

REPORT

NATIONWIDE NEEDS ASSESSMENT ON EDUCATIONAL LEADERSHIP AND MANAGEMENT CAPACITIES OF PRE-UNIVERSITY EDUCATION INSTITUTIONS IN ALBANIA

FERID, 21/02/2019

**COMMISSIONED BY:
ALBANIAN-AMERICAN
DEVELOPMENT
FOUNDATION**

Experts Team

Christopher Bezzina is Professor of educational leadership at the Faculty of Education, University of Malta. He is currently Deputy Dean and Head of the Department of Leadership for Learning & Innovation, and since 2016 a member of the Department of Education at Uppsala University, Sweden.

He has taught and done consultancy work both locally and abroad in countries such as Albania, Belgium, Cyprus, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Poland, Portugal, Sweden, the Seychelles and the United States in the areas of professional development, school development planning, school-based self-evaluation professional learning communities and governance. He is both a Commonwealth and Fulbright Scholar. He is visiting professor at the University of Bologna, Italy.

Christopher has published in the areas of professional development, leadership and governance in various peer-reviewed journals, including a number of books. He is involved in various European and international educational institutions, and serves on a number of editorial boards. Christopher is Vice President of the Commonwealth Council for Educational Administration and Management.

Genc Alimehmeti is an Associate Professor at the Department of Management, University of Tirana. He is visiting professor at the University of Bologna (on Managerial Control) and University of Malta (School leadership programme - Transformational Leadership). He also conducted research at the University of Bologna, University of Antwerp and IPRASE (Trento), Brown University.

His research interests lie in the area of school leadership, entrepreneurship, corporate governance, corporate social responsibility, corporate insolvency. On these topics, he has published on the Education Administration Quarterly, Educational Management Administration & Leadership Journal; Ricercazione; International Journal for Educational Law and Policy; Journal of Accounting, Auditing and Finance; etc.

Angelo Paletta is Professor of Management Control Systems at Alma Mater Studiorum, University of Bologna, Deputy Rector for Finance and Social Responsibility, President of the Agriculture Company of the University of Bologna, and Consultor of the Congregation for Catholic Education - Vatican. His main research interests include: educational management and leadership; governance and accountability; crisis management and corporate reorganization.

Angelo Paletta is involved in training and consultancy activities for the public and private sectors and for schools and universities. He has been Member of the University Assessment Team (Nucleo di valutazione di Università), Member of various committees for the State examination for the habilitation of Commerce Graduates, President and Member of the committees for the selection of the technical-administrative staff; he is technical consultant of the Court for penal and administrative cases related to financial and corporate governance issues.

He is focused on school leadership, school improvement and effectiveness, managerial control, corporate governance and on these topics he has published on Public management

review, *Journal of School Choice*, *Educational Management Administration and Leadership*, *Leadership and Policy in Schools*, *Education and Urban society*, etc.

Stephen L. Jacobson is a Distinguished Professor in the Graduate School of Education (GSE) at the University at Buffalo, State University of New York (UB). During his 32 year career at UB, he has served as the GSE Associate Dean, Chair of the Department of Educational Leadership and Policy, and Coordinator of Educational Administration programs. He is past President of both the University Council for Educational Administration (UCEA) and the Association for Education Finance and Policy (AEFP). He is the founding and senior editor of the international peer-refereed journal *Leadership and Policy in Schools*, published by Routledge Press, and lead editor of the book series, *Policy Implications of Research in Education*, published by Springer Publications. His research interests include the reform of educational leadership preparation and practice, successful leadership in high poverty schools, and teacher compensation. His most research examined leadership of early childhood education centers in New Zealand and leadership in secondary education in Belize. He is the author/editor of six books, 35 book chapters and 45 peer refereed journal articles. He has given invited lectures in countries around the world including: Australia, Austria, Barbados, Canada, China, Cyprus, England, Ethiopia, Germany, Ghana, Israel, Jamaica, Mali, Malta, Mexico, Netherlands, New Zealand, Norway, South Africa, Spain and Sweden. He has also been a visiting professor/scholar at universities in Canada, Cyprus, England, New Zealand and Norway. He is currently working as an advisor to the New York State Education Department as it works to incorporate the Professional Standards for Educational Leadership (PSEL) into the certification requirements for school leaders in the state. In spring 2019, he will be teaching *Assessment in Education* as a visiting Fulbright Scholar at Aleksander Moisiu University in Durres, Albania.

Nikoleta Mita is a Full Professor of Education, Rector of the Logos University College, and adjunct professor at the Clemson University (USA). She has 40 years of experience in teaching and research. Actually she is teaching in the Master and Doctorate Programs in Education and Psychology. She has a reach experience in teacher education, educational administration, teacher training, educational and psychological evaluation and assessment, planning, organization, and leadership of research projects. She has experience in implementation of international projects. She has played an active role in implementing the educational reforms in all levels of education in Albania and Kosovo. She is cooperating with professional associations in the field of education. She is the author of various publications.

Pam Sammons is a Professor of Education at the Department of Education, University of Oxford and a Senior Research Fellow at Jesus College, Oxford. Previously she was a professor at the School of Education, University of Nottingham (2004-2009) and a professor at the Institute of Education University of London (1993- 2004) where she directed the International School Effectiveness & Improvement Centre (ISEIC) 1999-2004. Her research over more than 30 years has focused on school effectiveness and improvement, school leadership, teaching effectiveness and professional development, and promoting equity and inclusion in education. She has conducted major studies in England, Scotland and Northern Ireland including the longitudinal Effective Provision of Pre-school Primary and Secondary Education (EPPSE 3+ -16) research from 1996-2014 and the impact analyses for

the Evaluation of Children's Centres in England (2009-2015). She has a particular interest in longitudinal studies and the use of mixed methods research approaches. She has provided research advice to inspection agencies in England, Northern Ireland, Scotland and Sweden and engaged in the development of educational effectiveness studies in Cyprus, Germany, Norway and Sweden. She was an author of the OECD country report on the Czech Republic (2012). She provided input to professional development of Challenge Advisors in Wales (September 2014) and was an advisor to the DfE for its research on the 'London Effect'. She has conducted research on social mobility for the Sutton Trust exploring the drivers of academic success for 'bright but disadvantaged' students, and on students' aspirations. Pam is currently a co-investigator for the OECD TALIS video study on mathematics teaching in England (funded by the DfE) held with the Education Development Trust. Pam has been a governor of a primary school in Oxfordshire and a governor for a secondary school academy in the city of Oxford.

ACKNOWLEDGMENTS

In any undertaking like this, there are many people responsible for the results.

First, we want to acknowledge the financial and intellectual support of the Albanian-American Development Foundation that initiated this report.

We are indebted to the skillful group of research assistants who collected data, undertook the observation studies and were involved in various parts of the study. We thank Kozeta Noti, Gentjan Shaqiri, Alba Skendaj, Erida Elmazi, Ornela Lina, Eranda Bilali, Aleksandra Ballco, Aida Sotiri and Armanda Myrtollari, Anila Cota, Teuta Dobi, Ina Kasimati, Djana Barjami, Miranda Kolldani, Albana Hoxha, Fatmira Mullici for their high level of professionalism in conducting the interviews. Furthermore, we express our gratitude to Arjon Sinaj, Vijola Sinaj, Silva Çelika, Anxhela Bega, Sotira Shkurti, Arlinda Shametaj, Eronida Mataj, Ibrisa Basha, Fioralba Liço and Aida Pulaj for their incessant work and attentive observations. Finally, we thank all the participants who gave of their valuable time to share their thoughts, experiences, insights and views that helped our understanding of leaders, leadership, and leadership development in Albania.

Table of Contents

INDEX OF TABLES.....	5
INDEX OF FIGURES.....	7
ACKNOWLEDGMENTS.....	9
EXECUTIVE SUMMARY.....	10
PREFACE.....	15
SECTION A INTRODUCTION AND THEORETICAL FRAMEWORK.....	19
CHAPTER 01. INTRODUCTION	20
The changing role of the school principal	20
References.....	23
CHAPTER 02. LEADERSHIP PREPARATION AND DEVELOPMENT	26
Introduction.....	26
Leadership Preparation and Development.....	26
Features	30
Recommendations.....	35
References.....	35
CHAPTER 03. THE CONSTRUCT OF ‘LEADERSHIP FOR LEARNING’	37
A) Strategic orientation	38
B) The Organization of Teaching.....	40
C) Self-assessment and improvement	41
D) Development of professional capital	43
E) Management of networks and relations with stakeholders.....	45
References.....	47
SECTION B LEGISLATION OF PRE-UNIVERSITY EDUCATION IN ALBANIA	50
CHAPTER 04. LEGISLATION ANALYSIS.....	51

Analysis of Legislative Amendments of the Pre-University Education System in the Republic of Albania with Focus on School Principals.....	51
A brief overview on the developments related to the status of school principal	52
Comparative Analysis of Legislative Changes in the Pre-University Education System.....	56
Conclusions.....	73
References.....	75

SECTION C METHODS AND MAIN FINDINGS 78

CHAPTER 05. SEMI-STRUCTURED INTERVIEWS.....79

Executive Summary	79
Data collection tools	81
Data analysis	83
Descriptive analysis	83
Main Findings	95
Limitations	96

CHAPTER 06. FOCUS GROUPS.....97

Executive Summary	97
Main findings.....	99

CHAPTER 07. FIELD OBSERVATIONS.....102

Executive Summary	102
Data collection tools	104
Descriptive analysis	105
Scheduled and unscheduled time.....	107
Location	109
Personal Contact.....	111
The categories of the Principals' Work.....	113
Main Findings	121

CHAPTER 08. TEACHERS' QUESTIONNAIRE124

Executive Summary	124
Sample Selection	126
Data Analysis.....	126
Factor analysis on Leadership Determinants.....	132
Limitations	138

CHAPTER 09. LEADERSHIP EFFECTIVENESS MODEL	140
Research Design.....	141
Research Hypotheses and Data Gathering Tools.....	147
Results	150
Limitations	151
References.....	151
Tables.....	163
<i>SECTION D DISCUSSION OF FINDINGS AND RECOMMENDATIONS</i>	<i>170</i>
CHAPTER 10. A REVIEW OF THE PROFESSIONAL STANDARDS FOR PRINCIPALS IN ALBANIA.....	171
The Proposal	172
The Evolution of Standards.....	174
CHAPTER 11. DISCUSSION OF FINDINGS.....	184
Introduction	184
High quality professional leadership	185
On the job evaluation and support.....	185
Existing preparation pathways	186
Creating Incentives	187
Summary	188
References	188
CHAPTER 12. RECOMMENDATIONS.....	190
Preparation and Development of School Leaders	190
Training Policy.....	190
Reviewing the role of School Leaders.....	194
Governance.....	194
Bylaws and Administrative Acts Recommendations	194

INDEX OF TABLES

Table 1. Leadership practices related to Strategic Orientation	39
Table 2. Leadership practices related to the Organization of the School and Teaching	41
Table 3. Leadership practices related to the self-assessment and improvement process.....	43
Table 4. Leadership practices for the development of professional capital.....	45
Table 5. Leadership practices in the process of managing networks and relations with stakeholders.....	47
Table 6. Universities' curricula on educational leadership	70
Table 7. University programmes and number of course participants	71
Table 8. Examples of questions formulated to explore if the principals are engaged in certain leadership practices	81
Table 9. Assessment rubric of leadership practices used to code interview responses.....	82
Table 10. Scoring of each leadership dimension	85
Table 11. Interviews' descriptive statistics	86
Table 12. Internal consistency of the five management processes.....	87
Table 13. Descriptive statistics for principals' characteristics	93
Table 14. Correlations between the leadership dimensions and principals' characteristics variables	95
Table 15. The timing of principals' activities	106
Table 16. The distribution of time in programmed and non-programmed activities.....	108
Table 17. Time spent in different places during the school day.....	110
Table 18. Time spent alone or with other persons.....	111
Table 19. Time spent with teachers, administrative staff and students.	112
Table 20. Distribution of time by category and function during the observation.	115

Table 21. Distribution of activities with individual or combined dimensions of leadership.....	116
Table 22. Frequency of leadership dimensions within schools.	119
Table 23. Survey Items Related to Principal Leadership*	163
Table 24. Survey Items Related to Instructional Leadership of Teachers*	165
Table 25. Survey Items Related to Collaborative Culture*	166
Table 26. Survey Items Related to Supportive Learning Climate*	166
Table 27. Survey Items Related to Teachers’ Self Efficacy*	167
Table 28. Survey Items Related to the Change in Professional Practices of Teachers*	168
Table 29. Survey Items Related to the Change in Teaching Methods*	169

INDEX OF FIGURES

Figure 1. What do effective principals do.....	Error! Bookmark not defined.
Figure 2. Process of Review and the Development of the Knowledge, Skills and Attributes for Effective School Leadership	31
Figure 3. Recruitment of School Leaders: Professionalising Recruitment.....	33
Figure 4. Strategic orientation	88
Figure 5. School organization and teaching.....	89
Figure 6. School evaluation and improvement.....	90
Figure 7. Professional capital development	91
Figure 8. Networking and relationships with other stakeholders	92
Figure 9. Leadership dimensions for each of the twelve schools.....	118
Figure 10. Average distribution of leadership dimensions between all schools	120
Figure 11. Descriptive statistic- teachers' qualifications	126
Figure 12. Descriptive statistic-teaching hour/week.....	127
Figure 13: Descriptive statistics - Strategic Orientation Dimension	128
Figure 14: Descriptive statistic- Teaching Organization Dimension	129
Figure 15: Descriptive statistic- Self-evaluation and improvement.....	129
Figure 16: Descriptive statistic- Professional Capital Development Dimension	130
Figure 17: Descriptive statistic- Network Management dimension	131
Figure 18. Teachers' perception on principal leadership dimensions	132
Figure 19: Factor distribution for the five dimensions of Principal Leadership.....	133
Figure 20: Factor distribution of Instructional Leadership of Teachers.....	134

Figure 21: Factor distribution on teachers' self-efficacy	135
Figure 22: Factor distribution of Collaborative Culture	136
Figure 23: Factor distribution on Supportive Learning Climate.....	137
Figure 24: Factor distribution of Change in Professional Practices and Teaching Methods	138
Figure 25. Representation of the theoretical model and the expected effects	141
Figure 26: Results of the SEM	150

ACKNOWLEDGMENTS

In any undertaking like this, there are many people responsible for the results. First, we want to acknowledge the financial and intellectual support of the Albanian-American Development Foundation that initiated this report.

We are indebted to the skillful group of research assistants who collected data, undertook the observation studies and were involved in various parts of the study. We thank Kozeta Noti, Gentjan Shaqiri, Alba Skendaj, Erida Elmazi, Ornela Lina, Eranda Bilali, Aleksandra Ballco, Aida Sotiri and Armanda Myrtollari, Anila Cota, Teuta Dobi, Ina Kasimati, Djana Barjami, Miranda Kolldani, Albana Hoxha, Fatmira Mullici for their high level of professionalism in conducting the interviews. Furthermore, we express our gratitude to Arjon Sinaj, Vijola Sinaj, Silva Çelika, Anxhela Bega, Sotira Shkurti, Arlinda Shametaj, Eronida Mataj, Ibrisa Basha, Fioralba Liço and Aida Pulaj for their incessant work and attentive observations.

Finally, we thank all the participants who gave of their valuable time to share their thoughts, experiences, insights and views that helped our understanding of leaders, leadership, and leadership development in Albania.

EXECUTIVE SUMMARY

THIS REPORTS ADDRESS THREE MAIN TASKS, NAMELY:

1. To review and revise the latest Standards of Evaluation and related documents on the school principals' job

This has been addressed through an in-depth investigation of the field under study after adopting a mixed-methods approach. The research methods adopted provided us with a 360 degree feedback that helped us assess the appropriateness of the latest Standards and with the proposal to review them.

2. Provide a situation analysis and recommendations for professional development needed to achieve agreed standards, considering the various stages of capacity development: academic knowledge offered by university providers; pre-service training, and continuous professional development.

This has been achieved after a thorough review of relevant international literature which explored the areas of leadership preparation and development, and a review of the courses that are offered to prospective and existing principals from a career stage perspective. This should provide policy makers, course designers at universities and other institutions the appropriate feedback to engage both individually and collectively to ensure that the Standards for principals are tackled at all levels, that is at Pre-Service (before becoming principals), during Induction (the first 2-3 years of one's principalship) and in-service/CPD (the whole period during which the leader holds the position).

The recommendations also ensure that course providers do no longer work in isolation of each other but will:

- a) Develop a training policy which considers and integrates the various stages of a school leader's career; and helps in the creation of a standardized professional development curriculum for school leaders across the country.
- b) Have Evaluation Standards that will influence their course design, development and pedagogies of learning that will ensure that participants (i.e. whether prospective school leaders or experienced school leaders) are able to engage with these standards during the courses themselves.
- c) Provide a framework for the stakeholders to meet regularly to ensure that, as course providers, they are keeping in line with the Standards and to support each other in providing adequate professional growth opportunities to the principals at the different stages of their career path.

- d) Provide a framework for the different stakeholders so that:
 - Regional inspectors/officials are provided with the tools to accurately, effectively and fairly assess the level of a principal's performance;
 - Principals have clear expectations and standards for leadership performance;
 - There are assessment procedures and practices that rate the quality of leadership performance whilst providing useful feedback for professional growth and development.
- e) Professionalise the recruitment process for school leaders.

3. Assess and provide recommendations on hiring, performance evaluation and firing process of school principals in Albania.

In this report we argue that through a Principal Pipeline achieved through a professionalised recruitment system the current and prospective school leaders will be engaged in a process of learning that is developmental in nature. We are not in favour of a process that is based on a hire and fire principle. In undertaking this study we draw the conclusion that the main emphasis should be on using evaluation as a tool to help the principals grow and improve their practices.

Based on the review of the literature and the in-depth investigation, we reached the following conclusions:

The introduction of a **national strategy** with the following components, aimed at strengthening school leaders – both current and prospective ones:

- a) Adopting evaluation standards of practice and performance for school leaders (principals, deputy principals and heads of department) that govern the preparation, certification, hiring, evaluation and on going support of school leaders.
- b) Professionalising the process of recruitment into school leadership positions.
- c) Providing appropriate support to school leaders along their leadership career path as they engage with the standards and indicators.
- d) Creating courses at pre-service, induction and in-service stage, to ensure that all existing and prospective school leaders are adequately supported to develop the competences needed to bring about school improvement including to develop teachers' pedagogical skills?.
- e) Creating training and development opportunities for regional inspectors/officials so as to improve their competences in using the Evaluation Standards and Indicators, in delivering effective feedback, and providing coaching and mentoring support to principals.

We argue that if these components are tackled simultaneously it would lead to long-term sustainability and enhanced leadership capacity across all phases of education. Within such a scenario we see the evaluation standards as a source of guidance and support for improving future/current leaders' personal and professional competences, their enabling capabilities to motivate and empower staff, and thus to improve the quality of teaching and learning for all children/students.

Performance evaluation systems need to help principals improve their beliefs, values and practices. Hence, there needs to be an emphasis on measures of professional practice and student achievement growth. Most respondents agreed that the current standards used to evaluate the performance of principals were not appropriate for the existing realities; standards were defined as too vast and not realistic given the state of the profession.

Our proposal acknowledges that whilst having high expectations we need to remain realistic, pragmatic and in a position to attract, maintain and sustain a cadre of school leaders. Therefore, the Performance Evaluation Standards and Indicators could be further extended in future as the role of the school leader in Albania is professionalised through university school leadership programmes and sustained through ongoing professional learning opportunities.

The following set of 3 professional standards and 10 indicators is proposed:

A) Norms of personal and professional behaviour:

- 1) Based on the core values of integrity, fairness and ethical behaviour, school leaders act in a professional manner that can build faculty and community relational trust.
- 2) School leaders can articulate a vision and set the direction for school improvement, and influence teachers and the larger community to share that vision and follow in that direction.
- 3) School leaders manage themselves well and use ethical practices and social skills to deal with situations. They communicate, negotiate, collaborate and advocate effectively and relate well with all members of the school community.

B) Leadership practices needed for school improvement:

- 1) Developing a school culture and instructional programme conducive to a safe and effective student learning environment and promoting faculty professional growth.
- 2) Promoting the benefits of professional learning to all staff, creating opportunities for teacher leadership and a culture of empowerment.
- 3) Promoting the use of research and evidence to inform and develop teachers' pedagogical practice and the use of data to monitor children/students' progress and development to enhance educational equity.
- 4) Ensuring the effective management of the organization, its operation and its fiscal, material and human resources.
- 5) Focusing on school improvement and student academic progress through instructional leadership, curriculum development and improvement, and the use of measurable assessments of growth and sustained performance.

C) Understanding the legal, political and social contexts of effective leadership:

- 1) Collaborating with faculty and community members to respond to diverse interests and needs, and to mobilize community resources.
- 2) Communicating effectively with the school community to keep them abreast of important changes in educational legislation and its impact on their school.

These 10 indicators should form the baseline upon which the preparation and evaluation of school leaders should be measured.

The process we encourage is a **two-way discussion** between school leader and the inspectors with the intent that such conversations produce steady improvement at the personal level, the professional level, and practice. We propose a developmental purpose for the standards, that whilst demanding in nature allow room for growth and development rather than setting a threshold that all principals are expected to meet immediately.

We recommend the professionalisation of the recruitment of school leaders across a clear continuum. The study highlights the need to take leadership development seriously. We propose that the education authorities adopt a 5-pronged approach that sees to the development of a **National Leadership Policy** that:

- ensures the establishment of **partnerships** between the education authorities and providers of courses for school leaders to ensure a better alignment between the standards and the professional learning that needs to take place;
- establishes a clear and **standard route into the leadership profession** across the country through a **Framework for Principal Licensure**;
- introduces the **standardisation of recruitment and selection procedures** across the country;
- **aligns academic courses/CPD initiatives with the evaluation standards**;
- ensures quality and effectiveness by introducing **quality assurance procedures** both internally within schools and externally through the setting-up of a Quality Assurance Department that links the evaluation of school leaders with school audits.

One of the main principles espoused by this report is that responsibility for ensuring that every school in Albania has a good leader cannot be laid solely at the door of the education authorities, the universities or any other institution, state or private agencies responsible for higher education, programme approval and licensure. The issues need a systems approach. They require simultaneous, aligned actions across various levels.

The results of this study, whilst highlighting various concerns by the respondents that have a direct interest on leaders, leadership and leadership development, they also express possibility, hope that the education system can improve if we improve the calibre of school leaders. While this report puts the spotlight on issues related to

recruitment, professionalism of school leaders, and professional development, it also provides ideas and proposals on how these issues can be addressed. We hope that the education authorities will use this report to begin a nationwide leadership redesign initiative. At the same time we do highlight the importance of being cautious that even if we improve the cadre of school leaders through the initiatives presented in this report, we can still have poor schools. As the education authorities act on these issues, they must also work to change other parts of the education system to support the quality of teaching and learning throughout the school system and provide more targeted support/resources/ actions to improve the weakest schools. Whilst we have highlighted the importance behind alignment of those issues central to leadership development, similarly the authorities need to engage with other aspects imperative to bring about school improvement and those relate to the creation of working conditions that will enable effective school leaders to lead school improvement.

PREFACE

The world in which schools operate today is very different from the one of just a few years ago—and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures and more, are changing. The different forms of immigration are affecting many countries. On the education front, the politics and shifts of control make the headlines daily. Cuts in school funding loom everywhere, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement. In such a context it is critical that schools have leaders who are prepared to do everything necessary to improve teaching and learning, while society needs to see the value of investing in education for the future well being of its future citizens.

Without question, such changes are creating myriad challenges for educational leaders. At the same time, they present rich and exciting opportunities for educational leaders to innovate and inspire staff to pursue new, creative approaches for improving schools and promoting student learning. It is within this context that this study is deemed important, essential and possibly central to the way we look at attracting, developing, supporting and retaining school leaders. We will argue that the way we look at the school leaders and the way we engage with them now and in the future will determine the success or failure of the educational system in Albania. Our argument will be that if we want to have a context where school leaders matter and that leadership matters then we need to look at the area of leaders, leadership development and principal evaluation seriously.

Done right, principal preparation programmes can help the country put quality principals in every school who know how to lead change in school and classroom practices that eventually will result in higher student achievement and positive socio-economic development. If we truly believe in this then we need a well-planned co-ordinated effort at a national level. The responsibility is not of one institution or just the state authorities. It is essential, if we are to prepare school leaders who know how to improve schools and increase student achievement, that different stakeholders, (e.g. policy makers, universities, teachers, principals, parents/communities) come together to develop a strategic plan of action. The issues have to be addressed and resolved system-wide. This means that the various initiatives require simultaneous, aligned actions across the leadership preparation system. This report will highlight that:

- Different stakeholders need to come together to develop a policy for school leadership development.
- Leadership development is designed to respect the evaluation standards set by the education authorities.
- Universities and other institutions accredited with the responsibility to provide leadership programmes are to align their courses with the revised standards.

- Universities and institutions need to forge stronger relationships with districts and schools.
- Recruitment into leadership positions needs to be professionalised across the continuum.
- Leadership programmes need to focus on creating a Principal pipeline that looks into sustainability and succession.
- The pre-service, induction, the licensure, and the ongoing professional development of school leaders need to be based on a framework that balances characteristics of the individual, practices needed for school improvement, and the knowledge requirements for effective leadership.

This report is divided into four main sections. Section A sets the scene by exploring the main theme of this study – the preparation and development of school leaders in Albania within the national and international context. It highlights the theoretical construct which underpins this study, that of leadership for learning. Section B reviews the current legislation surrounding pre-university courses/curricula aimed at school leaders. Section C presents us with the methodological approach adopted for this study together with a detailed presentation of the findings. The final section brings the study to a close by discussing the findings, reviewing the existing professional standards in light of the findings, the review of the literature and our own deliberations as a team; finally presenting a set of professional standards and indicators to go with them and other recommendations which aim to professionalise recruitment into leadership, ensure the sustainability of the career path of school leaders, and the governance structures that need to be in place for leaders and leadership to flourish.

Chapter 1 starts off by exploring *why* the evaluation of school principals is deemed important. It argues that schools need good leaders and that high-quality preparation programmes can produce the good leaders Albania deserves. The redesign of school leadership and as a result the courses offered is an arduous undertaking requiring fundamental change at all levels. Better-prepared, higher performing school leaders are essential to achieving the country's goals for higher student achievement and their even broader goals for social and economic progress.

Chapter 2 looks into leadership preparation and development. It emphasises that leadership development needs to be seen across a continuum from pre-service right through the ongoing professional development phase. Particular components (e.g. content and pedagogies of learning) need to be acknowledged, embraced and part of all programmes being offered across the country. This will allow for the Principal Pipeline that is one of the main recommendations being made.

Chapter 3 presents a literature review on the topic of leadership for learning and gives the basis of the conceptual construct of leadership which is used throughout the report. The attention has been focused on an integrated model of leadership in which two principal lines of study co-exist: educational and transformative leadership. The theoretical construct is based on 20 leadership practices divided into five macro processes.

Section B is made up of one chapter, **Chapter 4** which analysis the existing legislation with focus on school principals. It gives a brief overview on the developments related to the status of school principals, their appointment, suspension or dismissal and their continuous professional development. On this last matter, a list of existing programmes developed in Universities from 2008 is discussed. Furthermore, the chapter highlights the exiting performance standards for evaluation criteria as well as the principals' standards in use.

Section C, introduces the main methods used for the needs assessment. **Chapter 5** introduces one of the first methods used to gather data on the principals' dimensions of leadership. It discusses the findings from 36 interviews conducted in all the Albanian regions, analysing what the principals believe they are doing regarding school leadership.

Chapter 6 presents an in-depth perspective from the insights collected from the Focus Groups. Some of the topics that were concerned with the role and functions of school principals, hiring and firing criteria (recruitment process), the standards that the principals should follow in order to have a better performance, and their continuous professional development.

Chapter 7 explores how principals spend their days, the challenges they face and how they act as leaders. It brings the results from the observation study conducted in twelve schools. The schools were chosen from across the regions whilst ensuring that the schools had an equal distribution of school population, academic performance, were representative of the various types of schools in the Albanian school system, and had a good heterogeneity of the principals' characteristics (age; gender; background).

Chapter 8 analyzes the results of the teachers' questionnaire on their perceptions on principal leadership practices. Questions used were aligned to principal interview and field observation.

Chapter 9 is the first chapter of **Section D**, Discussion of Findings and Recommendations. It gives a review of the professional standards for the principals in Albania. Based on the insights collected through the previous methods and stages of the research, it develops and proposes a set of three standards and ten indicators.

Chapter 10 gives a final outlook of the main findings and discusses them in line with the aims that we had to address in this report. It identifies the critical issues that are pertinent to the review of the standards of evaluation and leads to the final part of the document.

Chapter 11 focuses on the recommendations that highlights how to develop a national leadership policy that professionalizes leadership in the context of the educational reform in Albania.

SECTION A

**INTRODUCTION AND
THEORETICAL FRAMEWORK**



CHAPTER 01.

INTRODUCTION

Getting Intentional about Evaluating School Principals

The changing role of the school principal

Contemporary principals find themselves juggling competing tasks on a day-to-day basis. This juggling act, as Catano and Stronge (2007) describe it is an apposite one. It helps us to appreciate the context, often a complex one, in which principals are expected to satisfy demands emanating from internal and external stakeholders of educational and non-educational organisations. This scrutiny forces school leaders to be responsible and responsive to multiple demands, and, in some cases, given legislation in particular countries, a principal's job security rests squarely upon her or his success in promoting and sustaining acceptable levels of student academic achievement (Kearney et al., 2011). However, as various researchers suggest, demands are often different and may even be at odds with one another. The demands range from instructional effectiveness in order to achieve predetermined benchmarks for academic standards, to violence prevention, anti-bullying strategies and support for the emotional needs of their students. This renders the job extremely demanding and as a result there is the important need to examine the current evaluation criteria used in determining the effectiveness of principals and to develop these in the light of the 21st century educational context.

Bombarded by multiple demands principals are likely to experience a significant amount of role conflict and role overload (Wang, Pollock & Houseman, 2018; Msila, 2012) as they work to fulfil the perceptions of what they are expected to accomplish and how. Role conflict has the potential to impact a principal's effectiveness. The increased demands for improved student outcomes may cause strain as principals strive to exert greater control of instructional issues while simultaneously working to empower staff through increased shared governance.

