

The revival of the teaching process in albanian schools after the difficult situation of the covit 19

Subtopic: Increasing the teachers role and performance in class

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Abstract:

This paper research provides the rationale for policy makers to invest in school leadership policy. Nowadays, teachers need to continuously improve themselves professionally in order to keep abreast of the latest trends, teaching approaches, and techniques in the education field. Definitely, keeping up-to-date and relevant is key to address adequately students' learning needs and helping them reach successfully their full potential. We use the term teacher performance to define the observable outcomes in the classroom of this training and development or lack of it. That is, it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. Simply put, what a teacher does, or does not do, in the classroom impacts hugely on how effectively students advance in their learning process. Therefore, we cannot stress enough the immense influence that a teacher's performance has on students' academic success or failure.

It describes the focus of this study, the importance of school leadership and the major challenges countries face in school leadership policy. Effective school leadership is essential to improve teaching and learning within each school and to connect the individual school to the outside world.

Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

In recent years, the workload of school leaders has expanded and intensified as a result of increased school autonomy and accountability for learning outcomes. As the expectations of what schools should achieve have changed dramatically, countries are seeking to develop new forms of leadership better suited to respond to the needs of rapidly evolving societies.

This study is designed to serve as an open, active platform for participants to share, collaborate and co-create new ideas, approaches, methodologies and best practices. The multi-stakeholder approach and structure of the conference will make it possible for participants to organize or participate in special sessions dedicated to in-depth exploration of specific topics ranging from subject content, pedagogy and learning technologies to social and economic impact on issues such as employment, skills development, business development, innovation, social power, citizenship, cultural diversity, personal development and individuality.

Key words: Teacher performance, Teaching role, Developing potential, Albanian teachers and children, class, school program, Attractive profession,

JEL Classification System: S1, S3, S8, N0, N1, N2, N3

2. General information and purpose of this paper research:

Remote teaching forced students in Albania to adapt to a new way of learning on digital platforms. Adjusting to educational technology, however, was not easy for everyone. Some students faced many difficulties throughout the school year and some did not even follow the online classes. Society is changing more rapidly than ever before, generating unprecedented opportunities and challenges in its wake. Anticipating and addressing the consequences of the Fourth Industrial Revolution, environmental pressures, rising levels of youth unemployment and inequality, globalization and virtualization of business models, the explosive growth of online communications and education, the globalization of education, increasing intercultural contacts and migration will place enormous pressure on educational institutions, students, teachers and researchers. *Source: The lead agency is the United Nations Educational, Scientific and Cultural Organization (UNESCO).*

Teacher and school leaders gather the best and the brightest to make decisions. But school leaders across OECD and partner countries are facing challenges which policy makers need to address. In recent years, the workload of school leaders has expanded and intensified as a result of increased school autonomy and accountability for learning outcomes. Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. *Readings: UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2019*

Determining the best method to accurately assess a teacher's performance remains a hotly debated issue among educators. Indeed, measuring a teacher's effectiveness is an extremely complex task. It involves many factors and variables that may vary according to:

Who the assessor is;

How the teaching-learning environment is?

What the teacher's methods and resources are like?

