needs of the school, the teaching staff, and needs of individual teachers should be taken into consideration. This led them to write, or rewrite, the history of the discipline, to reveal the obstacles that had been put in the way of the development of that science, whose final manifestation was now assured - and to point out those forerunners who had prepared the way. Source: (Berliner, 2004; Ladd & Sorensen, 2015)

3. An appreciation of the distortions that are found in the historical conceptions of great scientists, and of the personal and corporate factors that can affect these, allows us also to question the validity of the way that the members of a scientific community collectively present their discipline.
4. Teacher and teacher performance: The curricula of the second-cycle programmed on teachers' preparation should retain a certain degree of similarity at the national level according to the field of study, at least by 80 percent.
5. A teacher's preparation should not stop after securing a job position. Institutions of higher education should create the right conditions to facilitate continuous and constant training of teachers in cooperation with institutions of high school education

Source: Final report on the reform of higher education and scientific research, Tirana July 2022, pg. 76

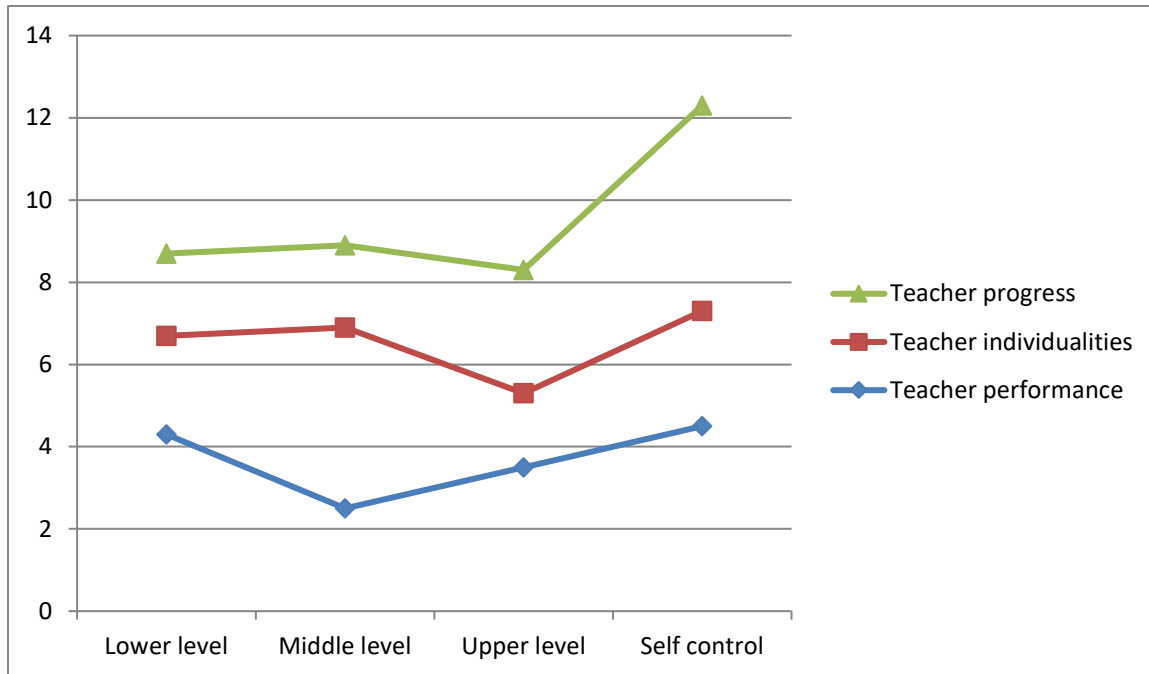


A recent research synthesis this graph shows that there is a strong relationship between teachers' years of experience and teacher effectiveness in terms of gains student outcomes, but that experience is not educational in itself.

3. Methodology of increasing teacher competences in teaching

All teachers in the pre-university system go through a qualification process. Their qualification takes into account their personal portfolio of professional development and respective exams.

1. Tests or exams are carried out based on programmers of qualification for teachers in the pre-university education, teachers of the 9-grade schools, elementary schools. They focus on: Albanian language, English, French, Italian, German, Mathematics, Physics, Biology, Chemistry, History, Geography, Physical Education, Musical Education, and other specific subject matters of the education system; teachers in high schools and general knowledge teachers in vocational, socio-cultural and special schools; teachers of professional subject matters in vocational schools: general examination; teachers of professional subject matters in artistic schools: general examination; teachers of professional subject matters in special schools; general examination.