The point raised by Catano and Stronge (2007) that "the complexity and lack of clarity surrounding the role of a principal makes the formulation of appropriate performance assessment a daunting task" (p.382) needs to be seriously taken note of in any endeavour to address the role behind evaluation effectiveness. Principals are expected to fulfil a myriad of roles. They are expected to create change and develop or enact national policies while empowering others (Bush & Oduro, 2006; Checkley, 2000; Mulford, 2003; Sergiovanni & Starratt, 1993; The Wallace Foundation, 2013).

Defining the role of the school principal is a difficult task due to the complex set of job responsibilities, skills necessary to perform the job and the values needed to perform. When looking at studies about school leaders they focus on the functions they have to fulfil; the approaches and characteristics of the leader; the skills necessary to fulfil such responsibilities; and the values they are expected to espouse.

In spite of the complexity surrounding the role of the school principal, the importance of the leader and her or his leadership for school improvement and student learning has become firmly established in the research literature, especially from research into successful and effective leadership in the context of current high-stakes accountability reform (e.g. Beteille, Kalorgrides & Loeb, 2009; Day et al., 2000, 2011; Leithwood & Louis, 2012; Louis, 2015; Robinson, Lloyd, & Rowe, 2008; Silins & Mulford, 2002; Vidoni et al., 2007).

School principals are recognised as playing a critical role in school improvement and students' academic success. While teachers have a direct impact on students in their classroom, a principal affects students both directly and indirectly as they influence teacher quality by the type of engagements they have with them; by the culture that is nurtured to empower and sustain development (MacNeil, A.J., Prater, D.L. & Busch, S., 2009; Hayes et al., 2006).

Research demonstrates that nearly 60 percent of a school's influence on student achievement is attributable to teacher and principal effectiveness, with principals alone accounting for about a quarter of the total school effects (Marzano, Waters & McNulty, 2005). The effects of good principals are most significant in schools with greatest need (Leithwood, Harris & Strauss, 2010). Moreover, virtually no documented instances occur where troubled schools are turned around without a talented principal (Leithwood et al., 2004).

The combination of effective teaching and capable principals – not one or the other – will improve student academic performance. Targeted investments in good principals can be a particularly cost-effective way to improve teaching and learning because principals are uniquely positioned in their schools to ensure that excellent teaching and learning spread beyond single classrooms (Caldwell & Harris, 2009). Whilst acknowledging the literature which supports what effective principals do (see **Error! Reference source not found.**) and the international trend to transform the role of school principals from organisational managers into leaders of learning (Hallinger & Ko, 2015) we need to be very sensitive to the context in which such reforms are taking place. This is the 'blind spot' that, according to Hallinger (2011) has often been ignored.

- Shape a vision of academic success for all students based on high standards
- Create a climate hospitable to education in order that safety and a cooperative spirit prevail
- Cultivate leadership in others so that teachers and other staff assume their part in realizing the school vision
- Improve instruction to enable teachers to teach at their best and students to learn at their utmost
- Manage people, data and processes to foster school improvement.

Source: The Wallace Foundation. *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. 2012.

Figure 1. What do effective principals do.

At the same time, concern has been raised that the body of literature on principal evaluation is surprisingly thin. Kearney et al., (2011) point out that the field lacks a strong theoretical base or an empirically sound rationale for principal evaluation as a mechanism for advancing individual or organizational effectiveness. Their concluding remark is a cautionary note that we have kept at the back of our mind as we designed and implemented our research methodology – “The literature also leaves open the question of what impact, if any, stronger principal evaluation systems and practices may have on increasing effective leadership, strengthening teaching, reaching school improvement goals, or enhancing student growth” (p.36).

Careful evaluation of principals can help schools and school systems to ensure that they have effective principals and effective schools. But, we need to conduct rigorous empirical work that will help us to better understand the local landscape and to then map the way forward. The challenge of this study is exactly that. Through a multi-dimensional model we have taken on the challenge to address the three specific objectives set by the Albanian-American Development Foundation.

The results from this study will help the different educational stakeholders to improve the principal pipeline. The study addresses how principals can be better trained, hired, supported and evaluated. The intent is not to end up rating school leaders to determine who should be fired or demoted, but instead on giving principals, especially those in their initial years, guidance to help them grow and become better at their jobs. The intent is also to help all those institutions that are entrusted with the professional development of school leaders to provide the appropriate academic and professional courses that are needed to take Albanian schools forward in the 21st century.

In this regard, the process of evaluation becomes just one growth tool that helps principals reflect on their work in an ongoing manner rather than seeing it merely as a formality that has to be experienced at the end of the scholastic year. The evaluation standards, once reviewed, will also serve as a guide for how course designers at universities or other institutions that have the responsibility to prepare and provide initial courses for the principalship and also provide ongoing support would serve as a guide for how they would be trained, hired, supported and evaluated. This implies a move from having standards unrelated to the educational leadership academic / professional programmes

to ensure that courses are in line with the reviewed standards and that the evaluations are based on standards that are meaningful to leaders at different stages in their career.

References

- Beteille, T., Kalogrides, D., & Loeb, S. (2009). *Effective Schools: Managing the Recruitment, Development, and Retention of High-Quality Teachers*. Washington D.C.: The Urban Institute.
- Bush, T. & Oduro, G.K.T. (2006). New principals in Africa: preparation, induction and practice. *Journal of Educational Administration*, 44(4), 359–375. doi: 10.1108/09578230610676587
- Caldwell, B.J. & Harris, A. (2009). *Why not the best schools?* Victoria: ACER Press.
- Catano, N., & Stronge, J.H. (2007). What do we expect of school principals? Congruence between principal evaluation and performance standards. *International Journal of Leadership in Education*, 10(4), 379-399.
- Checkley, K. (2000). The contemporary principal: new skills for a new age. *Education Update*, 42(3), 1-6. Available at <http://www.ascd.org/otb/edup/may00/1may00.html>.
- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change: A multiperspective study of effective headteachers*. Buckingham: Open University Press.
- Day, C., Sammons, P., Leithwood, K., Hopkins, D., Gu, Q., Brown, E., & Ahtaridou, E. (2011). *School leadership and student outcomes: Linking with learning and achievement*. Maidenhead: Open University Press.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.
- Hallinger, P. & Ko, J. (2015). Education accountability and principal leadership effects in Hong Kong primary schools. *NordSTEP*, 1(3), 18-29.
- Hayes, D., Mills, M., Christie, P. & Lingard, B. (2006). *Teachers & Schooling: Making A Difference*. New South Wales: Allen & Unwin.
- Kearney, D.S., Sanders, N., Thomas, C., & Leon, R. (2011). *The policies and practices of principal evaluation: A review of the literature*. San Francisco, CA: WestEd.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. New York: The Wallace Foundation. Available at www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf

Leithwood, K., Harris, A. & Strauss, T. (2010). *Leading School Turnaround*. San Francisco, CA: Jossey-Bass.

Leithwood, K., & Louis, K. S. (2012). *Linking leadership to student learning*. San Francisco, CA: Jossey-Bass.

Louis, K.S. (2015). Linking leadership to learning: state, district and local effects. *NordSTEP*, 1(3), 7-17.

MacNeil, A.J., Prater, D.L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84, DOI: 10.1080/13603120701576241

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Msila, V. (2012). Conflict Management and School Leadership. *Journal of Communication*, 3(1), 25-34.

Mulford, B. (2002). Balance and learning: Crucial elements in leadership for democratic schools. Keynote paper presented at the Commonwealth Council for Educational Administration and Management Conference, Umea, Sweden, September.

Mulford, B. (2003). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*. A paper commissioned by the Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers. Available at <http://www.oecd.org/education/school/2635399.pdf>

National Conference of State Legislatures (2013). *Evaluating School Principals: A Legislative Approach*. Washington, DC: NCSL.

New Leaders for New Schools (2010). *Evaluating Principals: Balancing Accountability with Professional Growth*. New York: New Leaders for New Schools. Available at www.isbe.net/peac/pdf/eval_principals.pdf.

Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.

Sergiovanni, T. J., & Starratt, R.J. (1993). *Supervision: A Redefinition*. New York: McGraw Hill.

The Wallace Foundation (2012). *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. New York: The Wallace Foundation. Available at www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf.

The Wallace Foundation (2013). *The school principal as leader: Guiding schools to better teaching and learning*. New York, NY: The Wallace Foundation. Available at <http://www.wallacefoundation.org/knowledgecenter/Documents/The-School-Principal-asLeader-Guiding-Schools-to-Better-Teaching-andLearning-2nd-Ed.pdf>. Accessed 9 August 2016.

Vidoni, D., Bezzina, C., Gatelli, D., & Grasseti, L. (2007). The Role of School Leadership on Student Achievement: Evidence from TIMSS 2003. JRC Scientific and Technical Reports. European Commission, Ispra: Italy.

Wang, F., Pollock, K., & Hauseman, C. (2018). School Principals' Job Satisfaction: The Effects of Work Intensification. *Canadian Journal of Educational Administration and Policy*, 185,73-90. Available at <https://journalhosting.ucalgary.ca/index.php/cjeap/article/viewFile/43307/4038>

CHAPTER 02.

LEADERSHIP PREPARATION AND DEVELOPMENT

A brief review of the literature

Introduction

The research evidence shows that leadership development can contribute to shape the performance of leaders. Most countries have developed a wide range of courses and programmes that target different stages of school leadership, from initial pre-service training through induction programmes, to in-service/on-going professional development provision. Leadership development is broader than specific programmes of activity or intervention and can be done through a combination of both formal and informal processes throughout the stages and contexts of leadership practice. This requires what has been described as *sequential provision* to respond to the different stages of leadership careers as well as coherence between the different institutions offering leadership development. What has been found critical is that national or regional initiatives need to focus on aligning different components of the school leader's work which include leader standards, high-quality training, selective hiring and on-the-job evaluation and support. As The Wallace Foundation highlighted, when one provides aspiring school principals with training, evaluation and support the result will be a pipeline of principals that are able to improve teaching quality and student achievement (The Wallace Foundation, 2013). At the same time, best suited to this end are methods and content that include work-based and experiential learning, mentoring and coaching, peer support and networking, and formal leadership programmes (OECD, 2008).

Leadership Preparation and Development

Whilst countries may have distinct traditions, politics, economies and educational systems, an international perspective to the development of educational leaders should help us in our own deliberations. According to Kandel (1970, in Young and Grogan, 2008, p. 303), in order to understand and appreciate the educational workings of a nation, it is essential to know something of its history and traditions, and of the political and the economic conditions that determine its development. Education systems, he goes on to explain, inevitably tend to reflect the aims, aspirations, traditions and characteristics of the nations they serve.

In various countries (e.g. United States, Canada, Australia) the field of educational administration has been a field of study since the 1950s. For example, Erwin Miklos (1992) analyzing dissertation research topics, methods and methodologies used from 1958 to 1991 provided a comprehensive view of what students of educational administration were exposed to and what captured their attention during those years. Miklos argued that the characteristics of the studies “serve as indicators of the nature and state of research conducted within educational administration in general (p. 173). He noted the influence of the social science movement and the struggle to understand every-day practice. In many countries the position of school leaders were originally bestowed upon head teachers. Over time, as school systems have become more complex and definitions of educational leadership have evolved, the requirements for taking a leadership position have increased.

As the OECD (2008) notes “since the mid-1990s, training and development for principals have been introduced, strengthened either as preparation for entry to the post or to further develop the skills of active principals” (p. 108). In many countries in order to lead a school one must hold a special license or certification that warrants an individual’s expertise to hold an educational leadership position. In many cases, certification is tied to completion of pursuing postgraduate courses.

This implies a stronger professionalization of school leaders. The degree of professionalisation varies across countries as there are different requirements and types of programmes. Most countries provide what has been described as pre-service or preparatory courses that are required prior to taking up the position (SREB, 2006); induction training for those who have recently taken up the position; and ongoing professional development provided to practising school leaders. Courses may vary from short certificate courses, to postgraduate courses, often at Masters level, that vary from a one-year full-time course, to part time two to three year university programmes (Darling-Hammond et al., 2010). Continuing professional development may last from a few days over a principal’s career to annual provision. Training may be carefully orchestrated and sequenced to fit the different stages of a leader’s evolving career or offered as ‘one size fits all’. The content of the training also varies, from training focused on ensuring that school leaders are familiar with and able to implement state mandated legislation, to school leadership that is focused on the broader concepts of leadership. Training is also heavily conditioned and dependant on the roles and responsibilities that school leaders are expected to fulfil in specific countries. In countries where schools and school leaders have a low degree of autonomy, training approaches may concentrate on practical and legal aspects of the job, with the focus being on passing information and direction. Where countries place greater emphasis on autonomy and accountability at the school level, training tends to be broader in scope and focus on the wider concept of leadership.

The increased provision of training across countries has developed in response to changes in school leadership roles and responsibilities. There is widespread consensus amongst practitioners, researchers and policy makers that professional training and development have an impact on participants by improving leaders’ knowledge, skills and

dispositions. This can contribute to more competent and effective leadership behaviours and eventually lead to improvements in teaching and learning. The review that we have undertaken shows that:



LEADERSHIP SKILLS DEVELOPMENT CAN STRENGTHEN PRACTICE

The practice of school leadership requires specific skills that may not have been developed whilst one served as a teacher. Development strategies need to focus on developing and/or strengthening skills for dealing with the evolving roles that contribute to improve school outcomes, namely, a) supporting, evaluating and developing teacher quality, b) supporting goal setting, assessment and accountability, c) enhancing strategic financial and human resource management, and d) leading beyond the school environment. Training programmes also need to be based on analysis of need, as well as taking into consideration contextual factors that influence practice and provide potential support. This implies ensuring targeted provision in areas of special need or for special contexts (e.g. dealing with Vocational Education and Training subjects; low socio-economic contexts; rural areas).



LEADERSHIP DEVELOPMENT NEEDS TO BE SEEN AS A CONTINUUM

The review undertaken has identified a number of components that leadership programmes need to embrace. These common programme components include: *student selection, curriculum, pedagogy, field-based experiences, and partnerships*. Leadership development needs to be seen as a lifelong learning process. Most of the evidence on development impacts points to the fact that leadership development is broader than specific programmes of activity or intervention. It can be learned and developed through a combination of formal and informal processes throughout the different stages and contexts of leadership practice. The school leadership career needs to be supported through the different stages in a balanced manner, including induction and ongoing provision and support. This strategy is well supported by initiatives in various countries and extensively documented by the OECD.

Induction programmes “should provide a combination of theoretical and practical knowledge and self-study” (Pont, Nusche & Moorman, 2008, p.137). This is an extremely important point as it helps to bring out a clear understanding of leadership that is focused on learning that helps to bring out the best in the field of leadership and leadership development in particular. The focus has to be grounded in what the literature and research highlight and focused on needs. There is likely to be a particular value in leadership preparation and ongoing support that focuses on how leadership can promote school improvement in systems that are seeking to improve outcomes for all children/students and reduce between school variation in quality.



ENSURES COHERENCE OF PROVISION ACROSS INSTITUTIONS

Countries have found it difficult to co-ordinate initiatives across institutions resulting in loosely linked endeavours with separate providers that focus at times at different content and purposes (Pont, Nusche & Moorman, 2008; SREB, 2006; The Wallace Foundation, 2013). Choices have to be made taking into consideration factors such as current training and development opportunities, the availability of expertise, governance arrangements and the current and anticipated quality and availability of leadership. Incentives for participating in the training will need to be calibrated to encourage participation and quality in provision.

There is also evidence that the development of institutions or programmes that focus on leadership do contribute to transforming the leadership landscape as there is awareness raising, improved knowledge acquisition and varied leadership development opportunities. Furthermore, where different providers are brought together to address and cater for the varied professional development needs of school leaders there is greater possibility for providing programmes that eventually leave an impact on student learning (Darling-Hammond, 2010; Orr, 2006). Studies have also shown that where there is no national orientation but varied loosely-coupled institutions catering to local or regional needs, it is essential that there are clear standards to follow as these help to ensure that there is a clear focus on what leadership programmes need to address.

Those countries that are focusing on creating a principal pipeline and hence a sustainable system for school leaders, have particular components in place. They start off by focusing on *student selection*. In a number of programmes reviewed, applicants are identified, selected and screened to reflect leadership potential. Selection varies, from applicants submitting a motivation letter; letters to support one's application; vetting of portfolios of work; interviews. In some cases, a team of observers may visit the school of a potential candidate to assess the teaching qualities. In many programmes applicants are selected as a cohort. Programme assumptions about leadership and adult learning may come into play in that some programmes attempt to identify a mix of students that will support one another's learning and development. Other courses create eligibility criteria, such as years of experience, together with a portfolio of work, to make their choice.

The courses focus on a **pedagogy** that is problem-based, action research, case based and other transformative learning experiences. Such pedagogical tools offer situated learning and an opportunity to experiment with multiple perspectives and different learning scenarios that supports a blended learning approach that encourages participants to challenge their own beliefs and practices by undertaking work in their own working environments. Reflective practice is encouraged and increasingly structured into and throughout the programmes as a means of provoking and challenging students' presuppositions, helping them to "surface theories-in-use that shape behavior, and enabling them to try on other frames for leadership development" (Osterman, 1990 in Young & Grogan, 2008,

p. 308). Courses have therefore more field-based experiences. Thus internships (e.g. Davis et al., 2005) are more and more encouraged and prospective principals spend more structured time in schools. Whilst some courses offer full-time internships most are part-time and are integrated into course work allowing participants to apply leadership knowledge and skills under the guidance of an expert practitioner. Whilst experiences may vary, the focus is to encourage participants to explore theory to practice connections and make experiences more meaningful. Although theoretical knowledge can never prescribe exactly what to do in a specific situation, its impact for helping us analyse what happens should not, as Møller and Schratz argue, be underestimated (2008). Theoretical knowledge helps to enlighten leadership practice and reflect it within a broader contextual framework and this engagement has to be evident in courses.

Linked to this is a focus on mentoring, coaching and shadowing that support modeling, questioning, observations of practice and feedback.

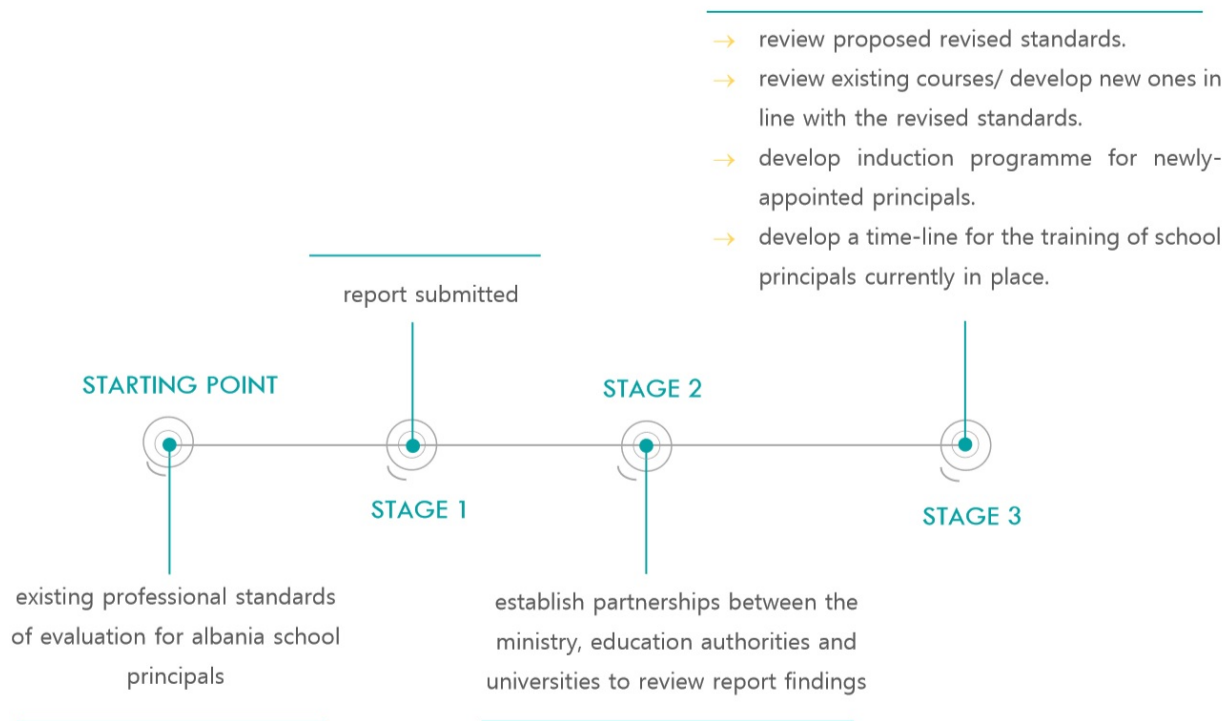
Partnerships is central to any country that wants to take leadership development seriously. Those that do know that initiatives that encourage partnerships between institutions representing different sections/sectors is the way forward. Studies show that the nature of the collaborations need to be substantive and reciprocal, reflecting leadership needs for local contexts, with the involvement both in the curriculum design and the implementation of the programmes.

Hence we are of the opinion that a drive that sees the Albanian education authorities taking school leaders preparation and development seriously need to make sure that the following features are taken into consideration.

Features

Creating policy for leadership development: Policy matters. Strategies need to be developed that are based on the professional standards set which guide the development of the professional development courses that are offered across the different stages of the principalship. Develop funding streams that support leaders during their initial preparation and throughout their career. Enhance co-ordination between providers to create better alignment and eliminate duplication of work and emphasise a clear philosophy. Embed leadership development in a clear vision that places school leaders as instructional leaders that focus on student learning. (see Figure 1).

Figure 1. Process of Review and the Development of the Knowledge, Skills and Attributes for Effective School Leadership



Building a new structure for leadership development based on the evaluation standards: The literature and our own experiences in different countries shows that the establishment of new standards for school leader licensing is important in helping institutions overhaul their programmes. The standards need to support the revision of existing courses, the curriculum being taught; the integration between coursework and fieldwork; the pedagogies adopted. Materials being developed need to refer directly to the standards, which in turn are discussed with candidates.

Leadership training for prospective and existing school leaders: Make leadership training a prerequisite which prospective school leaders can follow prior to taking on such a position. We believe that school leaders need to come from teaching grades who have undertaken leadership responsibilities throughout their career and naturally fill leadership positions at a lower level (e.g. deputy school principal; Head of Department) prior to becoming a school principal. This implies that the person is slowly maturing into the role building up relevant experience and expertise.

Efforts need to be made to find the 'right' candidates for leadership development. We recommend that school leadership topics are introduced in initial teacher training, encouraging prospective teachers to start reflecting on leadership roles and help them contribute to various school initiatives whilst they are attached to schools. At the same time, those in position and not holding any leadership qualification should be provided with the opportunity to gain one through a flexible programme that respects their busy schedule but ensures that they are professional trained. (see **Develop a base of empirical data:** Attempts need to be encouraged to develop a base of empirical data that will guide preparation reform efforts in the future. This means that the authorities and different stakeholders need to initiate and encourage researchers to conduct studies in the varied areas of school leadership and with a focus on leadership development and preparation in Albania and to draw on research evidence elsewhere. This will take time. But once a research component is established then it will form part of the evaluation reform process. Figure 2)

Develop a base of empirical data: Attempts need to be encouraged to develop a base of empirical data that will guide preparation reform efforts in the future. This means that the authorities and different stakeholders need to initiate and encourage researchers to conduct studies in the varied areas of school leadership and with a focus on leadership development and preparation in Albania and to draw on research evidence elsewhere. This will take time. But once a research component is established then it will form part of the evaluation reform process.

INVOLVEMENT

REVIEW CURRENT ROOT INTO SCHOOL LEADERSHIP POSITIONS

PREREQUISITES: YEARS OF TEACHING EXPERIENCE DEFINED

(e.g. 5 years teaching experience before moving into a position of leadership)

LEADERSHIP SUCCESSION- INVOLVEMENT IN CPD COURSES

Deputy Headship/
Head of Department

CAREER DEVELOPMENT: PRE- SERVICE

5 years of teaching experience
Postgraduate Diploma
Motivation Letter
Portfolio
Interview

School Principal

Eligible after 4 years serving as a Deputy
Head/ Head of Department
Postgraduate qualification: Masters
Examination
Interview

CAREER DEVELOPMENT: INDUCTION

Experiences:
Job Shadowing/ Internship
Networking
Seminars

CAREER DEVELOPMENT: IN- SERVICE/ CPD

Experiences:
Networking
Seminars
Critical Friends
Conferences
Study visits abroad

Figure 3. Recruitment of School Leaders: Professionalising Recruitment

As this recommendation is being addressed we also recommend that researchers working in different institutions undertake trans-national studies. In a Mediterranean context which is slowly but surely becoming more heterogeneous we need to understand the richer, more multi-faceted social, political and economic environments our school leaders, teachers and students already engage in. New theoretical underpinnings of leadership will no doubt emerge and new knowledge of global leadership practices will surface.

Internship Placements: Courses, including ones organised by universities, need to include workplace learning opportunities possibly both at a local/regional/national level and possible study visits abroad. The opportunity for candidates following the leadership programmes to spend some time in high poverty or challenged schools will help them to appreciate the varied challenges the educational arena provides (Jacobson & Bezzina, 2008). The opportunity to be able to link up with other organisations/education systems so that links with foreign universities/leadership centres should be encouraged. This will provide the unique opportunity for study visits to be conducted during which a variety of learning opportunities could be experienced.

Ideally, such placements need to be in schools where leaders have a proven track record of successfully improving student achievement and one where there is a supportive environment. This is directly linked to the next recommendation.

Mentoring Programmes: Clinical placements should not be reserved only for aspiring school leaders. Mentoring programmes should be developed so that existing school leaders (working at different levels of responsibility) have the opportunity to observe first-hand, the practice of exemplary school leaders (Jacobson & Bezzina, 2008; The Wallace Foundation, 2007). Visits can be varied in nature and engagements taking place in different schools. Sessions for dialogue across a number of school leaders, mentors and mentees could become a regular fora.

Quality Assurance: Another promising approach that is slowly being used to support programme improvement is through a Quality Assurance process in which programmes prepare documentation and evidence on their content, design and delivery based on a set of questions which reflect the principles of effective leadership preparation, to be reviewed by a team of external leadership experts. These experts serve as critical friends for feedback and suggestions for programme improvement. Naturally, universities should engage with foreign experts to review the introduction of such courses as they are submitted for internal verification and accreditation. The internal quality assurance will involve all those involved in developing and running the programmes to meet regularly to discuss their input and their experiences with the candidates. They will also need to introduce forms for course candidates to provide their own autonomous feedback to the study units. This will provide feedback which represents their voice.

Recommendations

1. Develop a national leadership policy that:

- a. Ensures that those institutions that wish to be involved in running academic and professional courses for potential and existing school leaders need to respect and adhere to the National Evaluation Standards.
- b. Establishes constructive partnerships between the institutions and the education authorities.
- c. Professionalise the recruitment of school leaders from teaching grades with clear national criteria and resources.

2. Review existing academic/professional courses on the basis of the revised Evaluation Standards.

- d. Ensure that the courses contain specific features that cut across all courses being offered. These are to include research, internships and mentoring.
- e. Introduce appropriate and clear quality assurance procedures within the programmes to allow for both internal and external review.

References

- Darling-Hammond, L., Meyerson, D., LaPointe, M. & Orr, M.T. (2010). *Preparing Principals for a Changing World*. San Francisco, CA: Jossey-Bass.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *Review of Research. School Leadership Study. Developing Successful Principals*. Palo Alto, CA: Stanford Educational Leadership Institute.
- Jacobson, S. & Bezzina, C. (2008). Effects of Leadership on Student Academic/Affective Achievement. In J. Lumby, G. Crow, & P. Pashiardis (eds) *International Handbook on the Preparation and Development of School Leaders*. New York, NY: Routledge, pp. 81-103.
- Kandel, I.L. (1970). *Comparative Education*. Westport, CT: Greenwood Press.
- Miklos, E. (1992). *Doctoral Research in educational administration at the University of Alberta, 1958-1991*. Edmonton: Department of Educational Administration.
- Møller, J. & Schratz, M. (2008). Leadership Development in Europe. In J. Lumby, G. Crow, & P. Pashiardis (eds) *International Handbook on the Preparation and Development of School Leaders*. New York, NY: Routledge, pp. 341-366.

Orr, M.T. (2006). Mapping innovation in leadership preparation in our nation's schools of education. *Phi Delta Kappan*, 87(7), 492-499.

Osterman, K. (1990). Reflective practice: A new agenda for education. *Education and Urban Society*, 22(2), 133-152.

Pont, B., Nusche, D. & Moorman, H. (2008). *Improving School Leadership. Volume 1: Policy and Practice*. Directorate for Education, OECD: Paris.

Southern Regional Education Board (2006). *Schools can't wait: Accelerating the redesign of university principal preparation programs*. Atlanta: Southern Regional Education Board.

The Wallace Foundation (2013). *The school principal as leader: Guiding schools to better teaching and learning*. New York, NY: The Wallace Foundation. Available at <http://www.wallacefoundation.org/knowledgecenter/Documents/The-School-Principal-asLeader-Guiding-Schools-to-Better-Teaching-andLearning-2nd-Ed.pdf>. Accessed 9 August 2016

The Wallace Foundation (2012). *The Making of the Principal: Five Lessons in Leadership Training*. New York, NY: The Wallace Foundation. Available at <https://www.wallacefoundation.org/knowledge-center/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf> Accessed 4 February 2019

The Wallace Foundation (2007). *Education Leadership: A Bridge to School Reform*. New York, NY: The Wallace Foundation. Available at <https://www.wallacefoundation.org/knowledge-center/pages/bridge-to-school-reform.aspx> Accessed 4 February 2019

CHAPTER 03.

THE CONSTRUCT OF 'LEADERSHIP FOR LEARNING'

A review of the literature on the topic of leadership for learning has brought out a conceptual evolution of this construct. The attention has been focused on an integrated model of leadership in which two principal lines of study co-exist: educational and transformative leadership. We present a contextualized version of the leadership practices in the context of school leadership in Albania, developing an empirically, observable and measurable construct. The theoretical construct is based on 20 leadership practices divided into five macro processes:



A) Strategic orientation

The practices that fall within the managerial process of strategic orientation have been extensively analyzed in effectiveness leadership studies. Four main practices have been identified: vision of shared development; focus on learnings of students; interconnection of objectives; clear and defined responsibilities of school leaders (see Table 1). The integrated leadership model (Hallinger, 2003, Leithwood & Janzi, 2008) includes the development of shared vision, consensus building around the school's objectives, and having expectations for high performance. From the point of view of management principles, these practices can have as foundation two opposing principles: alignment and obliquity. In the managerial literature the concept of "management of alignment" (Labovitz & Rosansky, 1997) has a long tradition to the point that well-known practices such as Management by Objectives (Druker, 2008), Strategic Planning (Mintzberg, 1996) and Balanced Scorecards (Kaplan & Norton, 2006) are based on this principle.