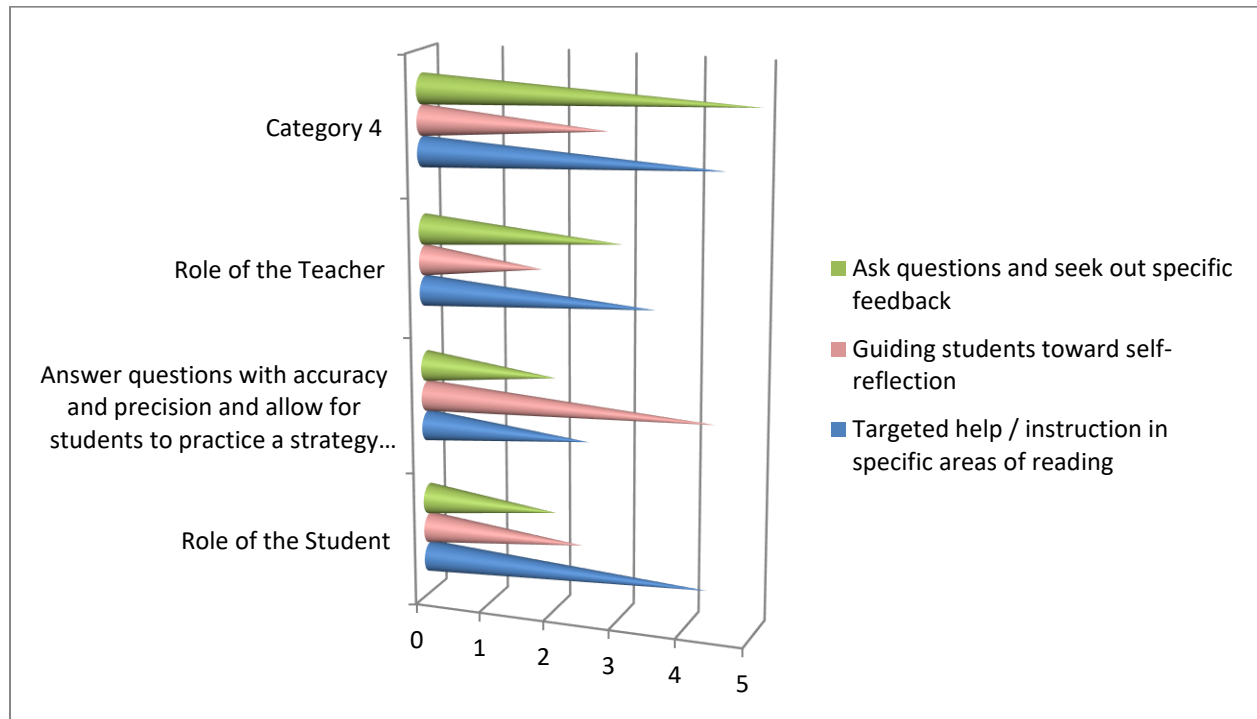
What the students' characteristics and traits are.

However, at risk of being simplistic, we could evaluate the impact of a teacher's performance on students' learning according to three main variables:

Test scores or academic achievement.

Observed pedagogical practices during post Covid 19

Surveys (students and staff)



Source: As the expectations of what schools should achieve have changed dramatically, countries are seeking to develop new forms of leadership better suited to respond to the needs of rapidly evolving societies. Readings: UNESCO Institute for Global Education

When a teacher loves what they do it clearly shows in the classroom dynamics. As a role model that sets the tone for the class, a teacher's attitude will reflect on their students'. If you show a gloomy disposition or a de-motivated, uninterested behavior, **don't expect your students to feel motivated** themselves.

The contrary will happen if you spread positive energy. Students will **feel inspired and get the most** of what you are teaching them because enthusiasm can be very contagious.

To create a positive learning environment, we must **leave negative qualities outside the classroom**. Lessons will be more efficient if teachers promote positive, active participation. Thus, students will be on task and motivated while engaging in compelling learning activities. According to this test; primary school teachers think that their schools are more effective than middle school and high school teachers.. Again, the performances of the teachers in primary and

secondary school are higher than those of the teachers in high school. Teachers' performance decreases as the school level progresses from primary, secondary and high school. The results of the correlation analysis to determine whether there is a relationship between teachers' performances and school effectiveness

*Surely, an educator who shows their love of teaching will always **obtain a better response** from students. Showing care for what they are learning goes a long way towards achieving academic goals.*

The role of teacher is:

1. Learning in a time of increasing uncertainty
2. Closing the time warp in higher education
3. Education for Full Employment and Human Welfare
4. Distributing Social Power through Education
5. Tran disciplinary Education
6. Person-centered learning
7. Mind, Thinking & Creativity

1.1 INTRODUCTION OF PAPER RESEARCH

This involves enhancing the capacity of current leaders and preparing and training future leaders. The Albanian education has now passed from the emergent phase of assistance to that of development. *Readings: UNESCO Institute for Statistics (UIS) Global Education Digest*

National education is developed based on the short term strategy of Pre-university Education which is serving as a program for the undertaking of a wide system reform supported by the World Bank, European Union and other donors. As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments.