Source: Ladd & Sorensen, 2022

What has undoubtedly contributed to this is the incorporation and diffusion of relativist focuses in the study of the disciplines. The traditional view considered the sciences as predetermined archetypes, which the progressive unfolding of reason alone allowed us to see in their true form by stripping them of the mixing and confusion with other branches of knowledge which existed in the pre-scientific phase.

In contrast, we recognize that the character of the scientific disciplines is determined by, and contingent on, history; they take shape in changing social and intellectual contexts, and have boundaries that are not predetermined at all but depend both on the conditions of their constitution and also on the developing relationship with other disciplines that are also contingent on history.

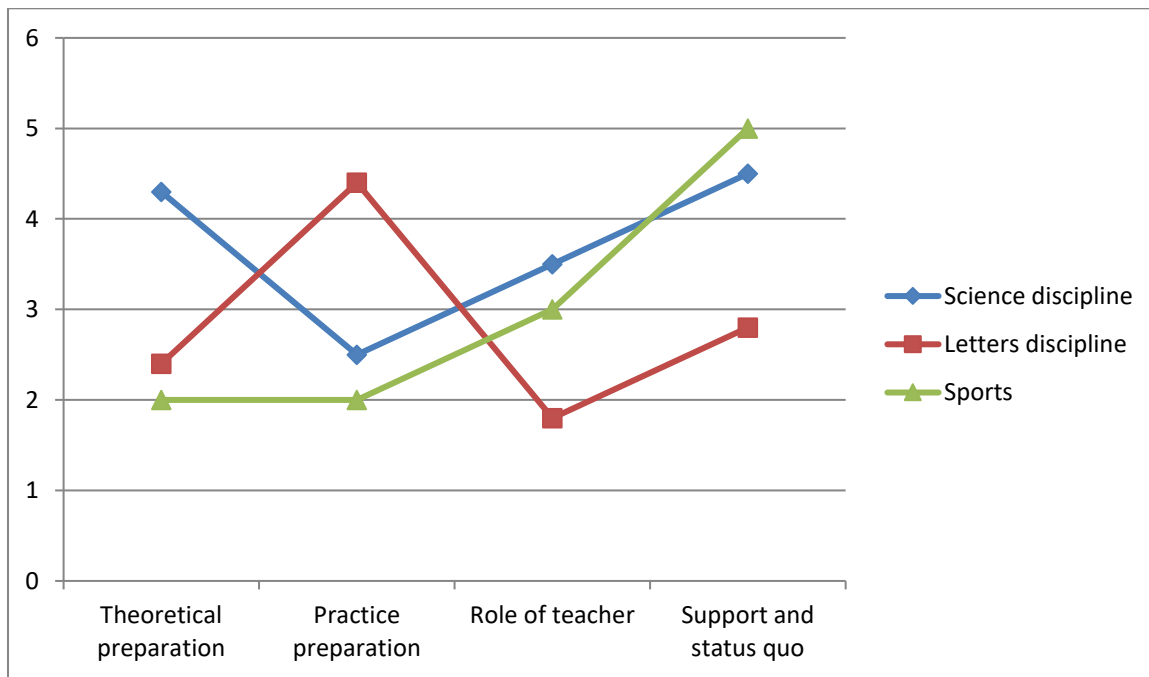
First stage: The preparation of a teacher's personal portfolio, which includes his or her CV, documents and certificates awarded during a period of work, and other professional 37 documentation, such as: a yearly academic plan on a subject matter; a chapter test; objectives and student test results on a chapter on three levels of a subject matter at a

particular class; daily planning of a full structure, which includes methods and ways to fulfill teaching requirements and student needs; a syllabus and a description of the course and activities.