Vision of shared development

- a) Does the principal have a clear understanding of what the strategic priorities and directions should be?
- b) How does the principal try to make the development vision as clear as possible and understandable to the school stakeholders?
- c) How does the principal understand the stakeholders' point of view and their different order of priorities?

Strategic objectives focused on student learning

- a) Does the principal lead the school with a focus on student learning? In what ways?
- b) Is the principal aware that there are some priorities related to student learning closely related to the specific characteristics of this school?
- c) Does the principal focus on measurable, ambitious but realistically achievable strategic objectives?

Interconnection of objectives

- a) Does the principal have a clear understanding of the logical and associations/potentially causal links that connect the organizational environment, teaching quality and student learning?
- b) To what extent are the objectives of the school structured into a coherent system of sub-objectives?
- c) Has the principal considered it useful to articulate the system of objectives in intermediate milestones, i.e. measurable and temporally defined partial results (i.e. stages or specific targets)?

Clear and defined responsibilities of school leaders

- a) Does the principal feel motivated in his/her work by the desire to achieve objectives to improve all students' learning and wellbeing?
- b) Does the principal show that he / she is oriented towards improving learning, acting indirectly but in a coherent manner on the organization, on the staff and/or on the relationships between the members and the community?
- c) Does the principal take into account his/her responsibilities in terms of improving student learning and wellbeing by informing the school council, the general manager, the community?

Table 1. Leadership practices related to Strategic Orientation

Birkinshaw (2013), argues that the principle of alignment means that all employees work to pursue a common goal. The rowing team metaphor is used in the literature to try to make sense of this approach to goal management (Kaplan & Norton, 2006): the rowers share a common goal, they are professionals, and they row in perfect harmony straight to the goal. Alignment management assumes that managers can set clear and quantifiable goals to ensure that each group and individual within the organization or outside (for example, suppliers in a business or families in a school) can align itself to effectively contribute to common goals.

Alignment also implies the cascading development of objectives, from general to specific group objectives, to individual goals (e.g. in a school, departments, education levels and individual teachers), using for each sub-unit a series of key performance indicators to measure performance and to activate diagnostic control mechanisms for comparing objectives and results, analysis of the causes of deviations and correction of the direction of travel. Alignment management has both advantages and disadvantages. A not inconsiderable advantage is that it provides an expectation of behaviour towards groups and individuals.

The opposite principle to the management of objectives for alignment is the oblique management of objectives which is instead characteristic of a transformative leadership approach. According to this principle the best way to achieve the goals derived from the institutional mission (for a school the educational outcomes and learnings of the students) does not consist in pursuing them directly, but in pursuing intermediate processes and objectives. According to economist John Kay, oblique approaches are the most effective in rough terrain or in cases where the outcome depends on interactions with others (Kay, 2004). In other words, in dynamic and complex contexts in which there is high uncertainty as to which are precisely the objectives to be achieved or how to measure them, an indirect approach can be more effective. Therefore, instead of aiming to achieve higher level of students' learning, the vision and managerial practices focus on the pursuit of indirect objectives such as the professional development of teachers, the promotion of group work or a collaborative organizational culture oriented to the quality of teaching

and learning, promotion of student motivation, engagement or improving behavior and attendance as pre-requisites for improving educational achievement and outcomes.

In dynamic and complex contexts, the flexibility and adaptability of an organization depends on the creative drive of workers and spontaneous adaptation (Simons, 2010). The process of managing objectives for alignment could prove to be a constraint to the capacity for experimentation and adaptation of teachers. Leadership practices of the goal-setting process include both management principles based on the assumption that one principle is not better than the other in absolute terms, but depends on the specific conditions of context in which the school managers find themselves working and therefore from the type of objectives pursued. What should be relevant in analyzing managerial practices is not the abstract conformity of behaviours with management principles, but the consistency between context, principles and practices. Four practices were identified within the strategic orientation process for each of which key questions were developed to guide the interviews to school leaders and subsequently the individual questions to be included in the questionnaires addressed to teachers (see Table 1).

B) The Organization of Teaching

The leadership practices related to the organization of the school and teaching refer to the definition of the organizational structure and the organization of teaching processes. Five main teaching practices have been identified: (i) clear and defined roles for distributed leadership within the school; (ii) roles and responsibilities of individuals at the service of group work; (iii) standardization of teaching processes; (iv) personalization of teaching / learning processes, and; (v) promotion and socialization of educational innovations (see Table 2). The principles behind these managerial processes include well-known concepts in organizational theory (hierarchy, bureaucracy, participation, spontaneous adaptation, etc.) and refer to the different ways in which managers can design working conditions by acting on two mechanisms: vertical management and horizontal management.

Clear and defined roles for a distributed leadership within the school

- a) Does the principal promote distributed leadership by identifying key figures among school teachers?
- b) Does the school work a leadership that is not only distributed (formal figures) but also widespread, on which the school principal makes use of as an opportunity for the growth of collective knowledge?
- c) Does the executive guarantee that there is consistency between the way in which the leadership is distributed and the strategic objectives pursued?

Roles and responsibilities of individuals at the service of group work

- a) Is the principal involved in making clear what the school expects from individual teachers?
- b) Is the principal involved in the definition of organizational conditions that favour the integration of roles and responsibilities within collegial groups and bodies?

- c) Does the principal take care of organizing the teaching in order to optimize the use of teaching time?
- d) Does the principal support the use of research and evidence to support teachers' professional learning and enhance the quality of teaching throughout the school?

Standardization of teaching processes

- a) Is the principal committed to providing teachers with tools and resources to ensure a quality level of homogeneous teaching between the different classes?
- b) Does the principal ensure a level of quality of homogeneous teaching among the classes by acting on the criteria for the formation of the classes?
- c) Does the principal ensure that the "right" teacher is assigned to the "right" class, ensuring a homogeneous level of teaching?

Customization of teaching / learning processes

- a) Does the principal promote systems and procedures with respect to "special educational needs" to ensure that teachers act in a coordinated way internally and in a network with families and other partners in the area?
- b) Does the principal create the organizational conditions to identify "specific training needs", recovery and reinforcement, and to develop a teaching model aimed at individual students?
- c) Does the principal define internal procedures or interfaces with class councils and families to become aware of the effectiveness of personalized learning?

Promotion and socialization of educational innovations

- a) Does the principal centrally guide the innovation processes, indicating to which research and experimentation projects the teachers may join?
- b) Does the principal provide intellectual stimulation and encourages educational innovations promoted spontaneously by individual teachers and groups?
- c) Does the principal take care to bring innovations to the system and make them become a practice shared by teachers and / or professional communities outside the school?

Table 2. Leadership practices related to the Organization of the School and Teaching

C) Self-assessment and improvement

The Long-Term Plan (from the Ministry) and the Short-Term Plan (from the Regional Educational Offices) represent the strategic framework within which the principal is called to exercise improvement activities of the school service by developing his own operational plan. The evaluation plan used by the Evaluation Inspectorate, is used as a self-assessment tool as well. This constitutes a point of reference for the assessment of the individual performance of the principal, influencing their career paths.

As shown in Table 3, the process consists of five practices that refer to the role that the principal plays in measuring performance, in reporting decisions, in providing organizational support for self-assessment, in designing improvement actions, and in training of the school improvement plan. The process of self-assessment and

improvement is a managerial process with strong external regulation, as it is not only the form and methodology for processing the self-assessment and planning documents, but also the scheduling of the times within which the different phases of the process are carried out, and the type of actors involved in the various phases with particular regard to the composition of the internal evaluation unit which should directly manage the entire process.

Regarding the role of the principal, the performance management cycle implies a transactive leadership approach: narrow, clearly defined and measurable objectives, diagnostic controls, organizational structures and formal information, decision and coordination procedures.

Performance measurement

- a) Does the principal show that he/she is aware of his/her school's Key Performance Indicators (KPIs)?
- b) Has the principal set up a multidimensional measurement system and, in a coherent way, guides and organizes the work of the Internal Evaluation Unit?
- c) Does the principal implement an approach to management control in which he/she tries to balance diagnostic control and interactive control?

Report decisions

- a) Is the principal concerned with disseminating knowledge, even outside the Internal Evaluation Group?
- b) Does the principal direct teachers' attention to the critical aspects of teaching / learning informed by research and evidence?
- c) Does the principal systematically involve families and other external subjects in the processes of monitoring and evaluating of teaching / learning?

Meetings on self-assessment

- a) Has the principal promoted working methods based on self-assessment groups and support groups with precise organizational procedures on self-assessment meetings?
- b) Does the principal makes sure that the self-assessment groups have relevant and significant information compared to well-defined problems to be explored?
- c) Has the principal promoted adequate internal accountability systems to monitor self-assessment activities?

Design of improvement actions

- a) The principal has decentralized the design processes for improvement, promoting a widespread problem finding / solving approach?
- b) The principal supports the professional groups involved in self-assessment and improvement, promoting effective cooperation mechanisms with the territory (networks, memorandums of understanding, area plans, agreements and conventions, etc.)?
- c) The principal demonstrates the ability to manage the situations in which the professional groups express shortcomings in the design / implementation of improvement actions?

Table 3. Leadership practices related to the self-assessment and improvement process

D) Development of professional capital

Four leadership practices have been included within the development of professional capital: (i) approach to the evaluation of teacher performance; (ii) management of motivation; (ii) attracting / retaining talent and managing non-productive workers; (iv) professional development of staff (see Table 4). The leadership practices that belong to this process are those that present the greatest differences with respect to the international literature both of leadership for learning and of general management principles. The main differences are due to the substantial lack of autonomy of the Albanian schools, regarding personnel management (recruitment, selection, career, evaluation, dismissal). Therefore, many practices referring to international literature are not appropriate, while the work of principals becomes subtle and often counter-intuitive when it comes to describing what principals do to attract / retain quality teachers, intervene on unproductive workers or empower staff.

Like the integrated model of leadership for learning, this process includes aspects such as providing support and consideration to individual teachers (Bass & Avolio, 1994), providing intellectual stimuli to encourage teachers to rethink professional practices and experiment with new ways of teaching (Marzano, Waters & McNulty, 2005), provide professional development not only through the precise identification of training needs, but also by promoting an effective working environment to support teacher growth. The management principles underlying the process of developing professional capital recall the academic theories on motivation. For example, the distinction operated by McGregor (1960) between Theory X and Theory Y wanted to highlight the assumptions of the managers on how to influence the behaviour of subordinates: the managers who adhere to Theory X consider the subordinates lazy by nature and needing extrinsic rewards to carry out their work; while the managers who adhere to Theory Y consider subordinates as ambitious and able to motivate themselves. The former tend to emphasize coercion and control, the latter are more likely to grant autonomy and opportunities for professional development.

The theory of the *Gemeinschaft* and the *Gesellschaft* can help us to deepen the different incentive structure implicit in this management process. Writing in the 1887, Ferdinand Tönnies used these terms to describe the change in

values and of the orientations in the transition towards the industrial society. These researches have been taken up and developed by Sergiovanni (2002), with specific regard to the school. The term *Gemeinschaft* can be translated with the word community while the term *Gesellschaft* can be translated with a society or formal organization. By imagining a continuum, in the transition from the extreme *Gemeinschaft* to the extreme *Gesellschaft*, community values are replaced by values of a contractual nature. In the *Gemeinschaft*, natural will is the motivating force: individuals decide to relate to each other because doing this has an intrinsic purpose and meaning. The bonds between people are essentially moral bonds, solid and full of symbolic meanings, shaped by mutual trust and set for cooperation. By contrast, in the *Gesellschaft*, rational will is the motivating force. Individuals decide to relate to achieve individual benefit. The links between people are weak and instrumental, they have an essentially utilitarian purpose that keeps individuals together as long as there are perspectives of individual self-interest. The reports are formal, mediated by assessment procedures and by the imposition of sanctions in the case of non-compliant behaviour and / or results. Sergiovanni (2002) recalls that the *Gemeinschaft* and the *Gesellschaft* do not exist in pure form in the real world, both are metaphors that recall to mind "ideal types", different types of cultures and alternative visions of life. No organization, including school, will ever be exclusively one or the other.

Performance evaluation approach

- a) The principal provides teachers relevant data on student learning?
- b) The principal favours a cooperative approach with respect to a competitive approach in the use of comparable data on learning?
- c) Is the principal related to the consequences for individuals and / or groups?

Management of motivation

- a) The principal is concerned with providing the teachers with individualized support and intellectual stimulation leading to professional improvement?
- b) The principal provides an effective system of incentives to reward and motivate the most deserving teachers?
- c) Has the principal identified effective extrinsic incentive strategies?

Attract / retain talent and manage non-productive workers

- a) The principal effectively communicates the value of teaching in his school and succeeds to influence the choice of the working place of particularly capable teachers?
- b) The principal implements strategies of persuasion and incentives for the more capable teachers?

c) Does the principal find effective solutions for the management of non-productive workers?

Professional development of staff

a) The principal sets the Annual Training Program so that the individual needs of teachers are aligned with the schools' objectives?

b) The principal tries to influence the teachers' choices regarding the compulsory training (10 individual annual hours) they have to follow to support the needs of the school improvement plan as well as teachers' preferences?

c) The principal, in addition to formal training, promotes a work environment effective to support the professional growth of individual teachers?

Table 4. Leadership practices for the development of professional capital

Research in the field of human motivation has highlighted the extrinsic-intrinsic dichotomy (Ryan & Deci, 2000). If the extrinsic motivation comes from external factors, such as wage increases, promotions, bonuses, rewards or threats of punishment, the intrinsic motivation comes from personal factors such as satisfaction with stimulating work, the possibility of working creatively with others, the opportunity to gain experience or contribute to a good cause. On the other hand, between these two extremes there are hybrid forms of motivation that Ryan and Deci (2000) define "extrinsic motivation internalized" and are mainly due to social factors such as the esteem of colleagues and the sense of belonging to a group. The incentives of this species are born as both external (career advancement, awards) and internal (recognition, status, entry into a group), then are internalized by the individual who considers them as desirable (Birkinshaw, 2013).

On the other hand, motivation is a highly idiosyncratic phenomenon since people can respond in a unique and changeable way over time. The same person who has fulfilled his or her own needs for self-fulfillment and social esteem can in time, give more importance to material incentives and vice versa. The awareness that the management of motivation represents a complex aspect of managerial practices that cannot be solved simplistically with the extrinsic / intrinsic dichotomy, has led to consider a wide range of professional capital development practices (see for more details Table 4).

E) Management of networks and relations with stakeholders

In general building relationships with families and communities shifts the attention of the staff of the school from a focus exclusively within a field of activity that embraces external collaboration, transparency and accountability.

Muijs and colleagues (2004) have identified these practices as important for improving schools that operate in difficult contexts. The literature on leadership for learning has documented how school leaders spend a significant amount of time in contact with people outside their schools, seeking information and advice, trying to stay in tune with policy changes, anticipating new pressures and trends that could have an influence on their schools. Meetings, informal conversations, telephone calls, e-mail exchanges and internet searches are examples of opportunities to achieve these goals.

The vast number of formal and informal networks in which school leaders participate provides many opportunities for the school to link to its broader educational environment (Paletta, 2012). Indeed, the management of relationships with families and the community includes a series of practices that can be included in other management processes such as the definition of a vision of shared development of the school, the design of an organizational model of teaching open to the participation of families or the management of self-evaluation and improvement processes in partnership with other schools and community institutions.

In fact, in this study, these practices were inserted into other processes, while in this area has chosen to focus attention on a specific set of practices that for their importance in the work of the Albanian school principal, it is appropriate to analyze it separately. These practices concern: a) network collaboration with other schools, b) participation in inter-institutional networks on a territorial basis; c) cooperative accountability with local stakeholders.

The emphasis of these practices is on building cooperative relationships with the local stakeholders with the intent of investigating the work of the leader as a systems leader, able to put the school at the center of a territorial network for the solution of complex educational issues (inclusion, integration of foreigners, orientation, employability, etc.) which have an impact on the social capital and economic development of territories. The ability to network may not be immediately visible in terms of assistance for the solution of problems; often the interaction with the external environment can be explained more simply with the need to acquire information on uncertain and complex events. On the other hand, networks are developed in a variety of ways such as talking with people during meetings, social events and ceremonies, being part of commissions, interest and work groups, participation in training initiatives and meetings in professional associations, belonging to clubs or civic groups in the territory. Cooperative relationships are built and maintained by showing respect, offering support unconditionally or showing appreciation for the work accomplished (Yukl, 2010). From a methodological point of view, these important aspects cannot be detected through an interview with the principal or a questionnaire addressed to teachers. This implies, for example, a participant observation of school leaders in the business context in which they play their role.

Collaborate in the network with other schools

a) Is the principal fully aware of the objectives and the value of participation in school networks?

b) Is the principal influenced by extracurricular factors or by exogeneous factors to the teaching / learning processes in the decision to participate in a network?

c) How far does the principal show that he/she is aware of the critical success factors behind a school network?

Network management on a territorial basis

a) Is the principal aware of the complexity of the management behind territorial networks, grasping the potential limitations and risks of failure behind collective action?

b) The principal shows that he/she has learned from "failures" and promotes best practices of network management?

c) Has the principal promoted an effective transfer of the knowledge produced on-line within the school?

Reporting to local stakeholders

a) Does the principal show that he/she believes in the philosophy of horizontal accountability in favour of local stakeholders?

b) Has the principal promoted reporting to families and other local stakeholders the school's educational choices and students' learning achievements?

c) Has the principal promoted an accountability approach in which he/she accounts for the use of economic and financial resources and also for student learning and wellbeing?

Table 5. Leadership practices in the process of managing networks and relations with stakeholders

References

Bass, B.M. & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Birkinshaw, J. (2013). *Reinventare il management per ottenere risultati con scelte più intelligenti*. Milano: Franco Angeli.

Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools*. Albany, NY: State University of New York Press.

Drucker, P.F. (2008). *Management*. Revised Edition. New York: Collins Business.

Hallinger, P. (2003). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.

Hamel, G. (2009). *Il futuro del management*. Milano: Etas.

Hedlund, G. (1993). Assumptions of hierarchy and heterarchy, with applications to the management of the multinational corporation. In S. Ghoshal, & D.E. Westeney, (Eds), *Organization Theory and the multinational Corporation*, (pp. 211-236). London: St. Martin's Press.

Holland, J.H. (1998). *Emergence: From Chaos to Order*. Redwood City, CA: Addison-Wesley.

Ibanez, R. & Rosanas, J. (2010). Use your tools wisely. Indicators: Helpers or Hindrances? *Expert Insight*, 2, pp. 52-58.

INVALSI (2014). *Rapporto di autovalutazione. Guida all'autovalutazione*, novembre 2014. Disponibile su: www.istruzione.it/sistema_valutazione/allegati/RAV_24_11_2014_DEF.pdf. [Accesso: 15.02.2015].

Kaplan, R.S. & Norton, D. (2006). *Alignment: Using the Balanced Scorecard to Create Corporate Synergies*. Boston, MA: Harvard Business School Publishing.

Kay, J. (2004). Forget how the crow flies. *The Financial Times*, January 16.

Labovitz, G. & Rosansky, V. (1997). *The Power of Alignment: How Great Companies Stay Centered and Accomplish Extraordinary Things*. New York: Wiley & Sons.

Leavitt, H.J. (2005). *Top-Down. Perché le gerarchie sono necessarie e come renderle migliori*. Milano: Etas.

Leithwood, K., Harris, A. & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.

Leithwood, K. & Jantzi, D. (2005). A Review of Transformational School Leadership Research 1996-2005. *Leadership and Policy in Schools*, 4(3), 177-199.

Leithwood, K. & Jantzi, D. (2008). Linking Leadership to Student Learning: The Contributions of Leader Efficacy. *Educational Administration Quarterly*, 44(4), 496-528.

Marzano, R.J., Waters, T. & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: ASCD.

McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.

Mintzberg, H. (1996). *Ascesa e declino della pianificazione strategica*. Torino: ISEDI.

- Mintzberg, H. (2009). *Il lavoro manageriale in pratica*. Milano: Franco Angeli.
- Muijs, D., Harris, A., Chapman, C., Stoll, L. & Russ, J. (2004). Improving schools in socio-economically disadvantaged areas: A review of research evidence. *School Effectiveness and School Improvement*, 15(2), 149-175. RICERCAZIONE - Vol. 7, n. 1 - June 2015 | 61
- Ogawa, R. & Bossert, S. (1995). Leadership as an organizational quality. *Educational Administration Quarterly*, 31(2), 224-243.
- Paletta, A. (2011a). Managing Student Learning: Schools as Multipliers of Intangible Resources. *Educational Management Administration & Leadership*, 39(6), 733-750.
- Paletta, A. (2011b). *Scuole responsabili dei risultati. Accountability e bilancio sociale*. Bologna: Il Mulino.
- Paletta, A. (2012). Public Governance and School Performance. *Public Management Review*, 14(8), 1125-1151.
- Paletta, A. (2014). Improving Students' Learning Through School Autonomy: Evidence From the International Civic and Citizenship Survey. *Journal of School Choice*, 8(3), 381-409.
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Sammons, P., Gu, Q., Day, C. & Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England, *International Journal of Educational Management*, 25(1), 83-101.
- Sergiovanni, T. (2002). *Dirigere la scuola comunità che apprende*. Roma: LAS.
- Silins, H. (1994). The relationship between transformational and transactional leadership and school improvement outcomes. *School Effectiveness and School Improvement*, 5(3), 272-298.
- Simons, R. (2010). *Seven Strategy Questions: A Simple Approach for Better Execution*. Boston, CA: Harvard Business Review.
- Thompson, J.D. (1991). *L'azione organizzativa*. Torino: ISEDI.
- Yukl, G. (2010). *Leadership in Organizations*. London: Prentice Hall.



SECTION B

**LEGISLATION OF
PRE-UNIVERSITY
EDUCATION IN
ALBANIA**

CHAPTER 04.

LEGISLATION ANALYSIS

Analysis of Legislative Amendments of the Pre-University Education System in the Republic of Albania with Focus on School Principals

Introduction

Creating a supportive legislation for school principals helps to strengthen the principal's role, the development of the principal's status in society, the principalship and with time the quality of education. During the period of 2012-2018, the Albanian Parliament and the Government have adopted a number of legal documents, laws and by-laws that have supported the implementation of a professional approach to the issues of centred round the school principal by sanctioning changes in recruitment policy and procedures, professional development and principal evaluation.

The sources of law regulating the pre-university system in the Republic of Albania with focus on school directors are as follows:

- Law no. 69/2012, dated 21.06.2012 "On Pre-university Education in the Republic of Albania", as amended by the Law no. 56/2015 dated 28.5.2015 and the Law no. 48/2018 dated on 23.07/2018.
- Decision of the Council of Ministers no. 540, dated 19.09.2018 "On organizing and functioning of the School of Principals of pre-university education institutions and on their training and certification".
- Normative Provisions of Pre-university Education of 2013, as amended by Order no. 169, dated 08.05.2014, "On some amendments to the Normative Provisions in the Pre-university Education System".
- Minister of Education Instruction no. 57, dated 12.11.2013 "On appointment procedures and dismissals of the principals in pre-university education public institutions".
- Minister of Education Instruction no. 58, dated 12.11.2013 "On the procedures for appointing and dismissing the deputy principal of public education institutions".
- Principal's Standards, approved by the Minister of Education, no. 4296 on 27.8.2013.
- Order of the Minister of Education no.467, dated 15.09.2016 "On the approval of performance standards and evaluation criteria for school principals".
- Minister of Education Instruction no.1, dated 20.1.2017 "On the functioning of the continuous professional development system of educational employees".

Additional references:

- Strategy on Pre-University Education Development 2014-2020, approved by the Ministry of Education and Sports.
- Pre-university Education System Reform, Preliminary Report of May 2014 of the Ministry of Education and Sports.
- Program for the professional development of heads of educational institutions in pre-university education. (2011)
- Report on the draft Law "On some additions and amendments to the law no. 69/2012 "On the Pre-University Educational System in the Republic of Albania", as amended in 2018.
- United Nations Educational, Scientific and Cultural Organization, "Albania Education Policy Review: Issues and Recommendations", April 2017.

A brief overview on the developments related to the status of school principal

Over the past two decades, the pre-university education system in the Republic of Albania has been subject of a number of reforms. These reforms are focused on regulation of the education system and the teaching practice; and are developed through three main phases (MES Preliminary Report of May 2014).

1. The initial phase of correction of the education component (which began in early 1990s and developed until 1995);
2. A second phase consisting of a preparation for change process, based on Law no. 7952, dated 21.06.1995, "On the pre-university education (1995-2010);
3. And a third further reform phase, based on Law 69/2012, dated 21.06.2012 "On the pre-university education in the Republic of Albania" (2012), followed by legislative amendments in 2015 and 2018. Supported with expertise from the World Bank, two National Education strategies were drafted and two quality improvement projects implemented throughout 2000-2005 and 2006-2013. The changes affected the structure of the education system, curricula and management systems. The organization and functioning of IE at all levels of education of the pre-university system and their responsibilities and competencies are regulated by law no. 69/2012, dated 21.06.2012 "On the pre-university education in the Republic of Albania".

The Ministry of Education, Sport and Youth (MASY) has been involved in the process of implementing the legal and sublegal acts adopted over the years and is complementing the legal framework with other acts necessary for further reform in the system. The MASY is revitalizing the performance-based management model at all levels, clarifying the duties, responsibilities and mutual obligations of the institution with each employee. The expected result is better and improved performance of each individual engaged in the management of the education system. The planned interventions in the Strategy take into account the actions and procedures to ensure and maintain the minimum

level of performance, as well as reporting and auditing in several directions, thus increasing transparency of the actions undertaken in the education system. (MES, Strategy Paper 2014-2020)

It is widely acknowledged by researchers that school leadership directly affects teacher effectiveness and student achievement (Hallinger and Murphy, 1986; Pont, Nusche and Moorman, 2008). The skillful leadership of school leaders has always been a key contributing factor when it comes to explaining successful changes, school upgrading, or school effectiveness (at least since the early 1980's), while effective schools are known to create a culture of continuous improvement and development of high standards and expectations (Hallinger 2003).

Even in Albania, school leadership and management are recognized for the undisputed impact that they have in “creating” competent students with extensive socializing skills, measuring students’ learning, for preparing students in the pre-education system for higher education, and better employment prospects for youth and a successful professional career and consequently better life. School principals are expected to lead schools today to systematically increase the standards that students reach and to help the teaching staff to grow professionally. More recently, the pedagogical role that school principal should play as an instructional leader has been identified as a critical one.

In view of all the above, the Law no. 69/2012, dated 21.06.2012 "On pre-university education in the Republic of Albania", changed, is the main legal document that regulates the status of the school principal and requires the head of an educational institution to be the central figure in running the educational institution, being responsible for improving the quality of the education service, the implementation and development of the curriculum, staff management and managing material and financial resources.

Job description and general appointment criteria for the school principal are indicated as well in the Decision of the Council of Ministers no. 514, dated 20.9.2017 “On approval of the national list of professions (NLP), revised”. Based on this document, school principal is included in the professional group “Heads of the educational services”, coded by the number 1345 that is classified in the fourth level of the competencies. The main functions of the school principal, identified by the code 1345.05, are as following: educational leadership and management, implementation of the educational legislation, curriculum management, human, material and financial resources management, and school improvement.

Inclusion of the school principal in the national list of professions is a positive development. Analyzing the job description given in this document, we conclude that there is a need to revise and reformulate it taking into the consideration:

- a) The given job description serves as a description for a wide category of the heads of the education services, while a job description especially for the school principal will be more appropriate in terms of recruitment, fulfillment of professional roles and responsibilities and for the performance evaluation.
- b) The main responsibilities of the principal in the 21-st century, in an era of accountability. In addition to holding the largely managerial responsibilities of the past, today's principals are expected to lead their schools, increase student achievements, build and maintain collaborative relationships, lead with integrity and professionalism, create and sustain a culture of high expectations and help staff to grow professionally. In other words, the position of principal has evolved to reflect the necessity of both management and leadership roles.
- c) The new set of the principal standards that include a balanced measure of both the principal's behaviors and the principal's effect on the school.

The process of appointing principals and assessing the effectiveness of their activity is a fairly complex matter.

This process is especially difficult in the reality of a country like Albania where the process of appointment of directors has been highly influenced by politics for years and the political criteria have prevailed over the professional criteria. As noted in different reports, **appointed school principals were not well qualified and with the right experience to run the school.** (Council of Europe, 2011; EPNSL, 2012, mentioned at UNESCO Report, 2017).

In an effort to eliminate the political impact of the recruitment process of school principals, Law no.69/2012 "On the pre-university education system in the Republic of Albania", changed, established an open competition for the position of the school principal and has foreseen an evaluation by a committee created for this purpose. Following the legislative initiatives to improve the quality of the recruitment process, this law regulates the recruitment of school principals through another procedure which requires as a precondition for the principal position the status of the "qualified teacher" and the possession of the certificate of the head of the pre-university education institution, after the compulsory preparatory training at the School of Principals for the management of the educational institution.

The National List of Professions foresees the same employment criteria indicated by the law on pre-university education.

Though the evaluation of the performance of principal was recognized as necessary and in three different periods three sets of principal standards were drafted, the performance management process has not managed to be fully institutionalized. This process requires a legal framework as a support, professional procedures, coordination and consentaneity of the activity of central and local institutions of all responsible institutions for the initial education, in-service and professional development. The incomplete legal framework, the lack of effective coordination and

consentaneity between the Local Education Units (LEU), State Inspectorate of Education (SIE), Institute of Education Development (IED), and the Higher Education Institutions has created a number of issues related to the professional standards and to the performance measurement and evaluation. There are a limited number of studies, mainly doctorate dissertations that have explored performance of school principals, and how the style of leadership has impacting the school culture, teacher capacity building and student performance. The problem of the principal performance has been addressed, but the intervention is not systemic one, it is partial.