2 Hypotheses and the aim of this paper research

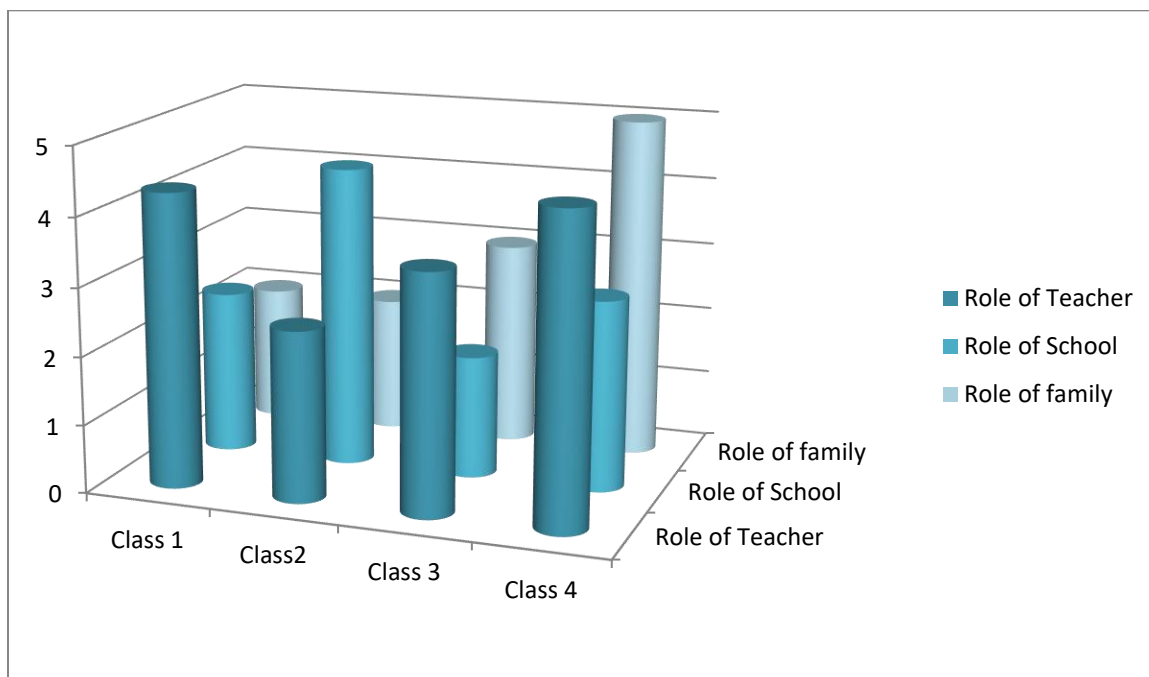
One of the things that leaders are often pondering is the performance and relationships of their team. Performance indicators show that effective teams will almost always outperform people working individually, particularly in high-pressure situations or when multiple skillsets are needed. *Source: Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2013; Marzano et al., 2019)*

As well as this, try to include your employees in the decision making process where possible. Instead of delegating tasks, give your team's open-ended projects and allow them to determine the best solution. This will encourage them to cooperate and develop problem solving skills.

Build relationships between your employees.

As your team starts to cooperate more, examine the way they work together and take steps to improve communication, cooperation and trust amongst the team. If there are any conflicts, try to resolve them amicably.