2. The portfolio is evaluated by a commission established at the DAR/ZA of the district where the teacher works.

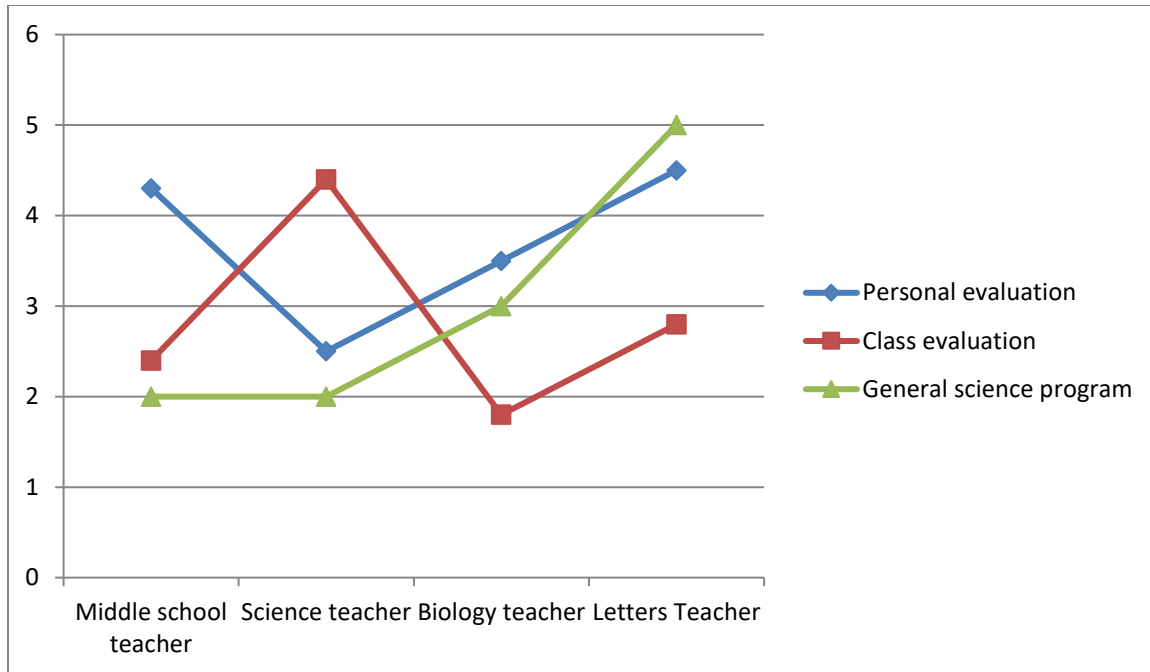
3. If every discipline has its own history, at times in contradiction with its neighbors or overlapping with them, it is also true that within one single discipline the history is not always the same. Heskett, J.L. *Culture and performance*.

The theoretical changes that take place, in particular the revolutionary changes, i.e. those that lead to the diffusion and imposition of what Kuhn would call a new paradigm, force the continual rewriting of history, both so as to justify and support of the change and also to prevent and defend the status quo, but in any case, to refer to the past in order to legitimize present-day



Source: Ladd & Sorensen, 2023

More frequently, histories are aimed within the discipline itself, either to socialize the by indoctrinating them, through the historical presentation of the past. Through the history of the discipline one can observe the position that a scientist adopts in controversies and in the changes that affect his science.



Still others, focused on innovative curricula (in science and mathematics, for example), typically address one part of a school's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time. (*Albanian Study 2022*)

Conclusions and recommendations

Teachers are usually evaluated once a year by their principals or school leaders. Many teachers, especially the most qualified have not been subject to evaluations for several years. These teachers may not be evaluated on their performance and achievements for many years.

The main responsibility of a teacher is to help his or her students to learn. However, the academic progress of students is rarely taken into consideration when evaluating a teacher's work.

On the contrary, teachers are often evaluated based on superficial judgments of their behavior with their peers or other things that may have nothing to do with the students' learning.

Evaluations take into consideration few sources of information. Often evaluations are carried out simply by attending one class by the principal or the deputy principal. One single source of information is not enough to evaluate a teacher's performance. Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

Teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement.

These conditions include: a) teacher participation in developing the system and supporting the ongoing decision-making processes; b) recognition and encouragement of collegial contributions to overall school success and clear criteria for accomplishment that all eligible teachers can achieve, rather than a quota system that pits teachers against each other. Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education Benchmarks for 2020 and SDG4-Education 2030.

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