There is no approved package of principal performance assessment tools. Recommendations for improvement are missing. Furthermore, even when helpful recommendations are given, such recommendations are not taken into account. These shortcomings may also be accompanied by a lack of information on good practices, lack of feedback after performance evaluation by most principals; misapplication and misunderstanding of the assessment as a key driver in improving performance; lack of standard assessment protocols, which may make it difficult for principals to understand where to focus their attention. The system of evaluation of school principals in Albania lacks a theoretical model. There are flaws in its conception; there is very little reliance on theoretical models, best practices, benchmarks, and efficient standards, on the basis of which performance measurement and evaluation are performed. Also, the system of leadership preparation is not based on any national document. Many countries have such documents and their experience proves to be well-targeted and efficient systems.

The system of professional development and the training of school principals continue to be weak and problematic in Albania. The topics of training sessions for principals are determined without a prior analysis and needs assessment. The National Report "Identifying Training Needs for School Leaders and Teachers in Pre-University Education" (March 2016) contains some data, conclusions and recommendations on principal and vice principal training needs. But from the report it is understood that assessment data on principal training needs have been collected using the same instrument used for teachers and it was developed based on the teacher general standards. The use of the same instrument, taking into account that the scope and focus of principal's job are different from the teacher's ones, put in question the validity of the assessment data, findings, results and usefulness of the recommendations.

Based on the annual monitoring reports of the MESY (2014-2016), the Albania Education Policy Review (2017) shows that the number of school principals involved in the training is small. Insufficient involvement of all leaders in training programs; missing instruments for identifying and assessing needs for professional development, the same courses provided during training programs for teachers and principals are among the main weaknesses that require immediate attention.

The policy implemented by the Ministry of Education to liberalize the market of training services has also resulted in inefficiencies. In 2012, seven institutions were approved to offer trainings on school leadership and management issues. In 2013 four institutions had permission to train school principals. In 2017 nine institutions (universities and

agencies, included Institute of Educational Development) were accredited to offer training courses on educational leadership (IED, 2019). As result, although a number of universities have the right to offer training courses for teachers and managers, there are a limited number of participants in the training offered by them, and many providers offering courses do not have professional expertise to do so. Even the majority of programs offered fail to respond as they should to the needs of the beneficiaries.

Another weakness within the Albanian education system is the inexistent professional assistance from school principals to teachers. There is no any document or evidence that indicates the development of this aspect. As the professional counseling has been replaced with a focus on control mechanisms; required by the principal protocols, this consequently results in low effectiveness. The advancement of educational leadership and staff which should have been founded on the principle of merit has not functioned. While it is known to be a driver for the improvement of professional competence, in Albania such a goal has not yet been achieved.

Analyzing the official documents on principal professional development and training, we conclude that training is not planned according to professional standards and its content is not designed to improve professional competencies. Training sessions consist of basic general information on the topics of education policy, legislation, planning, management and partnership. This process suffers from fairly low adaptability to the needs of the individual and of the overall group of principals and especially of those are newly appointed.

As far as the State Education Inspectorate (SEI) is concerned, it currently carries out around 25-30 inspections in a school year. There are 27 inspectors tasked to inspect about 4,000 educational institutions, about 1800 out of which are preschool education institutions. Consequently, it cannot sufficiently affect the quality assurance of the system. This has caused the inspection to be far from established European standards, according to which each school undergoes full inspection at least once every three years.

Comparative Analysis of Legislative Changes in the Pre-University Education System

A) Rules regarding the appointment and dismissal of the school director or deputy director

The Report on the draft Law no. 49/2018 On some amendments to law no. 69/2012 “On the pre-university education in the Republic of Albania” (2018) states that “The latest amendments address some aspects that affect the quality and effectiveness of the pre-university education system and aim to improve the quality of school management and administration, developing recruitment practices of teaching staff and principals according to the principles of transparency and meritocracy as well as the development of potential human resources for practicing the profession”.

Article 4 of the Law no. 49/2018 “On some amendments to the Law no. 69/2012 “On the pre-university education in the Republic of Albania” indicates the status and the mandate of the School of Principals. By introducing the School of Principals, this Law aims to improve the quality of education.

The School of Principals expected to play a key role in training, certifying of the principals that are in service and candidates for the principal and vice principal position, in improvement of the leadership performance. Amendments ensure that every principal and vice principal of the educational institution certify their professional skills and competences for the management and administration of the educational institution, after being subject of a compulsory preparatory training. The introduction of the School of Principals is expected to have a significant impact on the preparation of educational institution leaders in the Republic of Albania, and expected to have impact in improving student achievement in schools as well as the creation of a collaborative culture, with the aim of improving the performance of schools.

Article 14 of the Law no. 49/2018 proposes amendments to Article 55 of the Law no. 69/2012. Under paragraph 2 it foresees that the principal and vice principal of the public and private educational institution have the certified professional skills and competences for the management and administration of the educational institution, obtained from compulsory preparatory training at the School of Principals. The proposed change aims to improve the criteria and professional standards of leadership of educational institutions.

The latest amendments, under article 15 of the Law, propose the introduction of Article 55/1 after existing Article 55 of the Law no. 69/2012. This amendment contains the rules about appointment and dismissal of the principal of the public pre-school education institution.

Comparing the amendments with the previous rules we remark:

- a. The change of the recruitment criteria. There are two improvements that ensure the quality of the principal by requiring as the preconditions a) the status of the “Qualified Teacher” for the principal of the primary and secondary schools, five years experience as the teacher for the principal of the preschool education institution; and b) the certificate of the compulsory preparatory training issues by the School of Principals for principals of all types of the educational institutions.
- b. These two recruitment criteria are obligatory for the principals of the public and private institutions. This rule aims to guarantee the leadership in the public and private educational institutions.
- c. The appointment and dismissal of the principal of the public primary and secondary schools is the responsibility of the chairman of the local educational institution responsible for the pre-university education, while the appointment and dismissal of the principal of the public preschool education institution is the responsibility of the chairman of the respective local self-governing unit.

- d. The composition of the evaluation composition differs as well according to the category of the educational institution.
- e. The appointment and dismissal procedures for the principal of the private education institution can be implemented based on the rules approved by the institution itself in its regulations.

Article 22 of the Law no 48/2018 intends to regulate the fulfillment of the criteria set forth in this law for executives who are currently in office and will need to meet these new criteria.

Although these legal changes aim to guarantee a more professional process that is expected to bring higher quality in the leadership of pre-university education schools, it has not been taken into account that for a period of 10 years around 1079 people have gained a master's degree in educational leadership and management issued by eight Higher Education Institutions in Albania. The law should foresee how this skilled workforce could be included in the school management system. In the Pre-University Education Reform Report of May 2014, drafted by a designated working group, brought together by the Minister of Education and Sports, it was proposed that "the degree acquired by a Master level study program on education administration to be accepted as equivalent to the license of the principal of the educational institution".

Regarding the Instruction of Minister of Education nr. 57, dated 12.11.2013 "On the procedures for appointing and dismissing the principal in public institutions of pre-university education", and the Guidelines of Minister of Education 58/2013 "On the procedures for appointing and dismissing the deputy director of public education institutions", it is worth mentioning that the legal provision regarding the termination of the principal's employment relationship does not indicate in detail the manner and mode of performance evaluation of the principal. No document related to performance evaluation standards of the principal is taken as a point of reference.

The criterion set for selecting and appointing a vice principal of the educational institution is an additional criterion compared to the selection criteria of the school principal, although in the organizational chart of the school such a position is lower in the hierarchy of the institution. Furthermore, there is no regulation about situations when the deputy director has not undergone this exam. (Instruction No. 58, dated 12.11.2013)

This problem is resolved by Law Nr.48/2018 that states "The candidate for the principal and vice principal position of the education institution should possess, at least, the category "Qualified teacher" and should also possess the certificate for the management and administration of the pre-university education. The certification of the candidate for the position of the principal and vice principal of the education institution happens after the compulsory training in the Principal School. (Article 55, point 2)

A closer examination of the application of the prescribed by-law process of recruitment of principals seems to be hindered by a series of issues related to, i.e. the set-up of the evaluation commission, deviations from the law, lack of formalized and institutionalized procedures of professional performance appraisal of the school principal.

So, the new by-law expected to be adopted, will reflect the legal change.

B) Mandatory trainings / professional development of principals

School principals play a crucial role in school improvement and students' academic success. In recent years, school principals have had to adjust to new paradigms of leadership and management. This transformation has been driven by a rapidly changing world and society while shifts in government policies resulting in devolution of decision-making and administration bring many management and leadership practices closer to the local level. A major consequence of these changes is the requirement for school principals to increase their knowledge, skills and understandings.

In this regard government intervention in education has become apparent, with demands being placed on the school system to respond more directly to a changing economy and economic structure, and the need for growth and competitiveness. This perspective of leadership has a number of implications for the professional development of those involved in the processes of education. The first of these concerns the personal and professional development of school principals.

In this framework, the Law No.69 / 2012 "On the pre-university education system in the Republic of Albania", as amended by law no.56 / 2015 "On some amendments to law no. 69/2012 ..." and Law No.48 / 2018" On Amendments to Law no. 69/2012 ..." has foreseen rules about training and professional development.

Article 58 "Continuous professional training" states the required amount of training days, the forms of professional development, the way the training should be organised, the responsible bodies, and financial resources.

1. The forms of professional development are: internal professional development, training sessions, professional networks, advice, short-term and long-term courses.
2. The teachers and directors shall be provided with training at least three (3) days per year.
3. The training sessions shall be held according to the "demand - offer" system, based on the requests from the educational institutions and offers from training agencies, which may be public or private. The training programs shall be accredited by the Ministry.
5. The local educational units shall organise the continuous professional development of teachers in cooperation with training agencies with accredited training programs, selected in open competition, in line with the procedures provided for in the instruction of the Minister.

6. The financial resources for the training sessions shall be from the individual contribution of the educational employee, state budget, projects of local and foreign non-profit-making organisations, foundations, institutions, and other legal sources.

In the transitional provisions of the Law No.48 / 2018", article 22, the legislator intends to regulate the fulfilment of the criteria provided in this law also for principals who are currently in office and will need to meet these new criteria.

1. Criteria of the training and obtaining the certificate by the principal of the pre-university education institution, according to article 14 of the law Nr.48/2018, shall enter into force two years after its introduction.

2. Criteria for training and obtaining the certificate of the principal of the preschool institution, according to Article 15 of the Law Nr.48/2018 shall enter into force four years after its introduction.

3. Principal and deputy principals of pre-university education institutions, who are in charge of the date of entry into force of the law Nr.48/2018, continue to perform their function. Criteria and procedures for qualification, training and certification of principals and deputy principals in charge, for the period up to the fulfillment of the criteria, according to points 1 and 2 of this article, are determined by the Minister's instruction.

Principal Continuing Professional Development

With regard to Principal Continuing Professional Development two by-laws are currently in use:

- Guidance of the Minister of Education No.1, dated 20.1.2017 "On the functioning of the system of continuous professional development of educational personnel";
- Order of Minister of Education and Sports No. 75, dated 16.02.2017 "For the establishment of the commission for accreditation of training programs for education personnel in pre-university education".

The purpose of the professional development of the educational staff (principal, vice-principal) in the educational institutions of pre-university education is updating the knowledge and developing their competences in order to provide a better quality education to all pupils.

The forms of professional development of the educational staff are: a) school-based professional development; b) training c) professional networks; d) counseling e) short term courses and long term courses.

Principals are trained for at least three days per year. One training day consisting of six hours, where, three hours of which are provided by a trainer or else involve self-study of the material of the program / module and another three hours working individually to prepare an assignment.

Three training days contain 18 hours of training and are equal to one credit.

In compliance with these two legal acts, MESY has announced the request on the need for training and qualifications of education personnel, furthermore the application portal for training and qualification programs by interested operators is functional.

To date, continuing professional development for principals is provided by public or private organizations, training agencies with accredited training programs, higher education institutions, selected in open competition, which have sufficient capacities to achieve the objectives and provide the content anticipated by the training programs.

The Ministry of Education Sport and Youth and the Institute of Education Development are responsible for supervising the continuing professional development (CPD) system. IED conducts nation-wide questionnaires with teachers, included principals to determine their learning needs, and a Commission for the Accreditation of Training Programs accredits CPD programs for four-year terms to meet those needs. 739 training programs were accredited for 2011-2013, and 40 private agencies applied for accreditation (IED, 2015); a database of 369 training programs/modules that were in use before 2013 was create; during May 2016 were trained 400 principals of the secondary schools for the implementation of the new school curriculum.(IDE, 2017)

As for the financing of in-service training for principals, it comes from the individual contribution of the education employee, state budget, projects of local and foreign non-profit-organizations, foundations, institutions and other legal sources. The budget devoted to educational personnel training is considered insufficient to meet the needs in this area and principals and teachers claim they have no financial resources to pay for their CPD.

Since 2014, IED has delivered and covered the cost of several trainings for ITE alongside the implementation of the new curriculum. In 2016 MESY and IED conducted an on-line assessment of 1,500 teachers and principals in Tirana as well as 17,613 teachers and principals across the country to identify their professional learning needs. (The Albania Education Policy Review, 2014).

Some of this training has already begun with support from international donors and the state budget. Based on the Minister's Order no. 418, dated 11.08.2016 'For the professional development and qualifications of education institutions in pre-university education system' (MES, 2016), training was provided to 213 school principals from Tirana, Elbasan, and Durres between September to December 2016. (The Albania Education Policy Review, 2017).

Continuing professional development of principals in Albania has been out-sourced to external service providers. The accreditation is conducted by the Committee for Accreditation of Training Programs, which accredits training courses or modules of training based on a credit system. Given that the outsourced training system has been adopted only recently, there is no evaluation report about its implementation and effectiveness.

Program on professional development of principals of the education institutions of the pre-university education

Professional Development Program for the Qualification of Principals of Educational Institutions in Albania pre-university education (public or private kindergarten, schools) was developed on the basis of Regulation No. 7170/1, dated 22.11.2010 "On the qualification of the principals of educational institutions" and on the "Development Program", approved by the Minister of Education and Science on 12.10.2011 and was based on the standards of the school principal. Principals and teachers who aspire to perform the duties of the principal of an educational institution had possibility to get the certificate of the director through training according to this program of studies and an exam at the end of the program. Training, exam procedures and certification were described in the regulation "On the qualification of the principals of educational institutions" (2010). The program consists of six modules. Modules, themes and content have been defined thanks to the collaboration of the Institute of the Education Development and the Directorate of Pre-University Education in the Ministry of Education and Science, of specialists who have experience in the leadership and management of educational institutions, as well as knowledge on foreign experiences dealing with this issue. This program is discussed with specialists of the central institutions, university lecturers, representatives of training agencies and principals and teachers of educational institutions.

The main topics of the training program were:

- Key theories and practices of the leadership and management of the institution.
- Legislation for the leadership and management of the institution.
- Principal as a leader of pedagogical development and management of the curriculum.
- Planning for institutional development.
- Collaborating with community and institution representatives and partners of governmental or non-governmental organizations.
- Communication, ethics and technology.

From comparing the current legislation and practices with the contemporary experiences in the field, we can remark that legislation needs improvements taking into the consideration the following recommendations:

- To develop by-laws on continues professional development of the principals in-service.
- To identify a clear focus on school principal effectiveness.
- To ensure that each school leader develops, creates, implements, and completes an individual professional development plan.

- To ensure that the annual professional development plan must be based on the results of their annual performance, from the annual school evaluation in accordance with individual, school and district goals.
- All school principals will be required to provide evidence of progress towards fulfillment of their plans.
- The standards shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of a system of high-quality professional development.
- Professional development shall align with the professional standards for school principals, principal development needs, and school, school district, state improvement goals.
- The law should require a superintendent to use a performance based system to annually evaluate each school principal.
- Data on individual principals generated under these evaluation processes should defined as personnel data and are private data except as otherwise specified under the law.

C) Principals' performance evaluation

Current approaches in the world to principal evaluation are grounded in the belief that the principal is a capacity builder who facilitates meaningful and productive systems change. Such change is meaningful if it is research-based and reflects the best thinking of members of the school community. It is productive if it results in improved instruction and student growth. Since principals are fundamentally important for school improvement and student success, good performance evaluation is considered a tool to recognize excellence in leadership and increase its effectiveness.

Principal evaluation holds great promise for improving principals' practice, building their capacity, holding them accountable for teacher effectiveness and student progress, and ensuring they have an overall positive impact on students and schools.

Principal standards approved by the Minister of Education and Science on 11.10.2011

This was an official document that aimed to regulate the fulfillment of the principal's responsibilities, self-evaluation, self-improvement, professional development, and periodical principal evaluation. This document contains six standards: institutional leadership and management; implementation of the educational legislation; establishment of the professional organization; planning; cooperation with students, parents, local community; and ethical behavior.

Principal standards approved by the Minister of Education and Science in 27.08.2013

The Standards of the Principal of an Educational Institution describe what a director should know and be able to do and the ethical and behavioural values that he/she needs to demonstrate during his/her activity. These standards are designed after reviewing the experience of principals and in consultation with similar foreign documents. This official document is being complemented by a professional need of principals and teachers who aspire to become principals of public or private educational institutions, as well as other institutions that have to do with education in general. The standards unify the guiding principles of educational institutions, but do not limit the creativity of the principal. The principal is responsible for the quality of student achievement. These standards help the principal to better fulfill the leadership tasks. The principal relies on these standards for self-evaluation and self-improvement. These standards can be used by the community of the institution to evaluate the principal's performance. The principal's appointment commission is based on these standards for principal selection. The Ministry of Education and Science focuses on the standards of the principal to formulate its professional development policies of principals and the Institute of Education Development identifies the needs of directors for professional development and develops their training programs according to these standards. These standards can be used for the purpose of the certification of principals. The local educational units, REDs and EOs, will refer to these standards, to plan the activity of principal networks, as well as to periodically evaluate the activity of each principal. The National Inspectorate of Pre-University Education evaluates the quality of the management of an education institution based in these standards. This document contains an annex on self-evaluation. This was a short description of this document.

The set of standards of 2011 and 2013 are the same. As yet there are no reports or evidence that any evaluation has been carried out on the implementation of these set of standards.

Performance Standards and Evaluation Criteria for Principals (2016)

This is a document that contains Performance Standards and Evaluation Criteria for Principals and is approved by the Order nr. 467, date 15.09.2016 of the Minister of Education and Sport.

This document contains 6 parts:

- Part 1: Introduction
- Part 2: Performance Standards for Principals
- Part 3: Documenting Principal Performance
- Part 4: Connecting Principal Performance to Student Academic Progress
- Part 5: Rating Principal Performance
- Part 6: Improving Principal Performance

The team that is carrying out this needs assessment has noted that the document "Performance Standards and Evaluation Criteria" approved by the Order nr. 467, date 15.09.2016 of the Minister of Education and Sport is in fact a translation, with very limited added paragraphs, of the document titled "Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals" approved by the Virginia Board of Education on February 23, 2012, effective July 1, 2013; Revisions Approved by the Board of Education on July 23, 2015.¹

From comparing the two documents we can remark that both documents contain six parts with the same titles.

- 1) In the Introductory part, except for two rubrics the rest of material is the same as the above mentioned document.
- 2) The other part of the document contains the same standards and indicators.

From one point of view the document developed and implemented in the United States of America is welcomed as it is a professional document and reflects good practice. But from another point of view use of this document raises some questions:

- 1) As the context of education and the level of the development of the evaluation policy and practice in the USA and Albania are totally different, can this document be successfully applied in the Albania context? Many of these standards do not reflect the legal, curricular, instructional, economic context of Albania.
- 2) Use of this document is protected by a copyright law. It is important to note that in the original document one finds this cautionary note: *"Portions of these principal evaluation materials were adapted from principal evaluation handbooks, research, and publications developed and copyrighted [2011] by James H. Stronge. James H. Stronge hereby grants permission for non-commercial use to the Virginia Department of Education, Virginia school divisions, and other Virginia educational organizations to modify, create derivatives,*

¹ Virginia standards of Evaluation http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_principals.pdf
(accessed on 3 February 2019)

reproduce, publish, or otherwise use these materials exclusively in Virginia. Permission is not granted for its use outside of the Commonwealth of Virginia.”(p.ii) In the Albanian version there is no any reference or permission for use of this set of standards in the Albania context. Is any agreement between the MESY and the Virginia Board of Education for the cooperation and use of these standards in Albania?

- 3) How can be implemented this packet of standards for the purpose of the principal performance measurement and evaluation without any guide, or plan of the implementation as from 2016 there is no any initiative or concrete action plan?

Taking into the consideration the non-successful attempts in the field of the principal standards development and implementation we would like to recommend:

- a. The development of the performance evaluation reform in education that will aim to develop the performance evaluation systems.
- b. The Albania’s principal standards should be drawn based on the Albania’s policy vision, objectives and targets, context and the best international models.
- c. A simple model with limited numbers of standards and indicators based on the fact that there is no any tradition in the country in this field; that the responsible institutions of the inspection and quality assurance are under development and with limited recourses; that the quality culture is undeveloped.
- d. Training of inspectors for the principal performance evaluation.

Lawmakers and policymakers have available to them a number of options to strengthen principal status and role, and principal evaluation system, one that is based on the Albania needs and context. They can: ensure that principal evaluation is guided by principal standards; engage a diverse set of stakeholders to develop a framework for principal evaluation; encourage or require principal evaluation and establish a set of criteria which they would need to follow; develop and support longitudinal data systems to facilitate the use of effective evaluation systems; encourage or require districts to demonstrate how they are using evaluation system data for school improvement; encourage or require data collection and monitoring about principals to drive professional development, inform continuous improvement of quality instruction, inform personnel decisions, and guide preparation program design and delivery.

University Curricula on principal education

From 2008-2019, eight higher education institutions in Albania have developed and are offering master programs in educational leadership and management.

- Desk analysis and open interviews were conducted with head of programs from eight Universities that were identified to have been giving a curriculum on ‘educational leadership’. (see Table 6 and Table 7). Four of

these programs were given in a two-years master (scientific master) and the other five in a one-year master (professional one).

- The curricula of the Masters were not driven from the prior or existing standards, but were discussed at Faculty level and comparing other similar international programs.
- Most of the programs were opened in 2011, but then some of them were discontinued in 2017 due to a lack of students' registration. From the data we collected, from 2008 there are around 1.079 students graduated from these masters, which means that a good deal of actual and potential principals have already concluded a cycle of studies in educational leadership and administration and administration.

University of Tirana		University "Aleksandër Xhuvani"		University "Aleksandër Moisiu"		Albanian University		Non-Public University "Marin Barleti College Barleti University"		European University of Tirana		Higher School "Nehemia Gateway"		Mediterranean University of Albania	
Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits
Foundations of educational leadership and administration	6	Leadership foundations, policy and legislation in education	6	Educational Science	6	Educational psychology	5	Foundations of educational leadership and administration	6	Advanced research methods	6	Introduction to educational leadership and assessment	6	Marketing strategies	7
Theories of education	6	Professional ethics of leader in education	4	Research methods in education	6	General pedagogy	5	Elective Educational policy/ change in education	6	Social statistics	6	Research methods	6	Advanced strategic management	7
Legal dimension of education	6	Organizational behaviour of leader in education	6	Assessment in education	6	Curriculum development of preuniversity education	5	Research methods in education	6	Theories of education science	6	Modern teaching and learning methods	6	Project management	7
Economical dimension of education	6	Administration in education for quality and effectiveness	10	Elective Organizational behavior	6	Legislation and reform in pre university education	5	Strategic management in education	7	New technologies in teaching and learning	6	Core-conditions and core-abilities of pedagogical Inclusion	4	Management of educational institutions	6
Quantitative methods of research in education	6	Design and evaluation of school curriculum	5	Educational Management and Supervision	6	Evaluation and standards in education	5	Legal dimension of education	7	Pedagogical didactics	6	Personality development	6	Research management	6
Qualitative methods of research in education	6	Staff and teaching evaluation	5	Educational policies and strategies	6	Elective School and community Research methods	5	Economic dimension of education	7	Social pedagogy	6	Educational psychology	6	Financial management	7
Educational Policy	6	Administration of curricula for students with special needs	5	Educational legislation and human rights	6	Inspection and supervision in education	5	School organization	7	Curriculum	6	Educational planning and finance	4	Informatics systems in education	6

Theory and development of curricula	6	Development and training in adult age	5	Elective Community and School	6	Academic writing	5	Evaluation in education	7	Communication and personality pedagogy	6	Educational legislation	6	Practices	6
Changes and innovations in education	6	Statistics in education	4	Educational Economics	6	Foundations of leadership and administration in education	5	Professional practise	5	Ethical and professional issues	6	Strategic management	6	Research thesis/exam	8
School and community	6	Elective Gender issues and leadership in education School and community Inspection in education	4	Management of human resources in educational institutions	6	Elective Educational policy pre university education in various countries of Europe	3	Research thesis/final exam	16	Policies in education	6	Managing educational change	6		
Educational evaluation	6	Professional practice	6	Project management	6	Professional practise	6			Evaluation and standards in education	6	Critical thinking	6		
Inspection in education	6	Final exam/thesis	10	Elective Lifelong learning	6	Research thesis	6			School administration	6	Professional ethics	6		
ES1. School organization	6			Professional practise	13					Organization pedagogy	6	Gender issues in leadership and education	4		
ES2. Adults education				Research thesis	35					Special pedagogy	6	Intercultural communication & conflicts' resolution	6		
Internships in institutions and educational agencies	12									Honours course	6	Human resource management	4		
Research thesis	30									Practice	12	Quality and effectiveness in	6		

											educational administrati on			
									Research thesis	36	Assessmen t of institutional performanc e	6		
											Internship / Research Project	6		
											Thesis	20		
Total ECTS	120		70		120		60		60		120		120	60

Table 6. Universities' curricula on educational leadership

Nr.	Institute of higher education	Name of the program	Year of opening the program	Credits	Number of graduated students
1.	University of Tirana	Professional Master Educational Leadership and Administration	2009	60	224
		Master of Sciences in Educational Policies and Administration	2015	120	24
2.	University "Aleksandër Xhuvani"	Professional Master in Educational Leadership and Administration	2011	60	183
3.	University "Aleksandër Moisiu"	Master of Sciences in Management and Supervision of Educational Institutions	2011	120	314
4.	Albanian University	Professional Master in Pedagogy with Profile in Educational Management	2010	60	212
5.	Non-Public University College "Marin Barleti University"	Master professional in Educational Administration	2011	60	14
6.	European University of Tirana	Master of Sciences in Education Science with Profile School Administration	2011	120	36
7.	Higher School "Nehemia Gateway"	Master of Sciences in Leadership and Educational Evaluation	2008	120	28
8.	Mediterranean University of Albania	Professional Master in Educational Management	2011	60	44
Total Graduated Students					1 079

Table 7. University programmes and number of course participants

Based on the interviews with university professors, we can summarize their opinions about the principal preparation and professional development.

Because of the educational policies on principal appointment have changed frequently, because the short courses offered by the institutions of the Ministry of Education or different agencies did not fulfilled the interest of those interested in the principalship, the master programs were and are one of the best alternatives for principal preparation. It was a market research and the international experience in the field that oriented universities to offer study programs in educational leadership and management.

The curricula of the study programs offered by the universities are focused on these main domains: school community leadership, instructional leadership, administrative leadership, judgment and problem analyzing. Curricula are composed by the variety of subjects that develop principal competencies and prepare students to fulfill the principal standards.

The study programs have supported research in the field through master thesis, doctorate dissertations, conferences and publications.

Based on the experience, universities are accredited to offer trainings courses and modules in the framework of the professional development.

The initiative on the establishment of the School of Principals is appreciated by the universities, and they are ready to cooperate, but based on their experience university professors remark:

1. Although the universities have capacities and experience in the field of educational leadership and management, and have graduated a considerable number of students in the field of educational leadership, they are not invited by the government to cooperate in the policy development. They are not seen as collaborators.
2. The idea of starting from the stretch is not efficient; it is exclusive and unfounded in evidence and evaluation. The degree equivalence and recognition, the credits transfer and accumulation are not taken into the consideration although the National Qualification Framework is developed based in these principals.
3. It is not clear the type of certificate, it is not indicated the number of credits and the level of this qualification based on the National Qualification Framework.
4. The implementation of this initiative should be accompanied with a legal and professional framework.
5. The source of success is synergy, cooperation.

Conclusions

The adoption of legislation supporting the principal profession is a positive development. This educational legislation is expected to support and facilitate development and improvement of school leadership.

There is a lack of research studies, evaluations or complete data that makes it difficult to present a comprehensive picture on the consequences of legislation and leadership policies on the school system and the status of principals.

There is a lack of comprehensive long-term policies on the development of principalship, school improvement and performance evaluation in Albania. Also there is a lack of research studies, nation-wide evaluations to start building policies to strengthen the education system and take decisions to improve quality of principals.

What Albania needs most is a visionary policy with clearly defined goals and objectives and an effective action plan for the quality principalship and effective schools.

Comparing the current legal documents with the approved document by the Council of Ministers in 2018 about the principal Continuing Professional Development and their impact in the practice we can outline some problems, advantages and recommendations.

Current problems	New legal framework and policies advantages	Recommendations for legislation and policy improvement
Principal status is associated with a number of problems, like political influence; disregard of recruitment criteria and procedures; lack of implementation of standard based performance evaluation; and an ineffective in-service training system.	The legal acts are in coherence with the strategy for continuing professional development.	Legislation and policy should reflect a system-wide perspective that builds on the key policy issues addressing these issues holistically.
The approach of legislation and policy is based mainly on a sectorial approach, instead of system-wide, approach.	The legal acts aims to raise the principal status and increase principal role based on professional standards, eliminating political interference.	Legislation and policy should support the greatest system-wide impact related to principal education and training.

Principal needs assessment is mixed with teacher needs assessment, while the separate needs assessment is supposed to be more useful for both categories of the educational personnel.	New recruitment criteria aim to guarantee improved quality of principals.	<p>Legislation should reflect coordination and synergy between sub-systems (education, induction and training)</p> <p>It should present systematic mechanism to ensure that these different systems mutually reinforce each other to create synergy and support for the performance of the education system in a holistic and comprehensive manner.</p>
Principal performance appraisal in Albania is neither used to systematically recognize good nor improve poor principalship. The sets of principal standards approved in 2010, in 2011 and in 2016 are as yet not used to assess principals' performance.	Changes expected to make principal hiring and deployment procedures more efficient, effective, and equitable.	Legislation and policy should mention procedures and mechanisms for monitoring and evaluation of effectiveness of principal activity.
There is a lack of a set of needs assessment and performance measurement instruments.	Establishment of a national body focused totally on the continuing professional training of principals expected to be beneficial.	Implementing a new principal evaluation performance should be accompanied with the development of the Performance Evaluation Reform Act.
	The legal framework creates possibilities for a focused assessment on principal needs.	