2.1 Developing group intelligence on Class one to four



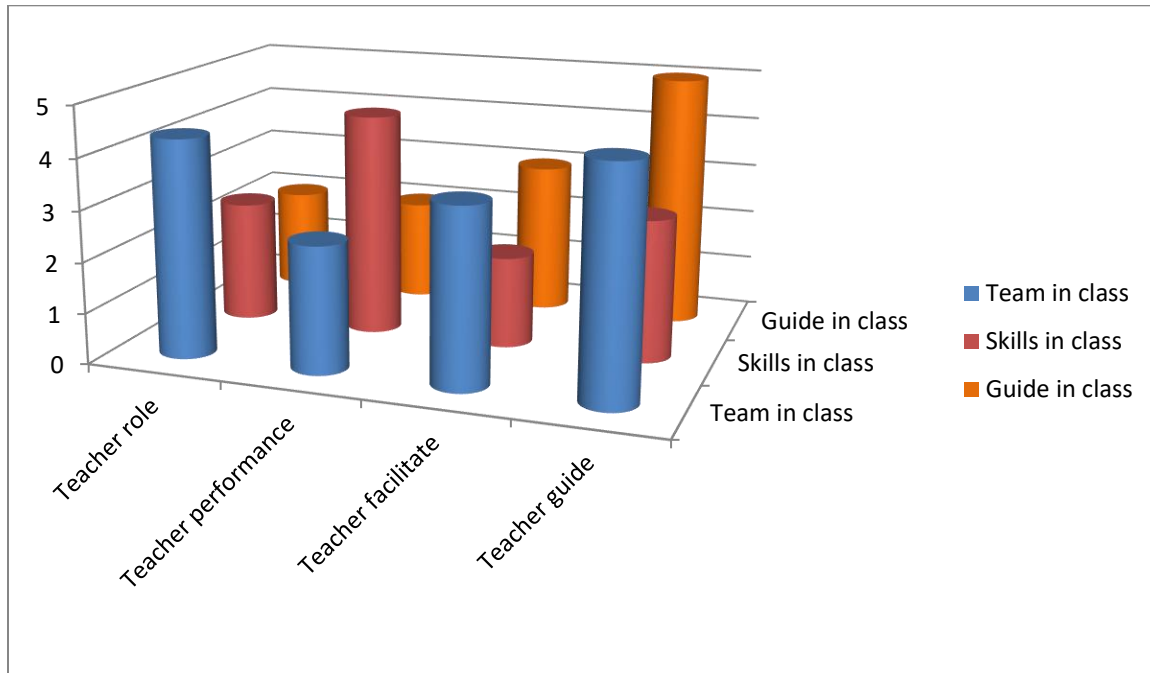
II. Literature review and hypotheses

The first rule of team building is an obvious one: to lead a team effectively, you must first establish your leadership with each team member. Remember that the most effective team leaders build their relationships of trust and loyalty, rather than fear or the power of their positions. *Source: International Standard Classification of Education 1999*

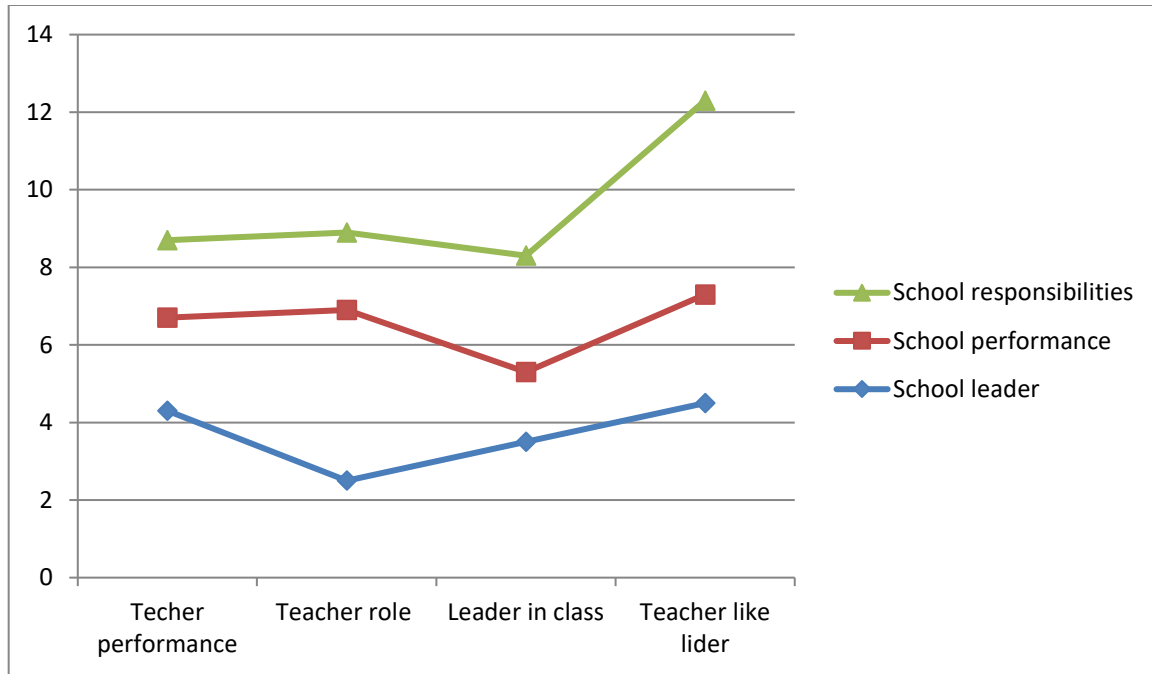
The term school effectiveness includes the meaning of efficiency, improvement, quality, development, appropriateness, performance; and refers to the effectiveness of the system and the degree to which the objectives are

achieved. High achievement orientation shared by teachers and management and both the structural and cultural conditions of closely monitored learning are among the key elements of the effective school's model (Ozgenel 2019)

Team building is one of the most important responsibilities a manager has. It isn't something that can be achieved in a short time and then forgotten. It is an ongoing organic process that you will have to facilitate and guide. As this process unfolds, however, your team members will begin to trust and support one another and share their skill sets and effort in order to more effectively complete your organization's goals.



1. Consider each employee's ideas as valuable.
2. Remember that there is no such thing as a stupid idea.
3. Be aware of employees' unspoken feelings.



In effective schools, students are often measured with objective assessment tools and the results are evaluated. In this way, while improving student behavior and performance, and the educational program is developing too according to these results.

According studies, the teachers in effective schools make assessment of students. Assessment for learning aims to keep track of each student's learning continuously and to provide students with the desired outcomes.

1. Establishing separate salary scales for teachers and principals can attract more candidates from among the teaching staff.
2. At the same time, salary scales should reflect leadership structures and school-level factors in order to attract high performing leaders to all schools.
3. Acknowledge the role of professional organizations of school leaders
4. Professional organizations of school leaders provide a forum for dialogue, knowledge sharing and dissemination of best practices among professionals and between professionals and policy makers.
5. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations.

Source: Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2022)

The purpose of the study

There are significant differences between the achievement of basic educational goals of schools despite with the same inputs and the academic achievement of students. There may be many reasons for this difference. In this context, many studies have been conducted to determine the characteristics of successful schools (Daggett, 2005;

Quality outputs are the skills, knowledge, attitudes and behavior of the students, the number of students who have completed the prescribed academic programs and the quality of the degrees or certificates awarded.

These schools, which help students make the most of their potential, are called "effective schools"