	Legislation accompanied by funding and administrative implementation measures enhances the chance of successful policy application.	
	Legislation foresees institutionalization of the process to assess principal 'performance, promote improvement, and recognize good principalship.	
	Re-certification of principals can provide a means to ensure principals update their knowledge and develop their competences needed to bring about improvement.	

References

Council of Ministers Decision No. 540, dated 19.09.2018 "On the organization and functioning of the school of directors of pre-university education institutions and on their treatment and certification"; Available at: Fletorja Zyrtare e Republikës së Shqipërisë Nr. 138, Datë. 26/09/2018. <https://qbz.gov.al/eli/fz/2018/138/a32cdddb-3bd2-4d65-9f91-ba1009775799>

Decision of Council of Ministers no. 514, dated 20.9.2017 "On approval of the national list of professions (NLP) revised".

Director's Standards, approved by the Minister of Education, No. 4296 on 27.8.2013; Available at: https://www.vet.al/files/ligje%20etj/2013_2014/26.8.2013-standartet-e-drejtorit.pdf

EPNSL (European Policy Network on School Leadership). 2012. Typology of European Space for Improvement on School Leadership Policy and Practice. <http://epnosl.iacm.forth.gr/docs/>

Hallinger, Philip; Leading Educational Change: reflections on the practice of instructional and transformational leadership, Cambridge Journal of Education Vol. 33, No. 3, November 2003.

Hallinger, Philip; Murphy, Joseph , (1986) Instructional Leadership in Effective Schools. Available at: <https://files.eric.ed.gov/fulltext/ED309535.pdf>

Hallinger, Philip; School leadership development: Global challenges and opportunities., International Handbook of Educational Research in the Asia-Pacific Region, 2003

IED, Progress Report, September 2013- December 2016.

Instruction no.22, date 29.07.2010 on appointment of teachers and principals of the pre-university education. Available at: <https://www.vet.al/files/ligje%20etj/Udhezimi%20nr%2022,%20Emerimet%20e%20personelit.pdf>

Instruction n0.13, date 01.04.2015 on criteria and procedures of appointment and dismissal of the principals of the public institutions of the professional formation Available at: https://www.vet.al/files/ligje%20etj/2013_2014/Udhezimi%20per%20emrimin%20e%20drejtuesve%20te%20Nr%202013%20date%202001042015.pdf

Instruction no. 40, date 15.08.2013 on appointment and dismissal of the vice principal of the public educational institution, Available at: https://www.vet.al/files/ligje%20etj/2013_2014/udhezim-40-procedura-emerimi-shkarkimi-nendrejtorit.pdf

Instruction no.42, date 19.08.2013 on Appointment and dismissal of the principal of the public educational institution,. Available at: https://www.vet.al/files/ligje%20etj/2013_2014/udhezim-42-emerimi-shkarkimi-drejtorit.pdf

Law no. 69/2012, dated 21.06.2012 "On Pre-university education in the Republic of Albania", as amended by Law no. 56/2015 dated 28.5.2015 and Law no. 48/2018 dated on 23.07/2018. Available at: <https://arsimi.gov.al/ligj-nr-69-2012-per-sistemin-arsimor-parauniversitar-ne-republiken-e-shqiperise-i-azhornuar/>; <https://arsimi.gov.al/wp-content/uploads/2019/02/Pligj-parauniversitari-i-azhornuar.pdf>;
<http://www.parlament.al/Files/ProjektLigje/20181126124532ligj%20nr.%2048,%20dt.%2023.7.2018.pdf>

Minister of Education Instruction No. 57, dated 12.11.2013 "On appointment procedures and dismissals of the directors in pre-university education public institutions"; Available at: <https://arsimi.gov.al/wp-content/uploads/2016/01/PermbledhjeLAPU1-1.pdf>

Minister of Education Instruction No. 57, dated 12.11.2013 "On appointment procedures and dismissals of the directors in pre-university education public institutions"

Minister of Education Instruction No. 58, dated 12.11.2013 "On the procedures for appointing and dismissing the deputy director of public education institutions" Available at: https://arsimi.gov.al/wp-content/uploads/2018/03/udhezim_per_emrimin_e_nendrejtorit.pdf

Minister of Education Instruction No. 58, dated 12.11.2013 "On the procedures for appointing and dismissing the deputy director of public education institutions"

Minister of Education Instruction No.1, dated 20.1.2017 "On the Functioning of the Continuous Professional Development System of Educational Workers". Available at: <https://app.box.com/s/yib1g9lol7q1zof7zlic7g1v90u0ase1>

National report: Needs assessment on principals and teachers of schools of pre-university education, 2016
https://arsimi.gov.al/wp-content/uploads/2018/03/Raporti_-

Normative Provisions of Pre-university Education of 2013, as amended by Order no. 169, dated 08.05.2014, "On some amendments to the Normative Provisions in the Pre-University Education System"; Available at: <https://arsimi.gov.al/wp-content/uploads/2016/01/PermbledhjeLAPU1-1.pdf>; <https://arsimi.gov.al/wp-content/uploads/2018/08/dispozitat-normative.pdf>

OEDC: Improving School Leadership VOLUME 1: POLICY AND PRACTICE By Beatriz Pont, Deborah Nusche, Hunter Moorman. Available at: <https://www.oecd.org/education/school/44374889.pdf>

Order of the Minister of Education No.467, dated 15.09.2016 "On the approval of performance standards and evaluation criteria for school directors"; Available at: https://arsimi.gov.al/wp-content/uploads/2018/08/Standardet_e_drejtore_teshkolles_FINAL_Pas_Urdherit_Ministres_pdf_-_Adobe_Acrobat_Pro.pdf

Pre-University Education Reform Report of May 2014.

Pre-university Education System Reform, Preliminary Report of May 2014 of the Ministry of Education and Sports; Available at: <https://arsimi.gov.al/wp-content/uploads/2018/08/dispozitat-normative.pdf>

Program of the professional development for principals of the educational institutions of the pre-university education, 2011; Available at: <https://arsimi.gov.al/wp-content/uploads/2018/02/dok-0035.pdf>

Report on the draft Law "On some additions and amendments to the law no. 69/2012 "On the Pre-University Educational System in the Republic of Albania", as amended in 2018; Available at: <http://www.parlament.al/Files/ProjektLigje/RELACION-SHTESA-69-ARSIMI-PARAUNIVERSITAR.pdf>

Report on the draft Law no. 49/2018 On some amendments to law no. 69/2012 "On the pre-university education in the Republic of Albania", 2018

Strategy on Pre-University Education Development 2014-2020 of the Ministry of Education and Sports; Available at: https://arsimi.gov.al/wp-content/uploads/2018/03/FLETORJA-ZYRTARE-STRATEGJIA-APU_2014_2020.pdf

United Nations Educational, Scientific and Cultural Organization, "Albania Education Policy Review: Issues and Recommendations", April 2017. Available at: https://ec.europa.eu/epale/sites/epale/files/albania_education_policy_review_issues_and_recommandations_april_2017.pdf



SECTION C

**METHODS AND MAIN
FINDINGS**

CHAPTER 05.

SEMI-STRUCTURED INTERVIEWS

Executive Summary

The literature on the subject of leadership for learning has highlighted the conceptual evolution of this construct. Attention was focused on an integrated leadership model in which the two main lines of study coexist: instructional leadership and transformational leadership. These leadership practices are contextualized in the study of needs assessment of school principals in Albania, developing an empirically observable and measurable construct. The theoretical construct is based on the review of literature that revealed 21 leadership practices articulated in five macro processes: a) strategic orientation; b) educational organization; c) management of self-assessment processes and improvement; d) development of professional capital; e) management of networks and relations with stakeholders.

Through 36 interviews of Principals in 12 regions of Albania (3 interviews for each region), we attempted to evaluate the managerial practices of school leaders according to the 5 dimensions of leadership. The semi-structured interviews were used to gather information on each dimension of leadership. The interview consisted of 21 items, each item consisted of 3 questions. The interview lasted about three hours, and was run by 1 'researcher' and 1 'peer'. Each of them gave an individual rating for each of 21 items, and finally concluded in a group assessment.

Descriptive, factorial and correlation analyzes have been used to analyze the dimensions of leadership which could appear as common traits of the principals and those areas where the leaders need more development.

The following is a summary of the main findings:

- School principals who have an educational background in 'Education Management' exhibit features of the 'Strategic Orientation' dimension of leadership. This leadership dimension is also exhibited by principals who have more than 5 years-experience in the post as principal.
- Only the group of school principals with a masters degree in Educational Management (even in cases with limited experience), tend to report that they practice the "Self Evaluation and Improvement" dimension of leadership. Other school principals, even though they may have experience as principals, or be in possession of a

masters degree in other areas of study, seem to find difficulties in undertaking work that is aimed at bringing about improvement and creating the institution's development plan (according to the interview evidence).

- School principals with limited experience (less than 5 five years) tend to use vertical management processes. These principals tend to try to control everything by themselves, micromanage, and do not report they encourage group work and pursuing or promoting distributed forms of leadership.
- Only the principals that have a diploma in Education Management reported they are involved in networking and creation of relationships with stakeholders. If we were to divide the geographic distribution of the cases we would notice that only in three regions are principals engaged as system leaders.
- The educational background is positively related to Self-evaluation and Improvement, Professional Capital Development, Networking and relationships with local stakeholders, which suggests that the more principals engage in professional development focused on leadership issues, the stronger the principals exhibit these leadership dimensions.
- Nearly two thirds (62%) of the interviewed school principals are below the Expected target regarding the leadership practices; around a quarter (26%) are at the Expected target, and only just over a tenth (12%) are above the Expected target. This evidence confirms the need to provide more professional development sessions for school principals.
- The activity where the school principals are performing at a particularly low level according to their interviews is item 20) 'Network management on a territorial basis'; 42% of the school leaders interviewed scored 0.
- The activity with the highest score is item 6) 'Roles and responsibilities of individuals at the service of group work'.

Data collection tools

In order to explore the extent to which the principals adopt the 21 practices in 5 dimensions of leadership, for each of them, three specific questions were formulated to use during the semi-structured interviews with the principals involved in the research (some examples of the questions may be found in the Table 8).

Table 8. Examples of questions formulated to explore if the principals are engaged in certain leadership practices

Processes	Practices	Questions
Strategic orientation	A shared vision of school development	Does the principal have a clear understanding of what should be the strategic priorities?
Teaching organization	Clear and defined roles for a distributed leadership within the school	Does the principal promote distributed leadership by identifying the key figures among the teachers of the school?
Professional capital development	Professional development of staff	Does the principal set the Annual Training Program in the way that the programmed training actions are adapted to the individual needs of teachers?
Management of networks and relationships with stakeholders	Reporting to local stakeholders	Does the principal demonstrate a belief in the philosophy of horizontal accountability towards local stakeholders?
Management of accountability	Planning of improvement actions	Did the principal decentralize the processes of improvement planning by promoting a widespread problem finding/solving, in accordance with the provisions of local and national government regulations?

We decided to adopt semi-structured interviews for two main reasons:

- to collect descriptive elements on managerial practices of the principals, capturing qualitative aspects;
- to provide a quantitative assessment of the principal's competence on different management dimensions.

Six teams of interviewers were randomly assigned to interview thirty-six principals in all the Albanian regions (3 schools per region). The schools were chosen from across the regions whilst respecting a number of characteristics, namely having an equal distribution of school population; similar academic performance; representation of the various types of schools in the Albanian school system, and a good heterogeneity of the principals' characteristics (age; gender; background). Specifically, 3 interviews were done in professional schools, 10 in primary schools, 3 in merged-schools, and 17 in high schools.

Each team had two interviewers both being assigned different roles: one as a "peer" and the other as "researcher". The latter also acted as a coordinator and organizer of the interview and had to record the interview which was later transcribed and analyzed. The second member, identified as a "peer" was a principal working in another region. The main role of the peer was to support the researcher after the interview, in understanding the responses given by the principals on each of the practices.

Score	Description
4 – The content more complex than the target	The principal has a clear understanding of the challenges that the system imposes; proves to have a coherent vision of the development of his/her school and shares it with the main stakeholders; argues his/her points of view using innovative elements compared to traditional practices.
3 – Expected target	The principal has a clear understanding of the challenges that the system imposes; proves to have a coherent vision of the development of his/her school and shares it with the main stakeholders.
2 – Simplified content	The principal is partially aware of the challenges that the system imposes; his/her vision of the development of the school and of sharing mechanisms with the main stakeholders are only partially clear (the answers to the three questions are more synthetic and simplified).
1 – Content with very scarce and drastically simplified elements compared to the target	The principal is partially aware of the challenges that the system imposes, but does not have a related development vision of his/her school and does not seem to share it with the main stakeholders (a more superficial answer to the first question; absent or superficial responses to the remaining two questions).
0 – Absence of relevant content regarding the topic	The principal is not aware of the challenges that the system imposes and doesn't have a development vision of his/her school (absence of the responses).

Table 9. Assessment rubric of leadership practices used to code interview responses

In order to reduce the possible bias on the part of the interviewers, a detailed interview protocol, a standard of conduct and an example of the use of interview time were prepared and discussed with all teams. The interviews

were first recorded and then transcribed. In addition, each interviewer had to score the principal's responses in twenty-one school managerial practices according to a five-scale evaluation rubric. During the interview the individual grading took place; after the interview the team members shared the scores and, making also use of the recording, decided the final principal's score for each management practice, trying to optimize the inter-rater reliability (Gwet, 2014).

In order to mitigate the subjectivity of the judgments of the groups of interviewers, during the period of the interviews each group had to stay in touch with the project manager to assess the progress and to review the methodological approach. Nevertheless, a certain degree of subjectivity must be admitted and thus it was taken into account in the statistical analysis of the data.

According to the interview protocol, the answers to each question had to be graded on a five-point scale, where zero meant 'not at all', one – 'poor' (the performance does not meet the expected standards), two – 'fair' (in the development phase, requires improvement), three – 'good' (respects the expected professional standards, is mature); four – 'excellent' (beyond the expected standard, a benchmark for others, expert). Also, an overall score for each practice was attributed on the same scale, based on the data collected with the three questions and on the assessment rubric, as illustrated in Table 9.

Data analysis

The analysis database contains the categorical variables (21 items) ordered by each of the three questions that make up the individual practices. It also contains the ordered categorical variables of the 21 practices, based on the evaluation of the interviewers (peer and researcher) using the evaluation section in Table 10. The database contains the continuous variables (total scores) of the 21 practices, given from interviewers (peer and researcher) attributed to each of the three questions within it. For each of the variables are given 3 evaluations. One evaluation from Peer, one from the Researcher and a total, where they as a group of interviewers agree to set common points.

The collected data was entered into a database and analyzed with SPSS 22 software. Three types of statistical analysis were used: descriptive analysis, factor analysis, and correlations.

Descriptive analysis

Considering the first typology of scores in Table 10 it can be seen how "zero" point has been attributed almost on all variables, except for item (6) Roles and responsibilities of individuals at the service of group work.

The most widespread mode was Score 2 (Simplified content) with 197 attributions, followed by 3 (Expected target) with 194 attributions, then 1 (Content with very scarce and drastically simplified elements compared to the target) with 177 attributions, 0 (Absence of relevant content regarding the topic) with 94 attributions, 4 (The content more complex than the target) with 93 attributions.

If we look at the cumulative percentages, 62% of the cases are below the Expected target; 26 percent are at the Expected target, and only 12% are above the Expected target.

From this table we can also get a first indication of the scores they received. Positive scores have been given to items 5) Clear and defined roles for a distributed leadership within the school, 4) Clear and defined responsibilities of school leaders, 2) Strategic Goals Focused on Student Learning, 11) Reporting of Decisions, and 12) Self-assessment meetings.

On the other hand, negative scores have been given to items 1) Development of a shared vision, 3) Interconnection in space and time of the objectives, 6) Roles and responsibilities of individuals at the service of group work, 7) Standardization of didactic processes, 8) Personalization of teaching / learning processes, 9) Promotion and socialization of didactic innovations, 10) Performance Measurement, 13) Designing improvement actions 14) Training of the Institute Improvement Plan, 15) Approach to performance evaluation 16) Management of motivation, 17) Attract / retain talents and manage non-productive workers, 18) Professional development of staff, 19) Collaborate online with other schools, 20) Network management on a territorial basis, and 21) Social Reporting to Territorial Stakeholders.

Extreme negative points have been assigned to two items:

- 20) Network management on a territorial basis, 42% of the school leaders interviewed were given 0 points
- 6) Roles and responsibilities of individuals at the service of group work, in 19% of the school leaders interviewed were given 4 points.

1) Development of a shared vision	3	7	12	9	5
2) Strategic Goals Focused on Student Learning	3	6	9	12	6
3) Interconnection of the objectives	3	8	11	10	4
4) Clear and defined responsibilities of school leaders	3	5	10	14	4

5) Clear and defined roles for a distributed leadership within the school	3	7	8	15	3
6) Roles and responsibilities of individuals in a team	0	10	10	9	7
7) Standardization of didactic processes	4	8	11	9	4
8) Personalization of teaching / learning processes	0	9	14	11	1
9) Promotion and socialization of didactic innovations	6	7	7	8	8
10) Performance Measurement	2	11	8	8	7
11) Reporting of Decisions	4	9	9	11	3
12) Self-assessment meetings	6	9	8	11	2
13) Designing improvement actions	9	7	10	7	3
14) Training of the Institute Improvement Plan	6	8	10	9	3
15) Approach to performance evaluation	2	8	11	10	5
16) Motivation	1	14	8	9	4
17) Attract / retain talent and manage non-productive workers	7	10	9	5	5
18) Professional development of staff	3	9	11	9	4
19) Collaborate online with other schools	7	10	9	5	5
20) Network management on a territorial basis	15	7	3	6	5
21) Social Reporting to Territorial Stakeholders	7	8	9	7	5
Total scores	94	177	197	194	93

Table 10. Scoring of each leadership dimension

This type of score is definitely informative and has been used to describe each individual leader across the five dimensions of the interview, in the introductory part of the qualitative interviews. Table 11 shows the descriptive statistics of such continuous variables, with further information on the possible effect of outliers.

	N	Min	Max	Mean	Std. Deviation
1) Development of a shared vision	36	0	4	2.17	1.159
2) Strategic Goals Focused on Student Learning	36	0	4	2.33	1.195
3) Interconnection in space and time of the objectives	36	0	4	2.11	1.141

4) Clear and define responsibilities of school leaders	36	0	4	2.31	1.117
5) Clear and defined roles for a distributed leadership within the school	36	0	4	2.22	1.124
6) Roles and responsibilities of individuals at the service of group work	36	0	4	2.36	1.099
7) Standardization of didactic processes	36	0	4	2.03	1.183
8) Personalization of teaching / learning processes	35	0	4	2.11	.832
9) Promotion and socialization of didactic innovations	36	0	4	2.14	1.417
10) Performance Measurement	36	0	4	2.19	1.238
11) Reporting of Decisions	36	0	4	2.00	1.171
12) Self-assessment meetings	36	0	4	1.83	1.207
13) Designing improvement actions	36	0	4	1.67	1.287
14) Training of the Institute Improvement Plan	36	0	4	1.86	1.222
15) Approach to performance evaluation	36	0	4	1.22	1.124
16) Management of motivation	36	0	4	2.03	1.108
17) Attract / retain talent and manage non-productive workers	36	0	4	1.75	1.317
18) Professional development of staff	36	0	4	2.06	1.145
19) Collaborate online with other schools	36	0	4	1.75	1.317
20) Network management on a territorial basis	36	0	4	1.42	1.519
21) Social Reporting to Territorial Stakeholders	36	0	4	1.86	1.334
Average				1.97	1.203

Table 11. Interviews' descriptive statistics

The item with the highest average scores is item 6) Roles and responsibilities of individuals at the service of group work. While the one with the lowest average score is item 15) Approach to performance evaluation. The item with the greatest dispersion from the average is item 20) Network management on a territorial basis.

These results are in line with the frequencies table results mentioned earlier.

Factor analysis

In order to analyze and compare the different concepts measured by the instrument, we used factor analysis as a method of extraction of factors with eigenvalues higher than 1 (therefore without forcing the extraction with a number of factors defined a priori) and with a varimax rotation for a better interpretation of the factorial solution. Due to the small number of cases (based on 36 interviews) we treat the factor analysis as a useful summary but do not attempt to generalise from it.

This allows us to bring together different questions pertinent to a certain topic and compare them between individual characteristics of school principals.

From a theoretical point of view, as already mentioned, the interview is organized in five main sections, referring to the same factors' dimensions. These factors are summarized in Table 12.

In order to create the variables, a preliminary test was performed to control for internal consistency. The intent behind this analysis is to see how well the questions asked measure the theoretical concept. The values of this indicator (Cronbach's alpha) should be higher than 0.7. These indicators are summarized in Table 12.

It can be seen that the five dimensions have a high level of internal consistency: Cronbach's alpha varies from, 0.905 to 0.947. All the values are above the recommended threshold of the literature (.70).

Management Processes	Number of items	Cronbach's Alpha
Strategic orientation	44	.947
Teaching organization	55	.910
Self-evaluation and improvement	66	,.937
Professional capital development	33	,.905
Networking and relationships with local stakeholders	33	,.918

Table 12. Internal consistency of the five management processes

A) Strategic orientation

Leadership practices in the goal definition process include both management principles on the assumption that a principle is not better than the other, but depends on the specific context in which school leaders work and therefore from the type of objectives pursued. What should be relevant in analyzing managerial practices is not the abstract compliance of behaviour with management principles, but coherence between context, principles and practices. Four practices have been identified within the strategic orientation process. Through factor analysis these questions were used to derive the “Strategic Orientation dimension.

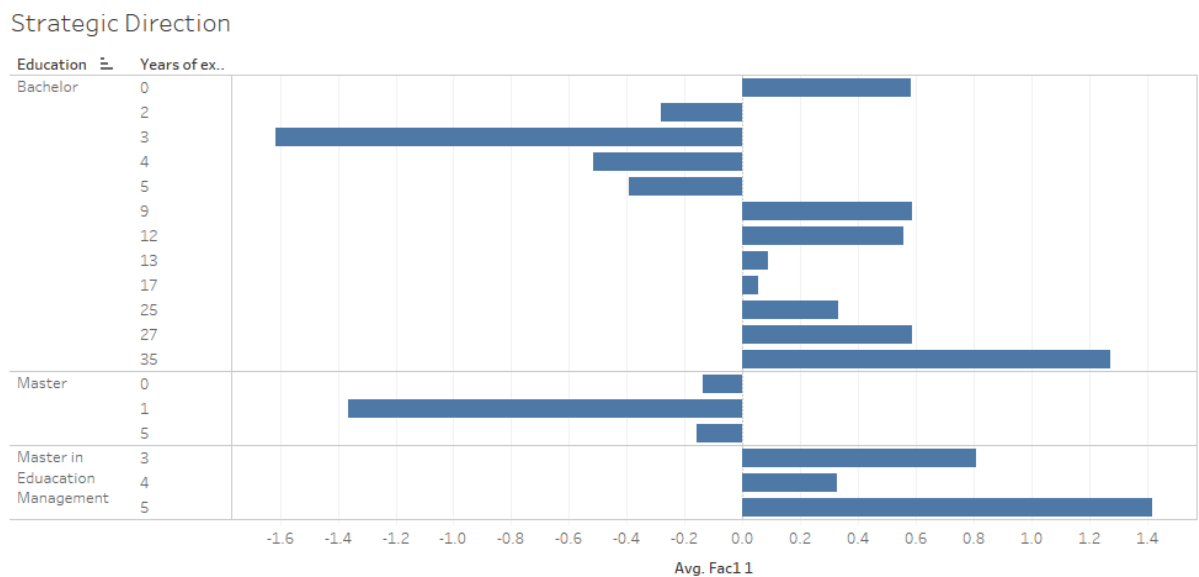


Figure 3. Strategic orientation

Figure 3 presents an overview of the factors distribution for the ‘Strategic Orientation dimension. Interesting findings can be noted. School principals that have finished a bachelor degree and have undertaken a masters degree, have lower scores for the strategic orientation dimension of leadership. These principals show a low score in terms of comprehension of what the strategic objectives of the school are, and how they are interconnected in time. Their scores suggest they do not have a clear idea of their role in the school. On the other hand, School principals that have read for a masters degree in Education Management show higher scores. Furthermore, it has been noted that school principals that have read for a masters in education management usually have few years experience as school principals (less than 5 years). School principals that have limited experience as school principal (less than 5 years) and at the same time do not have an education background in Education Management, also have low scores suggesting they lack the ‘Strategic Orientation dimension of leadership.

In other cases, where the experience as school principal is more than 5 years, regardless of the level of education, results suggest they show a clearer understanding of school objectives, their interconnection in time and their role and responsibility as principals (in terms of higher scores on these factors).

B) School organization and Teaching

Leadership practices related to School organization and Teaching refer to the definition of the organizational structure and operating processes in the school. Five major organizing practices have been identified: clear and defined roles for distributed leadership within the school; roles and responsibilities of individuals at group work; standardization of didactic processes; personalization of teaching/learning processes; and the promotion of didactic innovations.

The underlying principles of this managerial process include well-known concepts in organizational theory (hierarchy, bureaucracy, participation, spontaneous adaptation, etc.) and refer to the different ways in which managers can design working conditions by working on two mechanisms: vertical management and horizontal management.

School organization and Teaching

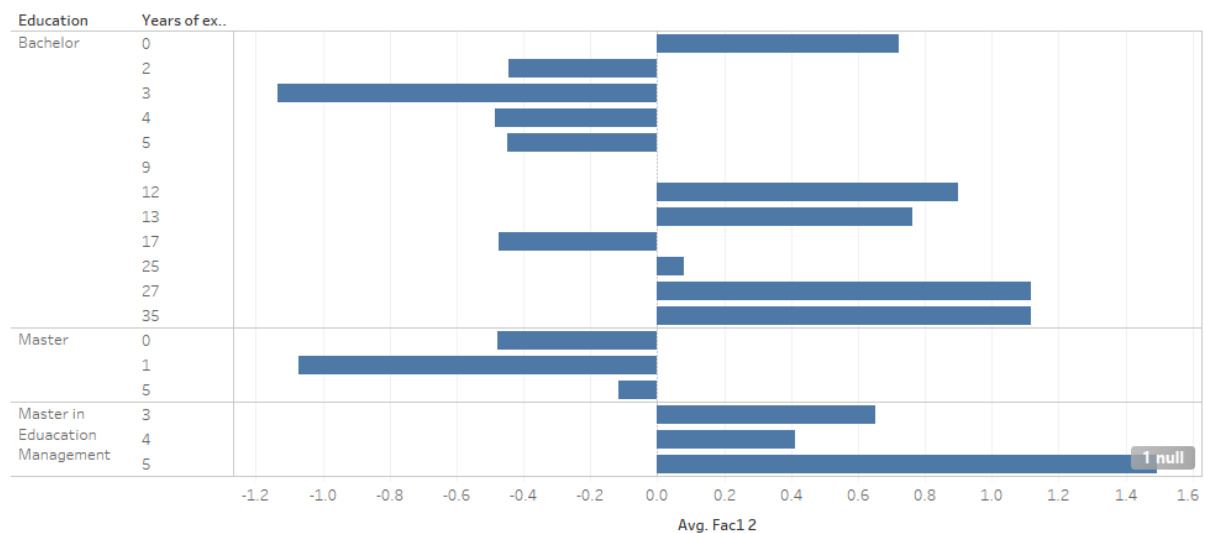


Figure 4. School organization and teaching

Figure 4 presents an overview of the factors distribution for the 'School Organization and Teaching' dimension of leadership. It can be noted that in some of the cases there is a horizontal alignment of management practices. In our sample it appears that school leaders tend to distribute leadership and promote group work. Only the less experienced school principals (less than 5 five years of experience as school principals) use vertical management

processes. The responses of these principals suggest that they tend to try to control everything, micromanage, without putting a focus on the importance of group work and pursuing forms of distributed leadership.

C) Self-evaluation and improvement

Measurement and evaluation of current performance in relation to the school context, induce professional communities to questioning the existing gap between social expectations and system goals, and striving to bridge the gap by identifying strategic priorities for improvement of student learning outcomes. This process include five practices that refer to the role that the school leader plays in measuring performance, reporting decisions, supporting and organizing self-assessment, designing improvement actions, and creating the institution's improvement plan.

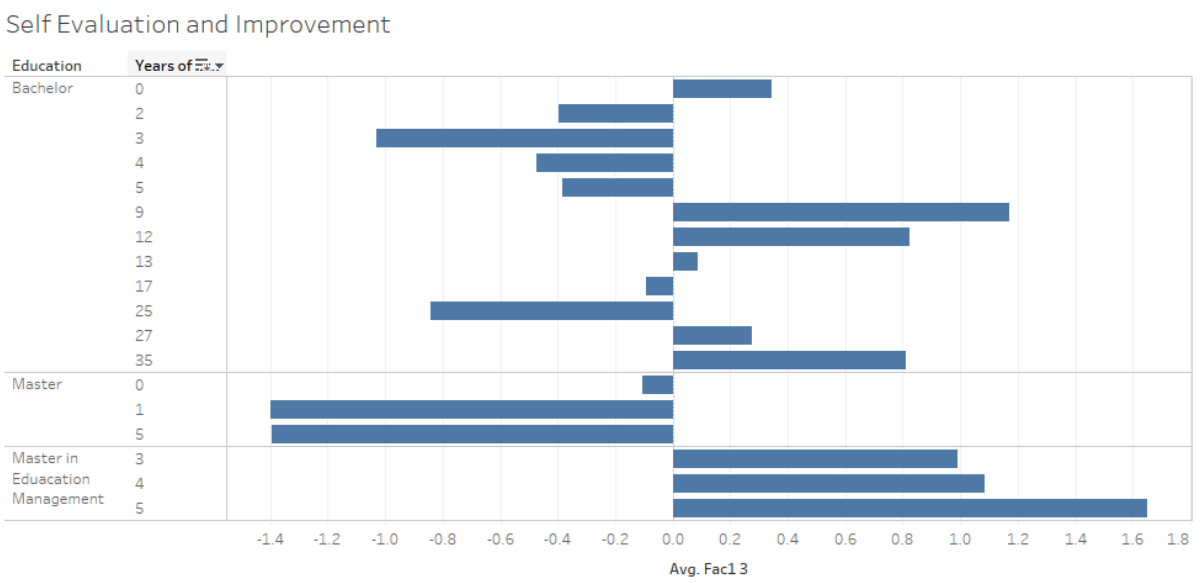


Figure 5. School evaluation and improvement

Figure 5 presents an overview of the factors distribution for the ‘Self Evaluation and Improvement’ dimension of leadership. It can be noted that there exists a polarization between different age groups (by years of experience). Only the group of school principals that are in possession of a master in Education Management (even though they have limited experience in the position), demonstrate higher scores for this leadership dimension. Other school principals, even though they may have more experience, or hold a master in another field of studies, have scores suggesting they find difficulties in measuring performance, reporting decisions, supporting and organizing self-assessment, designing improvement actions, and creating the institution's improvement plan.