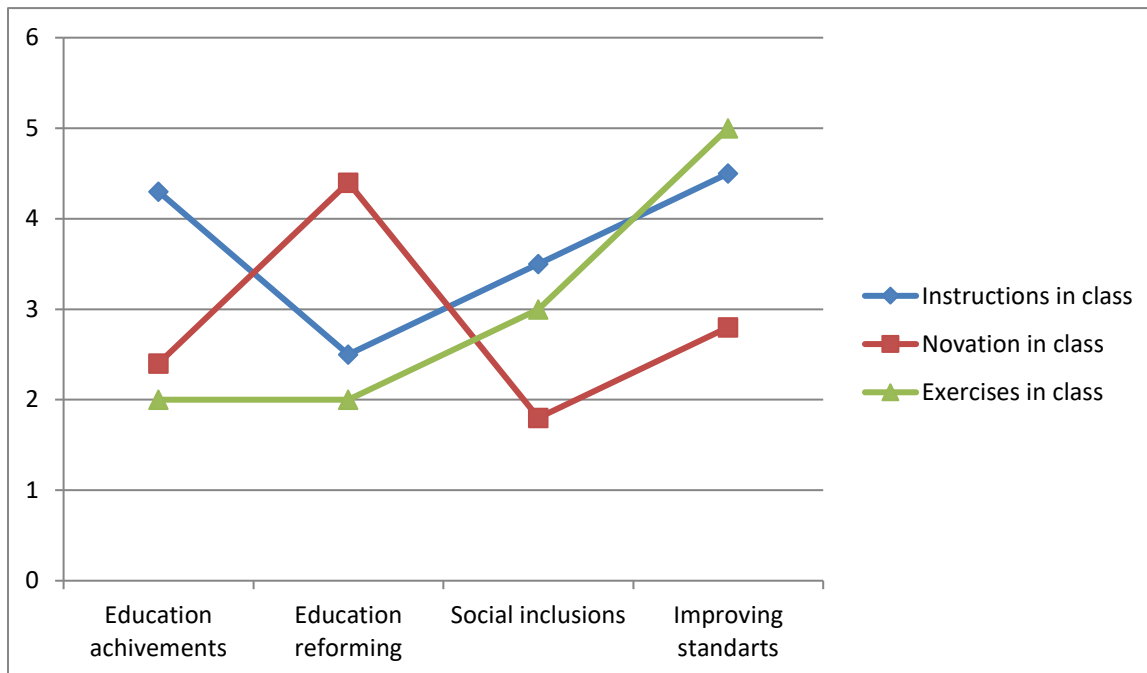
In effective schools, it is ensured that all students are successful by ignoring the family structure and social environment of the children.

In other words, teachers and principals in effective schools try to increase student learning by guiding and coordinating the education program . A lesson plan is a detailed description of:

What students need to learn; How it will be done; What are the specific goals; How to assess those goals.

That is, it identifies the course of actions that the teacher will take to help learners reach their academic objectives. Moreover, a lesson plan helps teachers organize content, materials, activities, strategies, and time. Well-planned lessons are conducive to well-run classrooms and consequently, a successful teaching-learning process. Failure to plan a lesson usually leads to disorganization and improvisation, which results in a loss of focus and interest. Conversely, students respond positively to well-prepared teachers by feeling respect for them and staying on task. Generally, preparing lessons in advance allows teachers to feel more confident and in control. Once they have thoroughly established all the steps to follow and anticipated potential student struggles, they feel free to do their best.

The Government of Albania, along with education stakeholders, is now facing the challenge of further institutionalizing. *Albanian Reform of Educational 2016, pp4*



CONCLUSIONS:

Policy makers need to monitor remuneration compared to similar grades in the public and private sectors and make school leadership more competitive. Establishing separate salary scales for teachers and principals can attract more candidates from among the teaching staff. At the same time, salary scales should reflect leadership structures and school-level factors in order to attract high performing leaders to all schools.

Acknowledge the role of professional organizations of school leaders. Professional organizations of school leaders provide a forum for dialogue, knowledge sharing and dissemination of best practices among professionals and between professionals and policy makers. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations.

Upon completing compulsory basic education, student's face two main options with regard to continuing their studies in upper secondary education; the options are either academically oriented gymnasiums or vocational education and training (VET) programmer. Since the academic year of 2009-2010, VET has been offered through three different levels of schooling. The two-year programmers', comprising the first level, aim at equipping students with basic skills of semi-skilled workers and culminate in awarding a basic vocational training certificate.

The one-year programmed at the next level are meant to train technicians with an award of a certificate of professional training. VET programmer following at the third level last for one extra year and pave a way to higher education (MOSWY, 2019, p. 11). The higher education system of Albania, which is beyond the focus of this EPR, has been aligned with the principles of Bologna Declaration, and assumes four-year bachelor degree programmer followed by one-to-two years of master's degree studies and three years of doctoral studies (MOSWY, 2019).

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- Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003).
- Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).
- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005)
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