D) Professional Capital Development

The leadership practices included within this management process are five: teacher performance approach, motivation management, attract / retain talent, and management of non-productive workers, professional development of staff.

Professional Capital Development

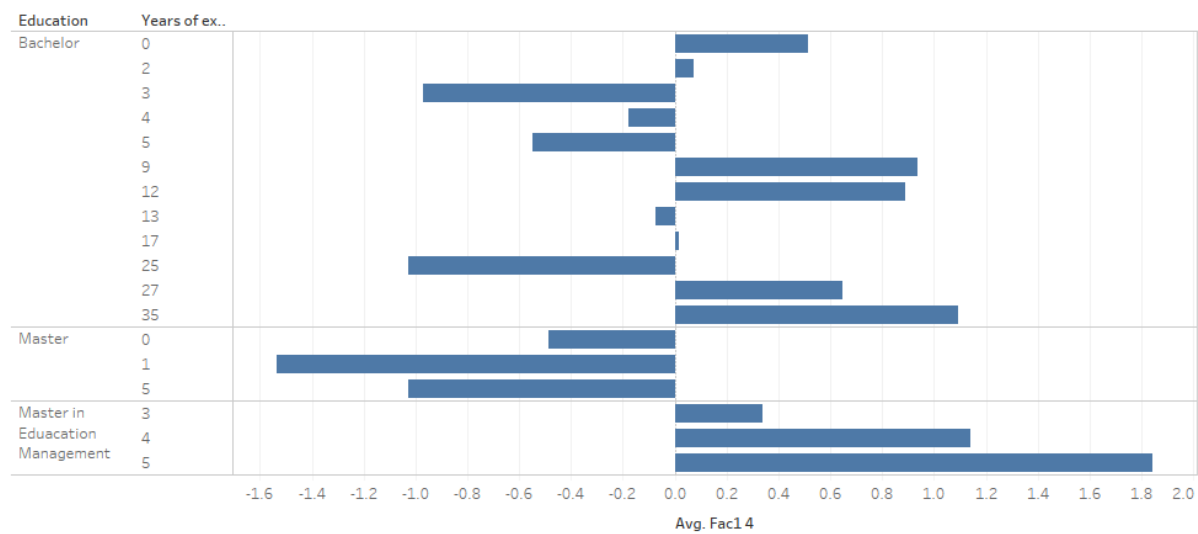


Figure 6. Professional capital development

Like the integrated model of leadership for learning, this managerial process includes aspects such as providing support and consideration to individual teachers (Bass & Avolio, 1994), provide intellectual stimuli to encourage teachers to rethink professional practices and experiment with new ways of teaching (Marzano, Waters & McNulty, 2005), provide opportunities for professional development not only through the precise identification of training needs, but also by promoting an effective working environment to support teacher growth.

Figure 6 presents an overview of the factors distribution for the 'professional capital development' dimension. It can be noted a polarization of factors distribution between experienced school principals. Some of them tend to promote the professional development of their staff while others do not provide support and intellectual stimuli to their teachers.

It is worth mentioning that for this dimension of leadership, in accord with findings for previous dimensions, the group of school principals that have read for a masters degree in Education Management provided responses that suggest they widely promote the professional development of their staff. They act as a support and provide intellectual stimuli for the continuous development of teachers.

E) Networking and relationships with local stakeholders

In general, building relationships with families and communities moves the attention of school staff from a purely internal focus to a field of activity that embraces external collaboration, transparency and accountability. Muijs and colleagues (2004) have identified these practices as important for improving schools especially those that work in difficult (disadvantaged) contexts. The studies that have explored Leadership for Learning dimension has documented how school leaders spend a significant amount of time in contact with people outside their schools, seek information and advice, seek to keep up with policy changes, anticipating new pressures and trends that might have an influence on their schools. Meetings, informal conversations, phone calls, e-mail exchanges and internet searches are examples of opportunities to accomplish these goals. The large number of formal and informal networks attended by school leaders provide many opportunities for linking the school to its wider environment (Paletta, 2012). Indeed, relationship management with families and the community includes a number of practices that can be included in other management processes such as the definition of a shared school development vision, design of an organizational model of didactics open to family participation or the management of self-evaluation processes improvement in partnership with other schools and institutions within the community (Figure 7).

Networking and Relationships with Other Stakeholders

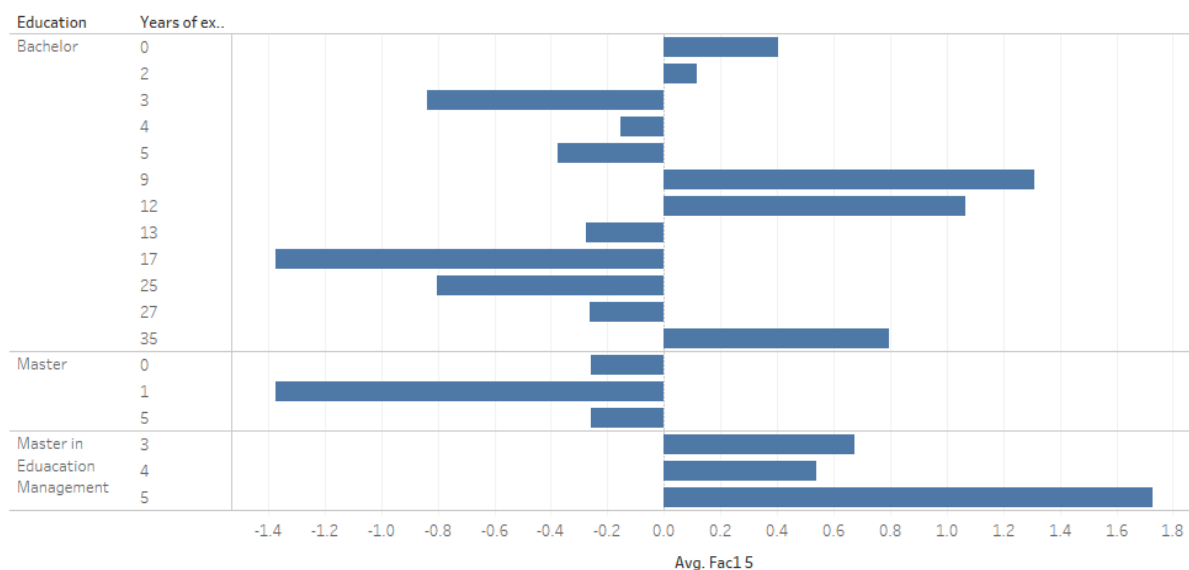


Figure 7. Networking and relationships with other stakeholders

These practices concern:

- networking with other schools
- participation in inter-institutional networks on a regional basis
- cooperative accountability with the stakeholders of the region.

The focus of these practices is on building cooperative relations with local stakeholders with the intent of investigating the work of the principal as a system leader, capable of putting the school at the centre of a regional network for the solution of complex educational issues (e.g. inclusion, integration of foreigners, orientation, employability, etc.) that have an impact on social capital and economic development of the regions.

Most of the interviewed principals do not work in networks with other schools, neither are they trying to create relationships with other stakeholders. The factor analysis shows that some of the school principals are engaged in networks and involved in the creation of relationships with stakeholders. Only the principals that have a diploma in Education Management are found to be involved in such activities. If we were to divide the geographic distribution of the cases we would notice that only in three regions (are principals engaged as system leaders.

Correlation Analysis

A further deepening of the exploration of data collected through the School Director (SD) interview is represented by the correlations between scores obtained among leadership dimensions and the context and individual variables available within this study. If we consider leadership dimensions like in part of the context features in which the SD works (the features of the school, number of students, etc.), and some individual characteristics (seniority and organizational skills, background training on leadership or similar topics), it is helpful to explore the presence of relationships between these dimensions. The individual and context variables collected in this study are presented in the table below, with the main descriptive statistics.

Variable	
Years of experience in education	Average value= 21.4722
Years of experience as School Principal	Average value= 6.8611
Gender	72.2% Female, 27.8% Male
Education	Bachelor degree- 76.5% Master degree- 8.8% Master in Education Management- 11.8% Trainings in Leadership- 2.9%

Table 13. Descriptive statistics for principals' characteristics

As can be seen from Table 13, with regards to individual variables, experience in education is high, on average 21 years of experience, while experience as a school principal is relatively low, averaging 7 years of experience as a school principal. It is worth mentioning that from the random choice of interviewed schools, 72.2% of the

respondents were women. With regards to their education background, 76.5% of those interviewed hold a bachelor degree, 11.8% have a masters degree in education management, while only 2.9% have attended leadership training.

Considering the school variables, the institutions where the SDs work are predominantly located in country-specific types (the modal value is just that).

For calculation of the correlations between the leadership dimension and the set of individual and context variables, the five dimensions of leadership theoretically provided by the model were used. The outcome of the correlations between the leadership dimensions and the first set of background variables, individual variables, is presented in Table 14. Specifically, the education background is positively associated with scores for for three dimensions: Self-evaluation and Improvement, Professional Capital Development, Networking and relationships with local stakeholders. This means that the more principals have engaged in school management education, the stronger the principals exhibit these leadership dimensions.

		Years of experience in Education	Years of experience as School Principal	Gender	Peer/Researcher opinion regarding School Principal	Education Background
Strategic Orientation	Pearson Correlation	-.070	.256	.261	-.575**	.317
	Sig. (2-tailed)	.685	.131	.130	.000	.059
	N	36	36	35	36	36
School organization and Teaching	Pearson Correlation	.004	.305	.365*	-.619**	.331
	Sig. (2-tailed)	.981	.080	.037	.000	.056
	N	34	34	33	34	34
Self-evaluation and Improvement	Pearson Correlation	-.258	.100	.176	-.557**	.446**
	Sig. (2-tailed)	.128	.560	.311	.000	.006
	N	36	36	35	36	36
Professional Capital Development	Pearson Correlation	-.146	.138	.192	-.479**	.380*
	Sig. (2-tailed)	.396	.422	.269	.003	.022
	N	36	36	35	36	36

Networking and relationships with local stakeholders	Pearson Correlation	-.247	-.020	.120	-.492**	.367*
	Sig. (2-tailed)	.146	.906	.493	.002	.028
	N	36	36	35	36	36

Table 14. Correlations between the leadership dimensions and principals' characteristics variables

Main Findings

The data collected through interviews with 36 School Principals in 12 Albanian regions (3 interviews per region – including K9, High Schools and VET) allowed us to analyze the leadership practices with respect to five main management processes identified as of theoretical importance in the literature review: Strategic Orientation, School Organization and Teaching, Self-Evaluation and Improvement, Professional Capital Development, and Management of Networks and Relations with Stakeholders. Three methods were used for analyzing the interviews held with principals.

Descriptive analysis - which has provided detailed information regarding principal responses for each of the 21 items. From it, it can be deduced that:

- most of the principals interviewed in this small sample are below the Expected target regarding the leadership practices.
- 62% of the interviewed school principals are below the Expected target for leadership practices, 26% are at the Expected target and only 12% are above the Expected target. This confirms a strong need for ensuring that all school leaders are provided with further training opportunities and that prospective ones follow a professional masters degree.
- School leaders display a low level of engagement in network management on a regional basis. Most of them (42%) scored 0 when asked about this topic. On the other hand, they seem to master the spirit of the group in school.
- Most of the interviewed principals scored high in the 'Roles and Responsibilities of Individuals at the Service of Group Work' item.

Factor analysis - which has given a more aggregated view of the responses. Through this analysis we have oriented the analysis from questions level to dimensions level. In all 21 questionnaire items have been reduced to distinguish 5 leadership dimensions. Through the statistical tests, the validity of the questionnaire used and the construction of leadership dimensions were confirmed. Specifically, this analysis attempted to look at the distribution of leadership dimensions, taking into account individual leadership factors. Interesting findings have resulted from it. Specifically:

- **Educational Background** - School principals with a masters degree in Educational Management (even in cases with limited experience), tend to score more highly for the 'Self Evaluation and Improvement' dimension of leadership. They also exhibit more features of the 'Strategic Orientation' dimension of leadership. Other school principals, even though they had more experience as principals, or a master degree in other field of studies, seem to face difficulties in undertaking work that was aimed at bringing about improvement and creating the institution's development plan (according to their interviews accounts).
- **Experience as school principals** - Two cases were noted here. Experienced school principals tend to score more favourably for features of the 'Strategic Orientation' dimension of leadership. While those with limited experience (less than 5 years of experience) tend to use vertical management processes.

Correlation analysis - This analysis tests the strength of the relationships between the variables in this study. Specifically, the relationship between the individual factors (related to principals' characteristics) and the dimensions of leadership was tested. Its results support the results obtained from the other two types of analyses. Concretely:

- - the educational background of the principal is positively related to the leadership dimensions of Self-assessment and Improvement, Professional Capital Development, and Networking and relationships with local stakeholders. This finding suggests that **the more principals engage in professional development focused on leadership issues, the stronger the principals exhibit these leadership dimensions.**

Limitations

Some limitations behind this method must be highlighted. First of all, it must be noted that in this analysis, only the point of view of the principals was considered and the sample size is relatively small (36). Moreover, in spite of the efforts to standardize the grading as much as possible, in some cases, the scores of the interviewers differed and a compromise had to be reached. Finally, we should consider also the possible bias due to different communicative abilities of the interviewees. It should be pointed out that we used a qualitative approach that sought to quantify practices and leadership profiles through in-depth interviews addressed to a relatively small number of school principals. The quantitative results do not seek to provide statistical generalizations, while the effort to make the observation of leadership practices more objective and comparable has been used to describe how school principals are responding to the challenges of accountability.

CHAPTER 06.

FOCUS GROUPS

Executive Summary

The five focus group sessions held on the premises of the School of Directors or at the Ministry of Education, Sports and Youth, with representatives of different groups, namely school principals, teachers, pupils, parents and decision makers in pre university education, gave the researchers the opportunity to listen to their views and opinions on the needs of the School Principals. Some of the questions raised were mainly about the role and functions of school directors, hiring and firing criteria (recruitment process), the standards that the directors should follow in order to have a better performance, and their continuous professional development. The interviews lasted between 1-1.5 hours with each of the groups and provided valuable insights that helped us understand the perception of different interest groups on issues related to school performance and learning outcomes. Participants shared their ideas, opinions, feedback, and experiences related to the above areas and generated a series of results and recommendations.

The role of school principals is essential to school performance, including student outcomes, school climate; the political criteria have prevailed over professional criteria; school principals are not adequately qualified and with the right experiences to run a school; school principals should be chosen from those pursuing a teaching career; characteristics deemed important for evaluating school leaders included moral behaviour, honesty, good communication skills; a key element deemed important if there was the need to fire a principal, were student low level of performance and pupils outcomes; the current standards for evaluating principals were deemed insufficient and not well adapted to the Albanian reality; school leaders need continuing professional development opportunities so as to enhance their attributes, knowledge and competences.

In general, focus group participants were very critical of the current system of selection of school principals and their performance, linking often the appointment of principals with political affiliation but we noted that respondents lacked detailed knowledge of the standards principals should follow to improve school performance and having a coherent vision for deep systematic reforms that could improve the outcomes of a leader's job and improve the level of pupils' learning. However, they were aware of the complex role and tasks the school principals should perform and the difficulties faced by principals nowadays (such as bullying, curriculum management, social economic problems associated with Albanian families, multiple bureaucracies, inclusivity, use of contemporary methodologies in teaching, etc.).

Focus groups were only one of the four main instruments used in the study, as overall the study included 36 semi-structured interviews, online questionnaires and 12 field observations. This mixed-methods approach served to help us gain deeper and varied insights into the field of study.

Focus groups are a necessary instrument of qualitative methodology, which help us to overcome the limitations behind quantitative questionnaires, as they investigate some important aspects of the study deserving to give voice to those who live each and every day with these experiences. It is one of the most used techniques in qualitative methodologies in the social sciences. This method has several advantages over other methods of data collection because it allows researchers to come into direct contact with social reality by capturing valuable information to understand the attitudes and behaviour of individuals in the organization. The main disadvantage of the focus group method is control keeping so that the conversations should not divert from the participants. The whole interview is conducted over a short period of time, so the moderator's ability lies in keeping the participants focused on the main points of the study. A third aspect of participatory observation is the subjectivity of this method and the danger that one or two participants will dominate the conversations. The group participants present their personal opinions and often either generalize a lot of things or bring very personal experiences. Therefore, it is very important that the selection of group members should be as representative as possible.

Through the focus group methodology, the objective was to determine the ways in which this form of communication allows individuals to anticipate the wider and more substantial actions of the Albanian pre-university education system, regarding the role of the principal, hiring / firing criteria, principal's standards and professional development. The focus group results will help in the overall analysis, including quantitative methodology. A total of 5 focus groups were held during December-March 2019, in the city of Tirana. Each of the focus groups was composed of 8-12 participants being school principals, teachers, students, parents and school policy makers. The groups were created through voluntary participation and represented the various schools and institutions in Albania.

The focus group questions were articulated in a concise and clear manner. The questions were articulated in such a manner as not to mislead or lead the focus group participants to specific answers.

Before the start of the group interviewing sessions, a presentation session of the interviewing group (moderator conducting the interview session and observer who keeps notes at all times) was held with the participants to present the objectives underlying the study and the relevant methodology.

All participants involved in the research study were provided with a detailed information sheet and consent form prior to the commencement of the research. They were given the possibility to clarify any doubts, obtain additional information about the research, understand that their identity would be protected, that their participation was

voluntary and that they could choose to withdraw from the study at any point without suffering any consequences. They were also informed that the interviews would be audio-recorded to assist the data analysis process. Pseudonyms would be used throughout the data analysis in order to maintain the anonymity of the participants and schools. They were notified that the data was to be used for the sole purposes of the research and that it would be stored securely and destroyed within six months of completion of the study.

The results are presented in the report to illustrate key points, but the identification of information is excluded to ensure the participants' anonymity. These focus groups are directed to conversations and as such follow a fixed guide, moderated by a trained moderator (researcher).

Main findings

From the interviews conducted with school principals, teachers, students, parents and senior executives, the group of researchers came to some key conclusions on some of the most important issues related to the role of school principals, hiring and firing criteria (recruitment processes), standards to be followed by school principals to have a better performance, as well as their continuous professional development:

The role and functions of school principals

Almost all groups agreed that the role of school principals is essential to school performance, including focusing on student outcomes, nurturing a positive school climate, having a clear vision and communicating it at all levels, building teacher capacity and motivation, establishing clear school rules, a focus on safety, etc. Understandably, the most informed participants about the functions of school principals are the school directors and teachers, as they more closely affect their day-to-day routine. The interviews also brought out that since schools have limited budgets, it is difficult to take great steps regarding school infrastructure, improving amenities, creating the necessary modern sports facilities, and so on. Also, regarding the possibility of employing the best teachers in schools, the directors noted that the selection of teachers is not in the hands of the principals (it comes through the Teacher's Portal: <https://mesuespershqiperine.al/>). The geographic location factor of the school carries a lot of weight both in the quality of teachers and in the general level of pupils that are attracted to certain localities.

The criteria for hiring and firing of school principals (recruitment processes)

The process of appointing principals has been politicized for many years and the political criteria are believed to have prevailed over the professional criteria. School principals are not adequately qualified nor have the right experience to run the school. This view was articulated by almost all participating groups. Participants agreed that

there should be some minimum criteria for recruiting school principals, given the critical role they should play. As a main criteria accepted by the majority of participants in the study, is that school leaders should come from a teaching route. This implies that the school principal should be someone coming from the rank of teachers, known for their passion, engagement in teaching and learning and their contribution to the school community. They need to be exemplary teachers. Among the main suggestions were the fact that there should no longer be political affiliation in their appointment and this practice should be abolished. Moral dignity, honesty and management skills as well as a good communication should be evaluated. As parents, teachers and pupils argued, a principal should be chosen from a board composed of different stakeholders, among which the most important are: pedagogical bodies (teachers), members of the Parents Board, community, or pupils representatives. As a key element to dismissing a principal, in addition to serious legal and ethical violations, low level of performance in the school was also mentioned. The participants emphasized the importance of measuring the performance of school leaders, where as an instrument learning outcomes could be considered.

Standards to be followed by school principals for better performance.

Regarding the standards to be followed by principals to achieve better performance, it was noted that parent and student groups were less informed in this regard. Meanwhile, school directors and teacher representatives stated that the current standards of the principals were insufficient and not adapted to the needs and realities of the Albanian education system. The lack of standard communication and standard protocols for evaluation, the discrepancy of professional assessment standards, makes it difficult for principals to understand where to focus their attention. The system of evaluation of school directors in Albania was seen to lack a theoretical basis. There are flaws in its conception; there is very little reliance on theoretical models, best practices, benchmarks, and efficient standards, on the basis of which performance measurement and evaluation are performed. Also, the system of leadership preparation is not based on any national document. It is acknowledged that there is a need for some standards that may serve as a 'handbook', 'guide', 'authority' for principals to follow that would help school principals fulfill their goals as leaders as well as respecting and adhering to a set of ethical guidelines. Although, since 2013 (Standardet e drejtorit, miratuar nga Ministri i Arsimit me nr. 4296 prot., datë 27.8.2013), (Urdhër i Ministrisë të Arsimit nr. 467, datë 15.09.2016 "Për miratimin e standardeve të performancës dhe kriteret e vlerësimit për drejtorët e shkollave"), principal standardization initiatives have been undertaken, this has resulted in the importation of foreign models and practices (eg the Virginia Board of Education case, USA), which, as can be imagined, are not well adapted to the Albanian reality, and need to be revised.

Continuous professional development of principals

Professional development is, according to the interviewees, a necessary component in the life of teachers, and this process is essential for the professional growth of all educators, and should include those in leadership positions. It seems that in our country there has been more regulation directed at teachers' professional development than for

school principals who are expected to attend very little training credits compared to teachers. The interest groups expressed the need for continuous and effective training, which would lead to improving their knowledge and developing their competences in order to ensure enhanced student achievement. The existing professional development system and the training of school principals remains an area of concern given that it is felt it is not being addressed strategically. Leadership training topics and sessions are more determined from above than based on a needs assessment. Currently, there have been no attempts to identify the training needs of school principals. The need for attending training courses on school leadership was also mentioned, as so far, the master classes that have existed have been more focused on the leaders of educational institutions, not specifically for school principals. Therefore, the initiative of establishing the School of Directors from all participating focus groups in the study was commended.

The results show a lack of strategic planning behind the selection and development of school principals. The evidence suggests that there is no sense of continuity between the stages of principal development (career progress from pre-selection to training and later development in post), with no career plan or path for those interested in leadership positions to follow. The intent behind the goal of continuing professional development of principals is to scaffold their pre-service learning with experiential understandings gained during time in position. Linked to continuing professional development will allow participants to address problems and concerns related to their own specific regional and school contexts making such training more relevant to their needs.

CHAPTER 07.

FIELD OBSERVATIONS

Executive Summary

The main objective behind the Observation of School Principals was to find out how principals spent their days, the challenges they were facing and how they acted as leaders. The observation study was also aimed at enlightening responses given to the interviews and questionnaires carried out as part of the project. Twelve (12) schools were selected, three from each region. The schools were chosen from across the region whilst having an equal distribution of school population, academic performance, representative of the various types of schools in the Albanian school system, and a good heterogeneity of the principals' characteristics (age; gender; background). It is within this context that this study was undertaken. The main reason for conducting this type of analysis was for identifying the professional development needs of school leaders.

The theoretical construct was based on 3 main categories of managerial work, divided in (i) management; (ii) administrative and (iii) personal matters and 5 leadership dimension identified from the literature review (i) strategic orientation; (ii) school organization and teaching; (iii) self-evaluation and improvement; (iv) professional capital development; (v) networking and creation of relationships with stakeholders. Each of the activities were categorized using these theoretical framework. In particular, for each activity was held the place, the people involved, climate, and schedule.

Descriptive analysis was used to find out how principals spent their days, the challenges they faced, how they acted as leaders, which dimensions of leadership did they practiced.

Main findings from field observations are:

- The majority of activities are between 6 and 11 minutes (20%). A significant percentage of time (16%) involved work taking longer than 20 minutes.
- The greatest proportion of the principals' time at work was spent in their office (58%). Over almost 17 hours/week (56%) were spent there.
- Most of the activities were non-programmed, only 41% of the activities were programmed. Most scheduled events took place outside the school premises in visits they made mainly in regional meetings. On the other hand, non-programmed events included brief conversations, outside and internal calls, meetings, and walkabouts.

- Principals spent most of their time (46%) alone in their office taking care of administrative matters. Other part of the time they spent it with school personnel (43%- mostly with teachers) and other persons (11%).
- The category 'management' represents the majority of activities undertaken by most of the principals. Principals spend an average of almost 19.6 hours/week in 'Managing Instruction and Learning' (dimension A.1) with most of the focus on walkabouts, class observation, and teaching. Other part of the time is spent on the category 'administrative matters' with an average of 23.1 hours per week. Most of the time is spent planning and organizing the work (8.1 hours/week) and answering emails, preparing and writing official reports, answering phone calls, averaging at 6.5 hours per school.
- Dimension 1 and 2 of leadership are the most common feature in all schools with a focus on the 'strategic orientation of the school'.
- In most situations principals do not show any leadership engagement (45%). Only in some cases they adopted one dimension of leadership or combined dimensions of leadership.
- Most of the school principals (with the exception of School 6 and 8) did not participate at all in networking and building relationships with stakeholders, nor they did stimulate the professional development of teachers and staff.

Data collection tools

To collate the data, we reviewed various collection methods used in other research studies, including the International Study of Principal Preparation (ISPP) (Cowie, 2011; Cowie and Crawford, 2009, 2012), Bristow et al.'s (2007) categorisation of headteachers' activities, Horng et al. (2010), and a more recent study by Earley and Bubb (2013). The method chosen to collate the observations can have an important bearing on the final outcome and how things may be interpreted. Earley and Bubb (2013) bring this out quite clearly as they revised and refined the categories that Bristow et al. (2007) had developed. So, whilst following a predetermined template with specific categories/dimensions to fill in the researchers were encouraged to take field notes and to reflect on how these activities were undertaken by the principal. The five dimensions of leadership are based on the framework developed by in Section A: 'the construct of leadership for learning. The five dimensions of leadership are: (i) strategic orientation; (ii) teaching organization; (iii) self-evaluation and improvement; (iv) professional capital development; (v) networking and creation of relationships with stakeholders. The categories of managerial work are distinct in (i) management; (ii) administrative and (iii) personal matters. The researchers also spent time with the principals during and after the school day to clarify issues that needed more elaboration. At the end of each day of observation, the researchers kept in touch to engage and discuss matters related to the days' observations. The notes were later given to the principals in order to have a confirmation on what and how the researcher interpreted the events. The conversations held between the researchers and the principals did not only help the researcher to clarify observations and conclusions drawn or provide an opportunity for the principals to justify their actions and behaviours, but it served as an opportunity to reflect on their practices, the way they went about their daily work. The principals saw this as another 'learning opportunity', one that provided them with the possibility of engaging with someone who was directly observing their work and hence an opportunity to improve their practices. Whilst observation studies mainly report the amount of time dedicated to different categories of the principal's work we have taken this a step further. Given the detailed notes taken during the observation period, we could actually identify how the different tasks were undertaken, hence exploring which aspects of leadership the principals used in their interactions with others.

Descriptive analysis

The observation studies presented us with some interesting findings. The work of the principal was characterized, for most of the time, by variety and fragmentation. To a large extent the school principal activities were frequently of average duration. Most of these activities tended to arise spontaneously out of the milieu of the daily life of the school. A substantial amount of the principals' work appeared to involve what may be termed 'putting out fires', as the school principals responded to situations arising throughout the school day. The trend was for them to move from one encounter to another, mostly because of the pressure of unprogrammed work. The principals' work was done mostly in the school, whilst there were occasions where they also alternated their work between school affairs, and common affairs shared with other schools (mostly within the same network). The overall impression given was that the school principals were beginning, in the middle of, and ending numerous issues all at the one time. Although handling such issues may drain one's energy the school principals seemed in control of things. As all this was happening most of the principals observed took notes of points that needed further discussion or looking into, things that could finally be ticked from the list that they had prepared or that needed more reflection. The principals accepted these short bursts of work activity. On no occasion was there any overt sign from the principals or others in the 'disturbed' situations that such shortened attention to an issue was anything but an everyday phenomenon. The brevity of the principals' activities is shown in Table 15. The majority of activities are between 6 and 11 minutes (20%). A significant percentage of time (16%) involved work taking longer than 20 minutes. This usually entailed reading through documents, preparing and drafting reports. In fact, the majority of activities that occupied more than 20 minutes were usually held in the afternoon or else involved sessions such as preparing reports for the regional office, attending regional meetings, driving to venues, and going out for lunch.

School	Nr/% of activities	<1'	2'	3'	4'	5'	6'-11'	12'-15'	16'-20'	>20	Grand total
1	nr. Activities	49	40	8	3	12	40	27	35	56	270
	%	18%	15%	3%	1%	4%	15%	10%	13%	21%	
2	nr. Activities	15	12	10	14	12	41	29	25	68	226
	%	7%	5%	4%	6%	5%	18%	13%	11%	30%	
3	nr. Activities	4	26	19	5	12	10	13	22	59	170
	%	2%	15%	11%	3%	7%	6%	8%	13%	35%	
4	nr. Activities	104	146	85	39	31	58	15	12	32	522
	%	20%	28%	16%	7%	6%	11%	3%	2%	6%	
5	nr. Activities	0	11	12	12	28	61	34	11	58	227
	%	0%	5%	5%	5%	12%	27%	15%	5%	26%	
6	nr. Activities	18	49	72	58	55	172	37	9	28	498
	%	4%	10%	14%	12%	11%	35%	7%	2%	6%	
7	nr. Activities	71	123	53	30	51	121	28	22	34	533
	%	13%	23%	10%	6%	10%	23%	5%	4%	6%	
8	nr. Activities	18	49	28	19	36	91	38	29	39	347
	%	5%	14%	8%	5%	10%	26%	11%	8%	11%	
9	nr. Activities	17	75	67	40	118	136	24	15	45	537
	%	3%	14%	12%	7%	22%	25%	4%	3%	8%	
10	nr. Activities	8	33	33	21	54	50	31	23	49	302
	%	3%	11%	11%	7%	18%	17%	10%	8%	16%	
11	nr. Activities	16	14	4	7	10	54	21	18	94	238
	%	7%	6%	2%	3%	4%	23%	9%	8%	39%	
12	nr. Activities	35	25	18	17	12	36	17	7	20	187
	%	19%	13%	10%	9%	6%	19%	9%	4%	11%	
	Sum	337	554	337	207	376	698	277	219	554	3559
	Average	30	50	34	22	36	73	26	19	49	
	Stand. Dev	31	44	28	17	31	48	8	9	20	

Table 15. The timing of principals' activities

Scheduled and unscheduled time

A significant determinant of the varied and curtailed nature of the principal's work was the occurrence of many interruptions that contributed to the sense of discontinuity in the principal's performance. Table 16 shows the proportion of time, both scheduled and unscheduled spent on different types of work. Most of the activities were unprogrammed, only 41% of the activities were programmed. Most scheduled events took place outside the school premises in visits they made mainly in regional meetings. On the other hand, non-programmed events included brief conversations, outside and internal calls, meetings, and walkabouts.

School	1		2		3		4		5		6		7		8		9		10		11		12		Grand Total
Programmed	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	
Control	356			44	203						133	11													747
Conversation	1		161	223	1	50	1	33	1	341	1	201	803	494	470	103	1	6	418	621	781	374	1	401	14 494
	346			129			153		272		021						686								
Desk Work	853		112	868	972		497	130	538	284	1	52	369	457	596	245	950	156	147	919	511	741	862	21	11 405
											125														
External Call	122		66		66		134		88		170		86		108		79		114		156		86		1 275
Internal Call	222		1	5	25		13		5		72		42	2	8		8		32	79	2		25		541
Meeting		423	59	850		191	25	92		310		196	12	369	95	705	118	235	15	429	80	533	60	56	4 853
Observation			29	720			75	19	557	505	267	27	138	372	92	299	963	71	16	156	133	569	391	64	5 463
Personal Time	88		291		52		472		1	252		142	69	201		62		49		67	90	615	150	190	3 790
Teaching				252				86				1		50		520		358		345		555		308	3 534
											060														
Travel				85			4	46					115	176			30						12	11	479
Visits	45	9		55	193		58	17							33	37				237		119	86	129	1 018
Walkabouts	50	175			7	273	82	103	64	70		3	100	14	191	18	26		106	151					1 433
	3082	607	719	3102	2647	514	2513	526	3776	1510	2930	1619	1866	1934	1655	1927	3909	826	915	3027	2278	3041	3119	990	49 032

Table 16. The distribution of time in programmed and non-programmed activities

Location

The greatest proportion of the principals' time at work was spent in their office (50%). This entailed addressing school matters of an educational or administrative nature, answering emails, handling files and other tasks, taking notes, meeting people. In their office principals were practically accessible at all times. People, whether teachers, administrative staff and students, knew where to locate them. Most of the principals adopted an 'open door' policy. Over almost 17 hours/week (56%) were spent there. The office is the hub of the principal's life in these schools, the central place where most activities take place. Although for most of the time the principals were in their offices carrying out a variety of tasks, pressures and duties called them to move around during parts of the day. Most of the interactions, whether taking place in the office or elsewhere, were generally of the conversational type bringing out the people-oriented nature behind the work of the school leader. Interesting fact is the time spent by school principals for observation in school premises. 17% of their time they spend it in classroom, while the same amount of time (17%) they spend it outside the school premises, for personal matters or for topics regarding school (in Regional Education Offices, Meetings, Visits, and other schools). (see Table 17)

School	Nr. Activities/Time	Administrative Offices	Classroom	Corridor/Hall/School yard	Home	Office	Other	Outside the School Premises	Teachers Office	Grand Total
1	Nr. Activities	1	27	44		126	2	44	26	270
	Time (minutes)	21	556	296		1806	4	695	311	3689
2	Nr. Activities	1	16	26		161		18	4	226
	Time (minutes)	9	534	336		2481		428	33	3821
3	Nr. Activities		25	18		91		27	9	170
	Time (minutes)		528	290		1365		797	181	3161
4	Nr. Activities	2	45	75		322	10	45	23	522
	Time (minutes)	9	374	344		1388	33	831	60	3039
5	Nr. Activities		24	15		121	1	50	16	227
	Time (minutes)		905	200		2815	25	1129	212	5286
6	Nr. Activities		96	86	3	278	19	9	8	499
	Time (minutes)		1329	904	29	1931	91	165	100	4549
7	Nr. Activities	3	50	119		320	2	29	10	533
	Time (minutes)	22	529	583		1773	5	780	108	3800
8	Nr. Activities	12	47	63		198	5	3	19	347
	Time (minutes)	141	956	432		1719	22	78	234	3582
9	Nr. Activities	2	43	132		271	1	69	19	537
	Time (minutes)	8	1022	689		2170	6	667	173	4735
10	Nr. Activities	4	14	37		219		26	2	302
	Time (minutes)	79	462	350		2435		607	9	3942
11	Nr. Activities	1	34	23		142	4	11	23	238
	Time (minutes)	41	1367	304		2546	18	456	587	5319
12	Nr. Activities	1	13	26		118		12	17	187
	Time (minutes)	15	689	208		2315		682	200	4109
	Sum (Nr. Activities)	27	434	664	3	2367	44	343	176	4058
	Sum (Time)	345	9251	4936	29	24744	204	7315	2208	49032

Table 17. Time spent in different places during the school day

Personal Contact

The school and its external environment provide a range of people with whom the principals can get in contact. Nonetheless, the observed principals spent most of their time (46%) alone in their office handling administrative matters. Other part of the time they spent it with school personnel (43%) and other persons (11%). Even though their work is essentially people-centered, most of the school principal work alone. For example, the principal of school 9, spent 90% of his/her time alone. Only principals of school 1, 7 and 10 spent less than 40% of their time alone. All other observed principals showed to be inclined towards spending a lot of time fulfilling tasks on their own (see Table 18)

School	Alone	School Personnel	Other Persons	Grand Total
1	1283	2052	354	3689
2	1666	1730	425	3821
3	1587	1360	214	3161
4	1559	1305	175	3039
5	2410	1491	1385	5286
6	4083	334	132	4549
7	1183	2323	294	3800
8	974	2177	431	3582
9	2244	1917	574	4735
10	974	2359	609	3942
11	2884	1815	620	5319
12	1565	2153	391	4109
Grand Total	22412	21016	5604	49032

Table 18. Time spent alone or with other persons

Table 19 summarizes their time with internal people of the school. Most of the time in contact with people, was spent with teachers (principal of school 6 in 90% of his time spent with other people was with teachers). Only the principal of school 3 exhibited more interest in students.

Interestingly, the observed principals spend very little time with the administrative staff. They do not use this channel of communication that might provide valuable information on school development issues, however it is not known why such little face to face contact occurs with administrative staff, it may be principals feel it more efficient to rely on emails to communicate on administrative matters. The majority of the principals gave more time to relations with teachers rather than administrative staff or students, but there was variation within the sample (e.g. schools 1, 2, 8 spent more time with students) .

School	Administrative Staff	Students	Teachers	Grand Total
1	449	854	749	2052
2	517	627	586	1730
3	186	815	359	1360
4	176	534	595	1305
5	313	483	695	1491
6	23	12	299	334
7	756	664	903	2323
8	684	833	660	2177
9	433	556	928	1917
10	773	703	883	2359
11	113	412	1290	1815
12	609	793	751	2153
Grand Total	5032	7286	8698	21016

Table 19. Time spent with teachers, administrative staff and students.

The categories of the Principals' Work

Distribution of time on management, administrative and personal matters

The distribution of time in management, administrative or personal matters is shown in Table 20.

The category 'management' represents the majority of activities undertaken by most of the principals. Principals spend an average of almost 19.6 hours/week in 'Managing Instruction and Learning' (dimension A.1) with most of the focus on walkabouts, class observation, and teaching.

While only 5.6 hours on "Managing Relationships with Families and Community".

The category 'administrative matters' represents an average of 23.1 hours per week. Most of the time is spent planning and organizing the work (8.1 hours/week) and answering emails, preparing and writing official reports, answering phone calls, averaging at 6.5 hours per school. The principals travelled an average of 0.7 hours per week. A similar amount of time was dedicated to 'Participates in regional and national debates and activities'. The category 'personal matters' involved an average of 6.6 hours per school. This time was mainly dedicated to short coffee breaks and lunch. Principals used this time as an opportunity to engage in discussions with others on work related matters or merely to socialise with members of staff.

	1	2	3	4	5	6	7	8	9	10	11	12	Total (minutes, 2 weeks)	Hour/week per 1 school
A. 1 Managing Instruction and Learning														
School improvement, planning and implementation	78			29		41	89	58		713	7	422	1437	1.7
Walkabouts	560	417	356	141	386	279	213	192	403	22	125	43	3137	3.6
Classroom observations	204	245		36	10	220	201	188	114	200	603	77	2098	2.4
Discussion on students learning	69		43	24	62	17	179	13	83	143	78	60	771	0.9
Observing students work	105		61	59	407	107		86	225		45	105	1200	1.4
Student behaviour	623	237	818	47	9	158	7	244	155		32	255	2585	3.0
Tours with students				97	354		24		10		41	269	795	0.9
Mentoring and coaching	145		90	11		47	12	85	1	345		3	739	0.9
Classroom teaching	14	252	86	220		562	40	520	400	23	555	323	2995	3.5
Promotes CPD		6		4						30		14	54	0.1
Monitors and examines regional and national directives	106	91		28		4	35	15	25	7			311	0.4
Assessment and examination	138		120	94		95		127	50		186	15	825	1.0
<i>Subtotal Managing Instruction and Learning</i>	2042	1248	1574	790	1228	1530	800	1528	1466	1483	1672	1586	16947	19.6
A.2 Managing Relationships with Families and Community														
Builds learning relations with families	120	88	30	27	30	134	123	117	81	32	7	137	926	1.1
Builds partnerships with stakeholders	11	153		13	46	37	99	37	32	477	771	207	1883	2.2
Relates and responds to the political, legal protocol to access additional funds				5		52	13			92		28	190	0.2
Forms part of a Network		134	157	5		249		134		342	10	388	1419	1.6
Participates in regional and national debates and activities				30	83	52	136		56			71	428	0.5

<i>Subtotal Managing Relationships with Families and Community</i>	131	375	187	80	159	524	371	288	169	943	788	831	4846	5.6
<i>Total A. MANGEMENT</i>	2173	1623	1761	870	1387	2054	1171	1816	1635	2426	2460	2417	21793	25.2
B. ADMINISTRATIVE MATTERS														
Plans, organizes and coordinates the work	268	772	65	388		1106	1560	725	173	708	678	583	7026	8.1
Manages finances and budget				13		28	36		8	13		19	117	0.1
Responds to emails, written communication; completes/ writes reports; takes calls	573	1005	452	445	596	456	115	468	372	475	485	150	5592	6.5
Monitors school premises	32			64	110	309	60	273	161	17	198	392	1616	1.9
Addresses maintenance matters	166	43		60	90	50	22	21	102	4	16	89	663	0.8
Addresses administrative matters	161		26	57	1283	86	36	170	1651	16	40	42	3568	4.1
Addresses HR matters	43		26	58	263		26	9	198	5	7		635	0.7
Travel	27	85		109	14	34	169	33	35		66	31	603	0.7
Allocates resources			25	2			63			45			135	0.2
<i>Total Administrative Matters</i>	1270	1905	594	1196	2356	2069	2087	1699	2700	1283	1490	1306	19955	23.1
C. PERSONAL MATTERS														
Personal time	166	293	692	584	1411	405	498	50	231	205	920	282	5737	6.6
Discussion with the observer	80		114	389	132	21	44	17	169	28	449	104	1547	1.8
<i>Total Personal Matters</i>	246	293	806	973	1543	426	542	67	400	233	1369	386	7284	8.4
GRAND TOTAL	3689	3821	3161	3039	5286	4549	3800	3582	4735	3942	5319	4109	49032	56.75

Table 20. Distribution of time by category and function during the observation.

From a task-oriented (what they do) to a behavioral (how they do it) analysis

The analysis on the distribution of time on its own underestimates the complexity of the work of school principals because they tend to focus attention on issues related to ‘what’ principals do and for ‘how long’ they do it. Such analysis does not allow for in-depth investigation as to ‘how’ they do it, thus exploiting the behavioural, relational, communicative and emotional dimensions which are seen to be particularly important and central to effective and successful leaders’ work (Berkovich and Eyal, 2016; Robinson et al., 2009). In order to counter this limitation, the researchers took detailed notes so that we could identify how the different tasks were undertaken, hence exploring the leadership aspects that the principals used in their interactions with others. This helped the observers to see the leadership approaches used by the principal not only from a task-oriented approach but also as a person who leads by example. This approach allowed the researchers to reflect on the notes they took following the protocol based on the five leadership dimensions.

Table 21 presents the activities with a focus on leadership. One can note that the activities that are leadership oriented within each school are: school improvement, planning and implementation; student behaviour; walkabouts; classroom observations; coordinating and scheduling work, and answering emails. Figure 8 shows differences between the principals as they relate to leadership.

School	Combined Dimensions of Leadership	Individual Dimensions of Leadership	No Dimensions of Leadership
1	5%	36%	59%
2	3%	33%	64%
3	9%	35%	56%
4	2%	14%	84%
5	10%	68%	22%
6	0%	54%	46%
7	3%	51%	46%
8	1%	51%	47%
9	12%	71%	17%
10	58%	28%	14%
11	6%	31%	63%
12	14%	60%	26%

Table 21. Distribution of activities with individual or combined dimensions of leadership

For example, school 9 is mainly characterized by dimensions 1, and 2 of leadership as noted above. On the other hand, the principal of school 8 adopted more activities related to ‘professional development of the staff’ (dimension 4 of leadership) and ‘networking and creation of relationships with stakeholders’. School 6 focused mainly on ‘self-evaluation and improvement’ and ‘networking and creation of relationships with other stakeholders’.

Dimension 1 and 2 are the most common features in all schools with a focus on the 'strategic orientation of the school'. Through the observation of their activities it is understood that the leaders were clear regarding their responsibilities, role, and duties in the school. Primary objectives of the observed schools were focused toward students' learning. However, a lower importance was devoted to sharing the vision of school development with staff and the interconnection in space and time of the objectives.

School principals (with the exception of School 6 and 8) did not participate in networking and building relationships with stakeholders, nor stimulate the professional development of teachers and staff. In the activities carried out observed by researchers, principals did not seem to motivate staff, and offer intellectual stimuli for their professional development. In very few cases, principals were involved in co-operation with stakeholders or in participation in networks with other schools

The findings from this part of the study show that the majority of the principals observed don't use leadership approaches to carry out their tasks. In most cases the principals, through what they did and said, were primarily concerned with school and teaching organization. They tend to distribute leadership and promote group work but they were not seen to provide stimuli for the professional development of their staff. Even though they showed engagement in school and teaching organization they were not seen to be involved in actions to adapt learning processes, promote, socialize and standardize didactic innovations.

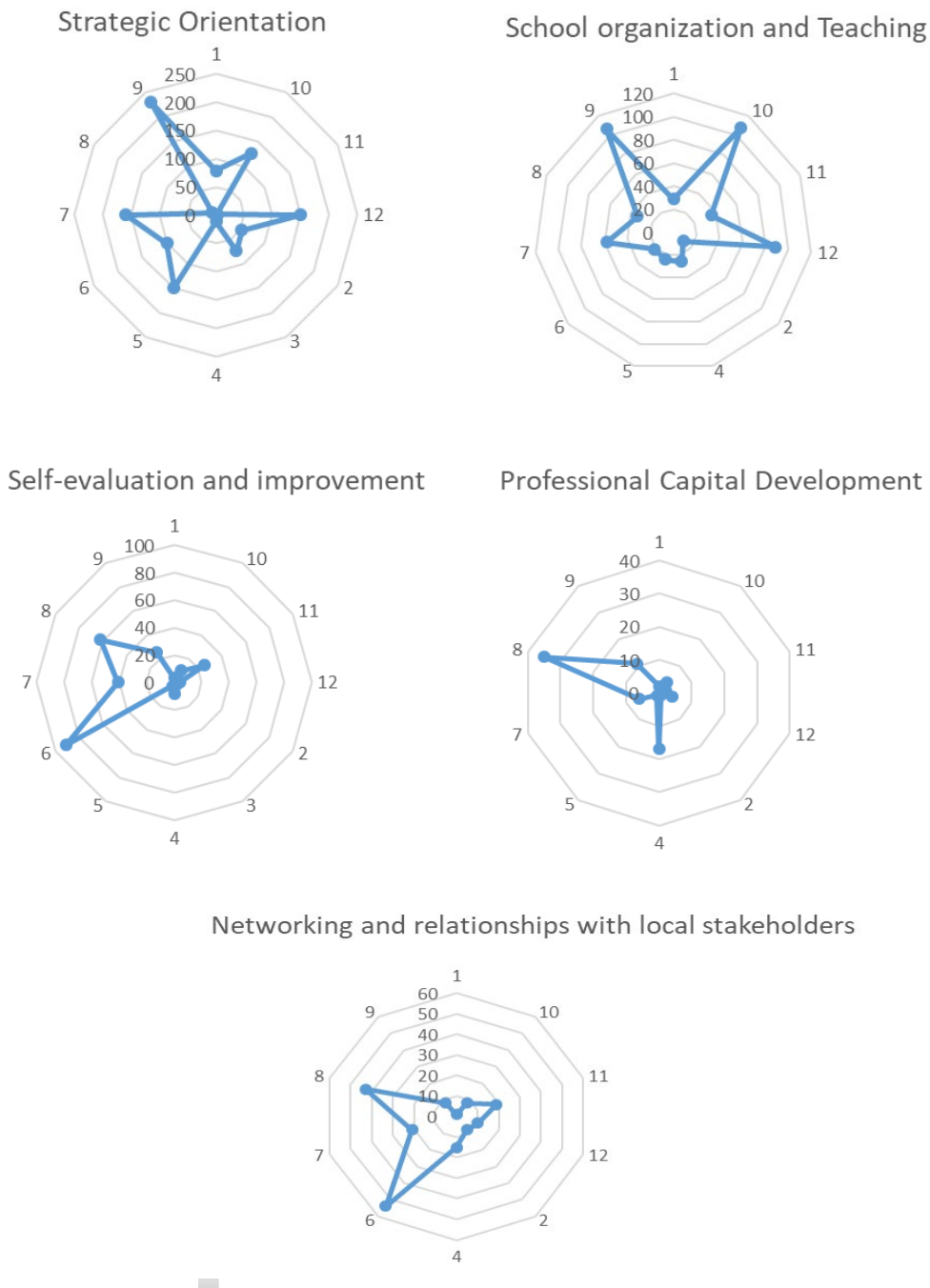


Figure 8. Leadership dimensions for each of the twelve schools

To take a few examples, one can conclude from Table 22 that in many situations principals didn't show any particular 'style' of leadership (45%). Only in some cases they adopted one dimension of leadership or combined different dimensions of leadership. At least one dimension of leadership was used in 55% of initiatives whilst various combined dimensions of leadership were used in just 10% of observed activities as they went along addressing school matters. School goals are mostly determined by the demands of national and regional authorities.

School	Strategic orientation	School organization and Teaching	Self-evaluation and improvement	Professional Capital Development	Networking and relationships with local stakeholders
1	69%	26%	3%	2%	1%
2	71%	15%	3%	1%	11%
3	97%	0%	3%	0%	0%
4	14%	34%	10%	22%	19%
5	84%	14%	2%	1%	0%
6	37%	8%	34%	0%	20%
7	56%	20%	14%	2%	7%
8	4%	19%	34%	19%	24%
9	61%	28%	7%	3%	2%
10	49%	42%	4%	2%	3%
11	4%	42%	29%	2%	22%
12	55%	36%	3%	3%	3%
Average	50%	24%	12%	5%	9%

Table 22. Frequency of leadership dimensions within schools.

One notes that the twelve principals observed do, however, show that various initiatives that give a particular character to the school are determined by the specific focus of the school leaders to take a leadership stance and as a result the involvement of their staff. One main finding across a number of the case studies is that the principals who promoted a leadership stance were those who created varied opportunities for engagement (e.g. time to meet up for a coffee before the start of the school day; visiting the teachers' staff room), allowed others to take initiative and bring forth ideas (e.g. participation in local/national events), provided time for others to discuss professional and personal matters (i.e. staff knew that the principal was available), asked for clarification (i.e. showed interest and was focused), summarized and reviewed decisions taken (i.e. was task oriented), and provided ongoing support (e.g. professionally and empathizing with personal needs). Table 22 presents the distribution of each leadership aspect per school, highlighting how much principals used different aspects of leadership to address school matters. On the other hand, Figure 9 presents the percentages of the overall distribution of the five aspects of leadership for all schools. It can be noted that there is emphasis on dimension 1 – strategic orientation, followed by dimensions 2, school organization and teaching. This shows that principals tend to promote group work but they were not observed to provide stimuli for the professional development of

their staff. Even though they showed engagement in school organization and teaching they were not seen to be involved in activities that adapt learning processes, promote, socialize and standardize didactic innovations.

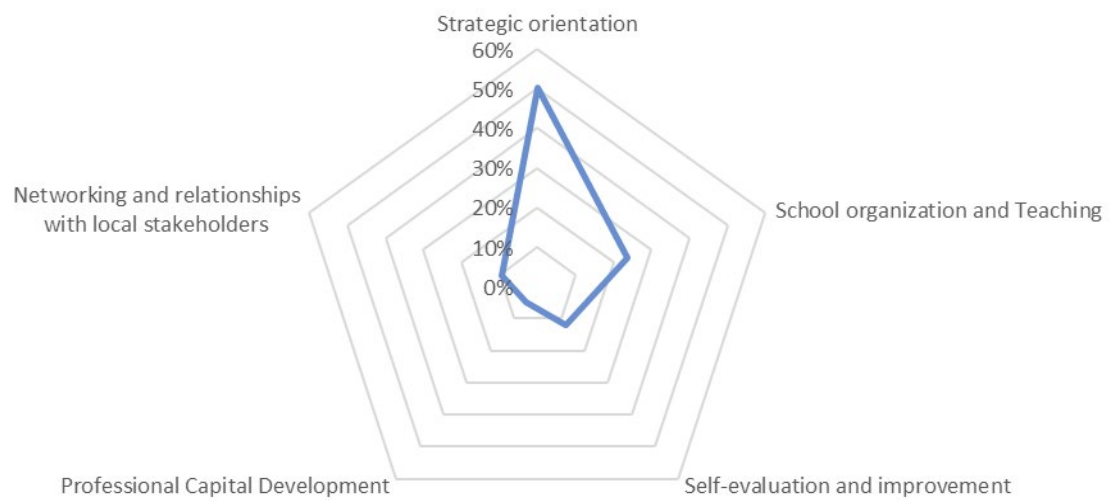


Figure 9. Average distribution of leadership dimensions between all schools

Main Findings

The principal as person – the human dimension

The character of the principal. Whilst all the twelve principals observed are unique individuals and each related to their school mission in particular ways they shared certain characteristics which help us to identify with particular traits, values and principles that they upheld. These, in turn, seem to shape their practices. The principals are exemplary in nature. They believe that followership can be nurtured if people are shown exemplary beliefs and practices and do not just expect people to follow blindly. The complexity of the work helps to bring out the personal characteristics, traits and attributes of the principal. Whilst there is a strong focus on IT systems and the systems in place guarantee open communication with staff, the community and regional/national agencies, they often rely on face-to-face encounters. These help to show from their end an unfailing focus on the 'personal encounter'.

The twelve principals average at around 54% of their time interacting with others. This may help to nurture a positive culture, one based on open communication, collaborative endeavour and mutual support. The principals move around, communicate openly and take decisions. Relationships are seen as central to the principals' lives in the literature on leadership (Earley and Bubb, 2013). The way they interacted with staff, students, families and the wider community allowed us to appreciate the dynamics of school life. At times, what is needed is to ensure that things are in place – an administrative, matter-of-fact style is enough. For example, signing a letter or seeing that the wood for school heating has arrived engages people in a particular manner. At given times of the day secretaries came in with forms or circulars to sign. Points were raised and clarified and documents signed. These usually took place either first thing in the morning or else early afternoon. Other issues, however, demanded more attention. For example, when the wood for school heating was late, then interactions were deemed critical. How people responded helped us to appreciate the way people viewed and undertook their roles. Were they assertive or aggressive in dealing with the administrative staff who needed to ensure that things were addressed? When a teacher was tardy, how did the principals react? Did they just mention regulations and that repercussions would follow if there was a repeat of the same thing the following day? This may be considered an administrative response. Or did the principal find a quiet time to engage with the person and try to understand what was happening, how she/he could help address the matter. This showed the human dimension, the compassionate side of the principal, as she/he engaged with people in a context that first needs to be understood and then addressed. This engagement is a leadership one.

Interestingly, they spent a lot of time in classroom observations (77 hours a week / 6 hours each), perhaps exerting pressure on teachers to ensure or raise the quality of teaching. No staff meetings were held for discussion about teaching practices in the observations. Review of teaching methods seemed to be based only on direct classroom observations. In addition, the principals spent much of their time checking teachers' diaries. Classroom observation and diary control were seen by them as performance measurement tools that will serve

them for punishment or reward of teachers. On the other hand, teachers were not seen to be offered intellectual stimulus to boost performance, nor were they seen to be motivated for the work they did. However, principals tried to promote group work by delegating duties.

The relationship between principals and administrative staff was not very strong. Only 23% of the time they were observed was spent with the administrative staff. A part of the administrative work was covered by the directors, but in matters involving documentation required by the Regional Educational Directory, they consulted together for their fulfillment. These principals also seem not to work effectively with their administrative support teams and as a result spend an inordinate amount of time on tasks that could be delegated. Principals seem to understand the importance of instructional leadership but primarily from a transactional perspective. A willingness to distribute more tasks and responsibilities across the faculty, both instructional, and administrative, as well as with parents and the school larger community, might lead to a more cooperative learning environment, more opportunities for capacity building and hopefully a culture that is transformational. Currently the data suggests that principals operate as if schools are closed systems that can be managed through reward and punishment, and without acknowledgment of the impact of externalities from school stakeholders.

On the other hand, school directors paid special attention to the relationship with the students. They took care that no student was out of the classroom, responded to their requirements and learning needs. Schools had contingents of children with disabilities. A part of the time the principals went through dealing with issues directly related to them, often placing themselves in decision-making positions. Presented in such situations they collaborated with the teachers to resolve and make decisions with them.

These twelve cases show a group of principals who are highly committed to students and learning processes but directives and controllers with teachers. These directors were not seen to motivate teachers or encourage them to participate in professional development activities in the school visits. All the principals' work was related to the school and its environments and very little had to do with other stakeholders. Principals failed in being a system leader by creation of relationships with stakeholders (except for school 6).

Our main findings include:

- Most of the principals activities last around 6 to 11 minutes or more than 20 minutes, contrary to international evidence of principals having tasks of around 4 minutes.
- 40% of the time is spent in programmed activities
- 50% of the time is spent in the office. This entailed addressing school matters of an educational or administrative nature, answering emails, handling files and other tasks, taking notes, meeting people. In their office principals were practically accessible at all times.
- Principals spend a considerable time with the school personnel (42%), but very few moments with other persons from outside the school (11%). They seldom engage in relations with stakeholders.

- Principals spend relatively less time with the administrative staff than with teachers or students. The majority of the principals relied more on relations with teachers rather than administrative staff or students.
- The category 'management' represents the majority of activities undertaken by most of the principals. Principals spend an average of almost 19.6 hours/week in 'Managing Instruction and Learning' (dimension A.1) with most of the focus on walkabouts, class observation, and teaching.
- Administrative matters consume a lot of the time of the principal as well. Most of the time is spent planning and organizing the work (8.1 hours/week) and answering emails, preparing and writing official reports, answering phone calls, averaging at 6.5 hours per school.
- A large minority were not seen to use leadership approaches to carry out their tasks (in 45% of the cases)
- In most cases the principals, through what they did and said, were focused on the organizational and teaching component. Even though they showed engagement in school and teaching organization they were not seen to be engaged in adapting learning processes, promote, socialize and standardize didactic innovations.

CHAPTER 08.

TEACHERS' QUESTIONNAIRE

Executive Summary

Any initiative to improve the school is unlikely to succeed if it is not accompanied by a proper strategy aimed at school's capacity building. This is acknowledged also in the school leadership studies: leaders impact school performance mainly in an indirect way, by modifying conditions related to school's capacity to improve teaching and learning. It is important to contextualize and evaluate current needs. In order to do this, the opinion of all stakeholders should be taken in consideration.

Teachers are the main figure / leader who educate the students, and at the same time they are also followers of school principals. They are an important source of information due to the position and role that they perform in school.

A questionnaire was distributed to all school teachers in Albania, to assess the teachers' perception on principal leadership practices. Questions used were aligned to principal interview and field observation. The basic framework adopted for the principal interviews and field observation was also adopted for the teacher questionnaire. It investigated the five dimensions of leadership plus three main areas: i) Principal leadership (including here the five main dimensions mentioned in the principal interview and field observation); ii) Capacity building; and iii) School improvement as a change in teacher practices.

13,507 teachers from 12 regions answered the questionnaire. However, after data cleansing we accepted only 6,419 responses. Of these, 69% of the responses came from K9 school teachers and 31% from high school teachers. In total, 1,399 males (22%) and 5,020 females (78%) responded. Most of them work as teachers (95%), only 4% hold administrative positions as deputy school principals, while 1% work as complementary teachers.

Descriptive and factorial analysis have been used to analyze the teachers' perceived dimensions of principal leadership and to test the principal leadership impact in change of professional practices and teaching methods.

The main findings resulting from this questionnaire are:

- teachers perceive that school principals exhibit leadership dimensions in the activities that they undertake.

- among the dimensions of leadership, they perceive that Strategic orientation is the most exhibited dimension of leadership in school principals in Albania.
- Teachers perceive that principals face difficulties in 'network management'. In addition, they often do not involve teachers in these activities or attempt to help them in building relationships with families. They don't provide personalized support and intellectual stimulation for professional improvement of teachers since they do not access the teachers' professional needs and encourage their initiatives.
- There is a division of perceptions between deputy principals in high schools and elementary schools. Teachers who hold a position as deputy principals in K9 schools have a positive perception of leadership practices of the principal. On the other hand, deputy principals, working in high school have a negative perception on principal leadership.
- Both high school teachers and K9 school teachers demonstrate practices of Instructional Teacher Leadership. While, teachers who hold the role of complementary teachers, both in the K9 schools and in the high schools, do not practice the instructional style of leadership.
- Teachers of K9 school exhibit high self-efficacy, both individual and collective self-efficacy. While high school teachers show low levels of self-efficacy.
- In K9 schools, there is a high level of collaborative culture while in high schools there is a low level of collaborative culture.

Sample Selection

13,507 teachers from 12 regions answered the questionnaire. However, it was identified that many responses were identical. In many areas in Albania, schools don't have access to the Internet, and teachers were encouraged to fill out the questionnaire from the director's computer. In order to eliminate the possible cases of completing the questionnaire under the influence of the school principals, all responses from the same computer were eliminated. All in all, 7,088 responses were eliminated. Thus we limited the number to 6,419 questionnaire (see Annex 1 for descriptive statistics). Of these, 69% responses came from K9 school teachers and 31% from high school teachers. In total, 1399 males (22%) and 5020 females (78%) responded. Most of them work as teachers (95%), only 4% hold administrative positions as deputy school principals, while 1% work as complementary teachers.

Data Analysis

Qualifications

The level of teacher education is deemed as a very important characteristic in the quality of teaching provided. Furthermore, contemporary education practices list continuous professional development as central to improving teaching. The level of teacher education is an important indicator as to how qualified teachers in Albania are. Figure 10 shows the level of education achieved by teachers.

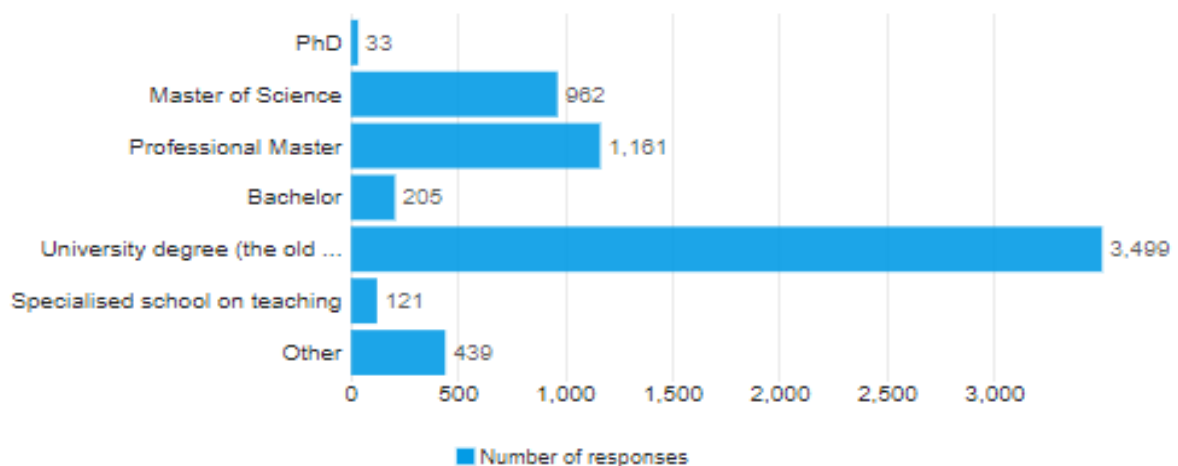


Figure 10. Descriptive statistic- teachers' qualifications

The majority of respondents, around 54% hold a 4-year degree diploma. Another 33% of the teachers hold a master's degree. PhD graduates account for only 0.5%.

Teaching hours/week

The weekly teaching load represents the number of hours that teachers teach in 1 week.

85% of the participating teachers in the study stated that they teach between 20-29 hours per week. 3% give over 29 hours per week, whereas only 12% provide less than 20 hours per week. (see Figure 11) If we compare this indicator with the average rate of OECD countries, this indicator is worrying.

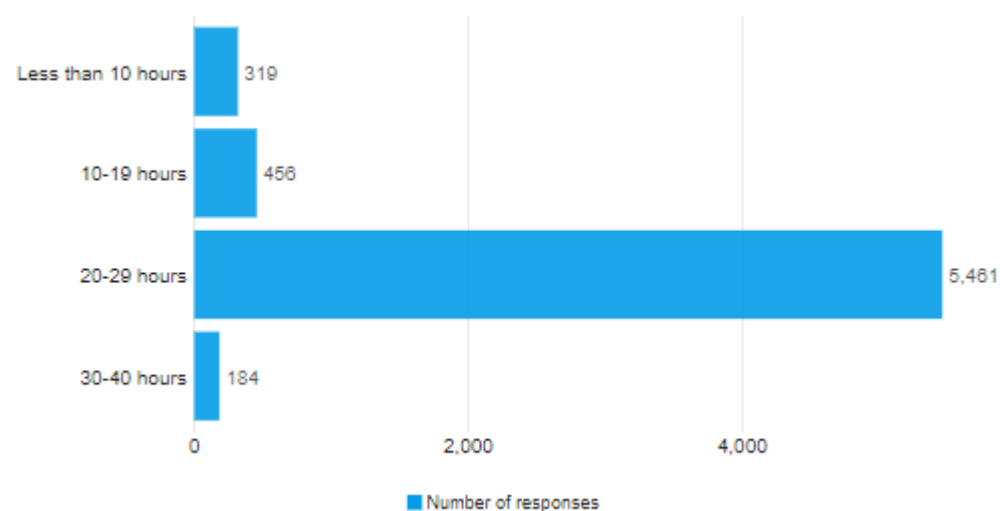


Figure 11. Descriptive statistic-teaching hour/week

In some OECD countries, such as Norway, Romania, the Netherlands, this index is on average between 15-16 hours per week. In some other countries this can reach a maximum of about 20 hours a week, but not beyond that. The number of lessons given per week is related to the number of hours of preparation. A high rate of this indicator suggests that the time that Albanian teachers have for preparation is very low, which limits their professional development.

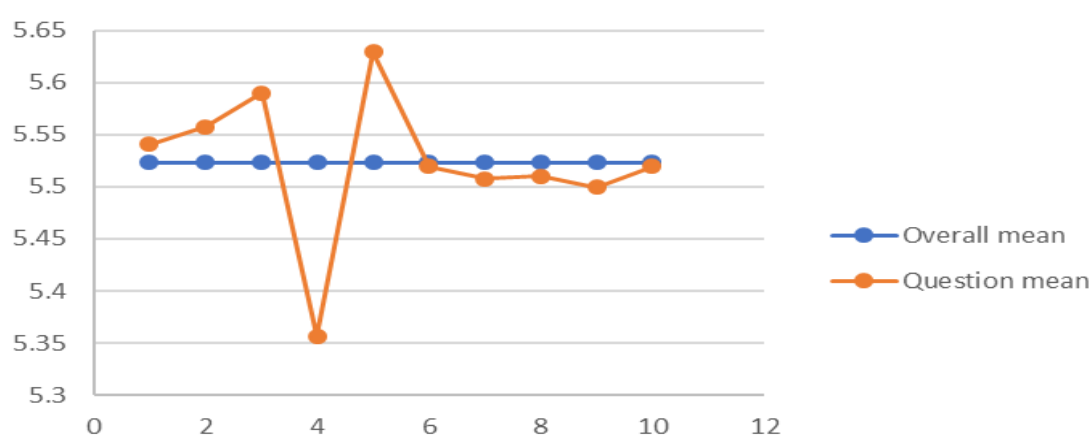
Teachers perception on Principal Leadership

In total 54% of responses were eliminated in the teacher questionnaire. However, there are still polarized responses, which affect data analysis. Further data cleansing is needed. The gap between the average of each dimension on the average of each item is given graphically. This kind of analysis has been done as the data appears to be highly polarized at maximum values.²

Strategic Orientation

Leadership practices in the goal definition process include both the management principles on the assumption that a principle is not better than the other, but depends on the specific context in which school principals work and therefore from the type of objectives pursued. Teachers' opinion about leadership practices regarding this process is very valuable. The strategic orientation dimension of leadership was measured through 10 items.

Figure 12: Descriptive statistics - Strategic Orientation Dimension



In Figure 12 the average of point (1-6) given per each item is presented. It can be noted that only question 4 has a high difference from the overall average of the strategic orientation dimension. Specifically, in question 4, teachers were asked if the school principal shared the leadership among the teachers. Responses are relatively lower than average suggesting that there is a hierarchical structure of school leadership in Albanian schools.

Organization of Teaching

Leadership practices related to Teaching Organization refer to the definition of the organizational structure and operating processes in the school. Nine questions were used to measure the teaching process in school. This group of questions were aligned to the principals interview. Same as in the principals' interview framework, five major organizing practices try to identify clear and defined roles for distributed leadership within the school;

² We emphasize that the analysis is made taking into account the extreme polarization of the data towards positive values. The difference between points 5 and 6 (from 1-6) has been analyzed to understand the differences.

roles and responsibilities of individuals at group work; standardization of didactic processes; personalization of teaching/learning processes; and the promotion of didactic innovations.

Figure 13: Descriptive statistic- Teaching Organization Dimension

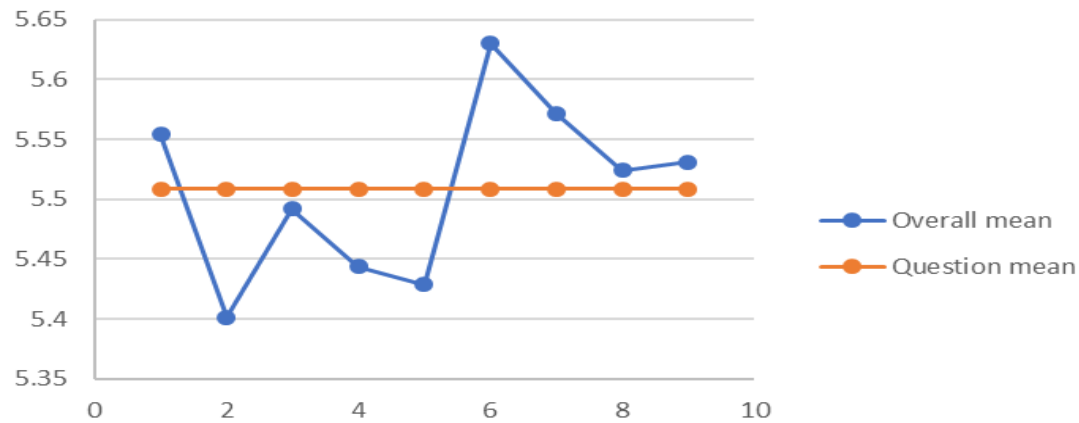


Figure 13 presents the average of point (1-6) given per each item. It can be noted that only question 2, 4, 5 have a high difference from the overall average of the strategic orientation dimension. Specifically, in these questions, teachers were asked regarding the engagement of the principals in teaching by ensuring that staff training needs are identified and fulfilled, and teachers' initiatives are encouraged. to innovate and take the initiative.

It can be said that principals in general were not perceived to address the teachers professional needs and encourage them to take initiative.

Self-evaluation and Improvement Dimension

This process, same as in the principal interview, include five practices that refer to the role that the school leader plays in measuring performance, reporting decisions, supporting organizing self-assessment, designing improvement actions, and creating the institution's improvement plan but seen from the teachers perspective. Eight questions were used to measure self-evaluation and improvement Dimension.

Figure 14: Descriptive statistic- Self-evaluation and improvement

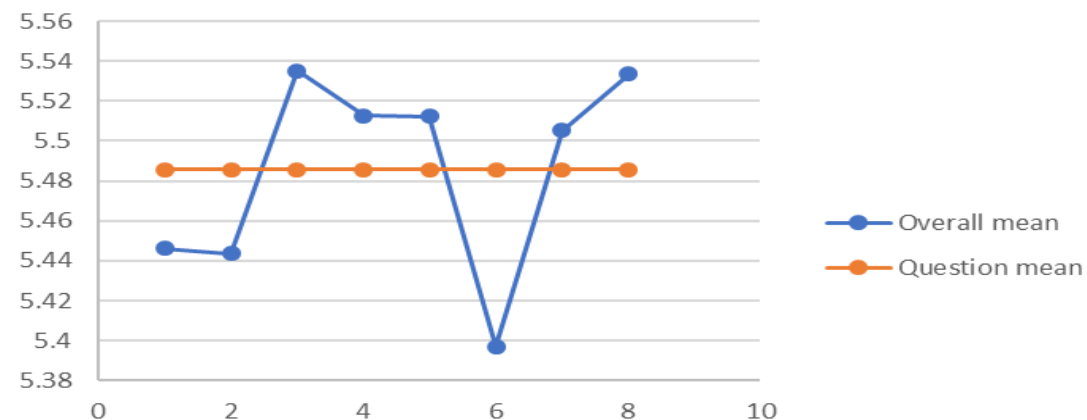


Figure 14 presents the average of point (1-6) given per each item. It is noticed that questions 1, 2, 6 have a high difference from the overall average of the strategic orientation dimension. Specifically, in these question, teachers were asked whether they use the results derived from school self-assessment to plan their learning activities, if the principal guides them where to focus on improving performance and whether they are supported by professional groups that show deficiencies in the design / implementation of improvement actions.

It can be said that teachers do not find support/guidance in aspects of school life.

Professional Capital Development Dimension

This dimension same as in the principal interview include four processes: teacher performance, motivation management, attract / retain talent, and management of non-productive workers, professional development of staff. 10 questions are used for the measurement of teachers perspective on professional capital development leadership dimension.

Figure 15: Descriptive statistic- Professional Capital Development Dimension

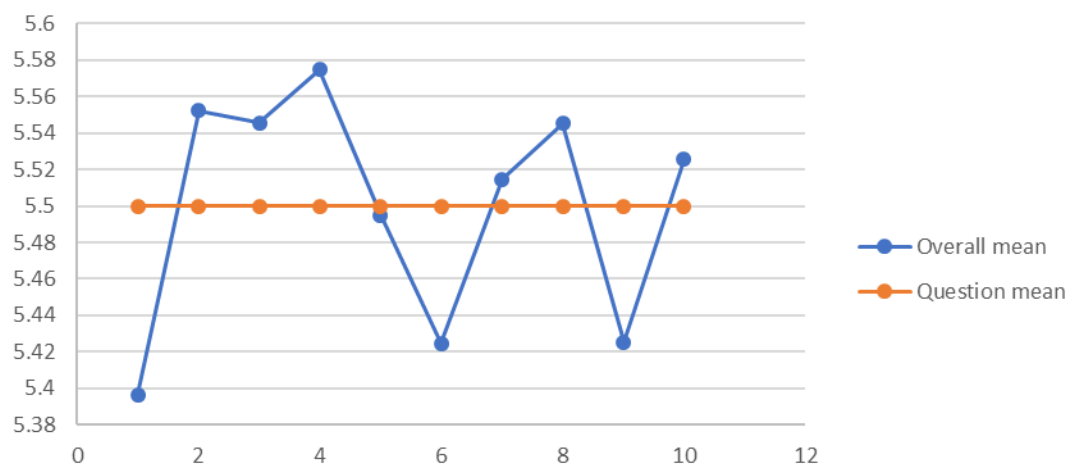


Figure 15 presents the average of point (1-6) given per each item. It can be noted that questions 1, 6, 9 have a high difference from the overall average of the strategic orientation dimension. Specifically, in these question, teachers were asked whether the principal provides teachers with personalized support and intellectual stimulation for professional improvement, if they motivate teachers by praising them for engagement and achievement or setting out training activities for teachers that are consistent with the school objectives.

It can be said that according to teachers' responses principals face difficulties in providing personalized support and intellectual stimulation for professional improvement of teachers.

Network Management

This dimension, same as in the principal interview include a number of practices that can be included in other management processes such as the definition of a shared school development vision, design of an organizational model of didactics open to family participation or the management of self-evaluation processes, and improvement in partnership with other schools and institutions within the community. Nine questions were used for the measurement of teachers perspective on Network Management leadership dimension.

Figure 16: Descriptive statistic- Network Management dimension

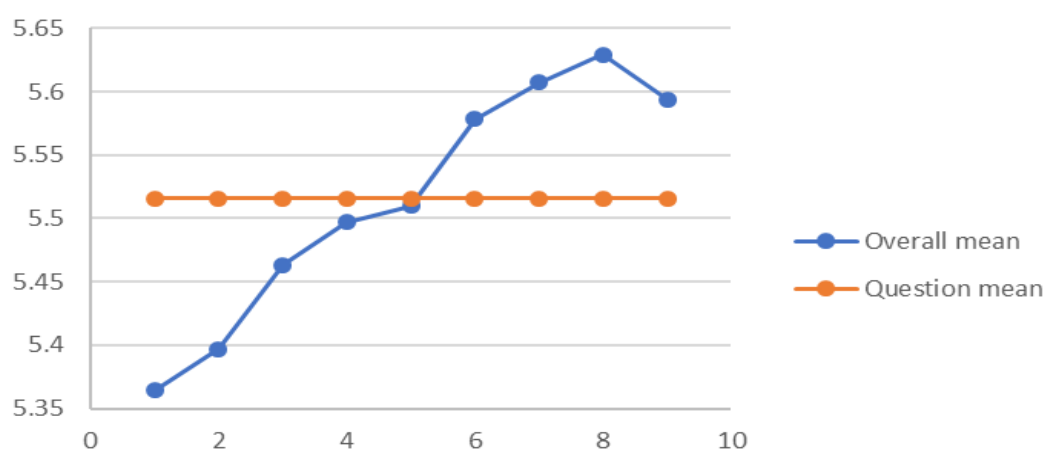


Figure 16 presents the average of point (1-6) given per each item. There is a polarization between different questions. The first 5 questions are below the average. In these questions the teachers were asked whether school principals actively build networks and / or collaborations with the territory to acquire additional resources (eg educational tools, spaces, etc.) or to directly improve teaching and learning. They were also asked whether the principal promotes participation of teachers in activities in co-operation with the territory, or if he/she supports teachers in facilitating reporting on educational outcomes and student learning to the families.

It can be said that teachers perceive that principals face difficulties in network management. In addition, they often do not involve teachers in these activities or attempt to help them in building relationships with families.

Figure 17 presents teachers' perceptions about school leadership by comparing the leadership dimensions between them.

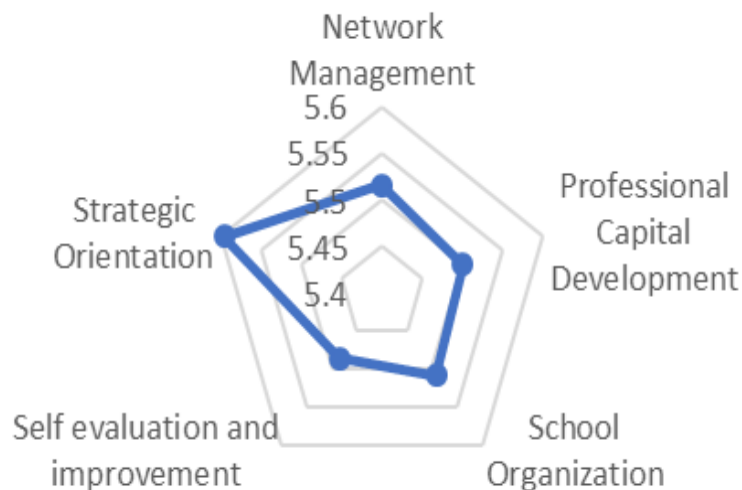


Figure 17. Teachers' perception on principal leadership dimensions

It can be noted that teachers perceive that school principals exhibit leadership dimensions in the activities that they undertake. Among the dimensions of leadership, they perceive that Strategic Orientation is the most exhibited dimension of leadership in school principals in Albania.

Factor analysis on Leadership Determinants

In order to analyze and compare the different concepts measured by the instrument, we used factor analysis as a method of extraction of factors with eigenvalues higher than 1 (therefore without forcing the extraction with a number of factors defined a priori) and with a varimax rotation for a better interpretation of the factorial solution.

This allows to bring together different questions pertinent to a certain topic and compare them between individual characteristics of school principals.

Principal Leadership

The teacher's perception of the 5 dimensions of leadership: a) Strategic orientation; b) Organization of teaching; c) Self-evaluation and Improvement; d) Professional Capital Development; e) Networking and creation of relations with stakeholders (Halling & Murphy, 1985; Leithwood & Jantzi, 2010; Paletta, Alivernini & Manganelli, 2017) is studied.

Figure 18: Factor distribution for the five dimensions of Principal Leadership

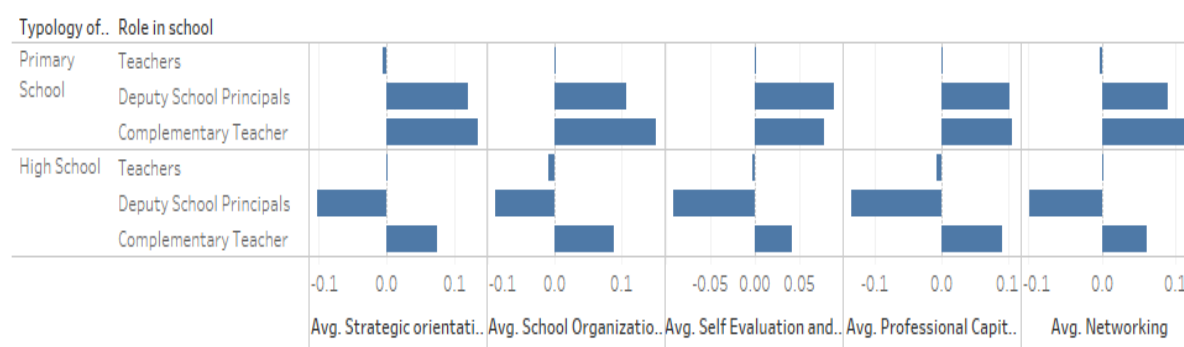


Figure 18 presents an overview of the factors' distribution for the five dimensions of Principal Leadership. Interesting findings can be noted. Teachers role in school is related to their perception on leadership practices of school principals.

Both high school teachers and K9 school teachers have an almost neutral perception (with most negative or near zero ratings).

Teachers who have the role as complementary teachers, both in the 9K schools and in the high schools, have a more favourable perception on leadership practices of school principals.

There is a division of perceptions between deputy principals in high schools and elementary schools. Teachers who hold a position as deputy principals in K9 have a high perception on leadership practices of principal leadership. On the other hand, deputy principals, working in high school have a low perception on principal leadership.

Instructional leadership of teachers

Although there is no single and precise definition of teacher leadership (Neumerski, 2012; Wenner & Campbell, 2016), generally, definitions of teacher leaders concern teachers that both maintain responsibility of teaching in classroom and exercise leadership towards their peers and the school community as a whole (Curtis, 2013; Mangin & Stoelinga, 2008; Muijs & Harris, 2003, 2006; Margolis & Huggins, 2012; Wenner & Campbell, 2016). Leading activities may be carried out from formal leadership positions or informally. Although some definitions include participation in decision making at school (Wenner & Campbell, 2016), here we limit our focus to professional support given to other teachers as a main distinctive feature of teacher leadership. In other words, we concentrate our attention to the instructional leadership of teachers. Moreover, we attempt to analyze instructional leadership exercised by all teachers and not only by those that hold formal leadership positions since we adopt the distributed leadership perspective which concerns leadership practices that may be enacted by all organizational members regardless of their formal roles (Heller and Firestone, 1995; Harris, 2004, 2007; Rowan & Miller, 2007; Leithwood et al., 2007; Spillane, Halverson & Diamond, 2004; Spillane, Camburn,

Pustejovsky, Pareja & Lewis, 2008). This perspective comes from the constructivist approach to leadership where all members of school staff collaborate in constructing school improvement (Lambert *et al.*, 2002).

Figure 19: Factor distribution of Instructional Leadership of Teachers

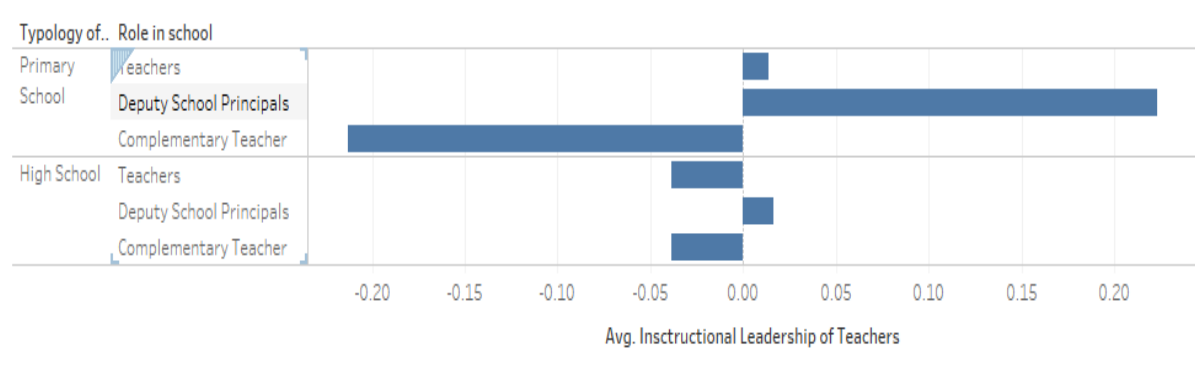


Figure 19 presents an overview of the factors' distribution for the Instructional Leadership of Teachers. Interesting findings can be noted. School typology and Teachers role in school is related to their instructional leadership practices.

Both high school teachers and elementary school teachers feel that they demonstrate practices of instructional leadership.

Teachers who have the role as complementary teachers, both in the K9 schools and in the high schools, do not display the practice of instructional leadership.

Deputy principals have the highest scores for the practice of instructional leadership. Both, high school deputy principals, and K9 school deputy principals, practice broadly the instructional leadership³. Specifically, K9 school deputy principals show a higher perception of practicing instructional leadership.

Teacher self-efficacy

The construct of teacher self-efficacy consists of the teacher's belief about his/her own ability to successfully perform a task (Bandura, 1997) or, more specifically, to positively influence learning outcomes of students (Klassen et al., 2009). According to the literature, the perception that teachers have about their ability to exercise effective professional and teaching practices and thus stimulate student learning affects their actual capacity (Bandura, 1997; Berman et al., 1977; Caprara et al., 2006; Ross, 1992; Gibson & Dembo, 1984; Leithwood et al., 2010; Mahmoe & Pirkamali, 2013; Thoonen et al., 2011; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers that are confident about their professional skills are more willing to experiment with new teaching ideas (Ross, 1992). The sense of self-efficacy is related not only to students' learning, but also to teacher job satisfaction and

³ We emphasize that factor analysis is made by referring to teacher perceptions and not what they actually do.

commitment to teaching (Caprara et al., 2006; Collie, Shapka & Perry, 2012; Klassen & Chiu, 2010; OECD, 2010). Thoonen et al. (2011) showed that the teachers' sense of self-efficacy may be an important motivational factor that explains teachers' engagement in professional learning activities and variation in teaching practices. Extant literature, has showed that the principal may influence the teacher self-efficacy enhancing their confidence, commitment, motivation and ultimately student learning (Lambersky, 2016; Thoonen et al., 2011; OECD, 2014).

In this study, we analyse the teacher's sense of individual and collective self-efficacy.

Figure 20: Factor distribution on teachers' self-efficacy

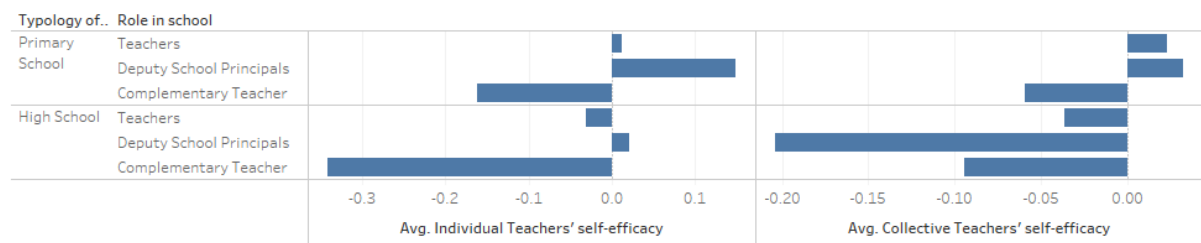


Figure 20 presents an overview of the factors' distribution for the collective and individual self-efficacy of teachers. Interesting findings can be noted. Teachers role in school is related to their individual and collective self-efficacy.

Teachers of K9 school exhibit higher scores for self-efficacy, both individual and collective. While high school teachers show low levels of self-efficacy.

Teachers who have the role of complementary teachers, both in the K9 schools and in the high schools, have a low individual and collective self-efficacy.

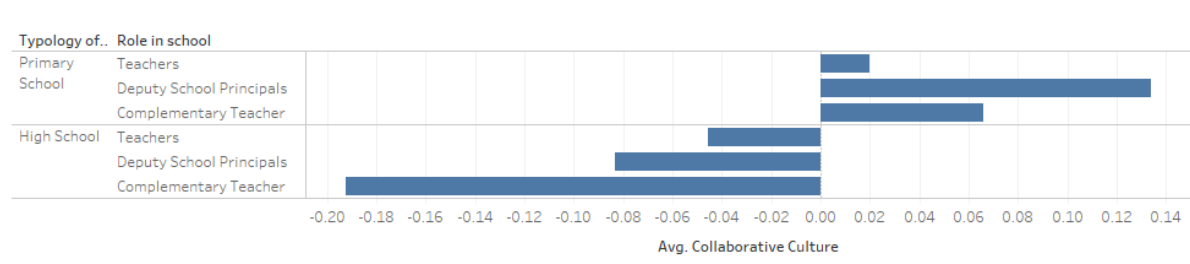
Deputy principals have high self-efficacy. If we were to look specifically at the school typology, we would notice that: deputy principals in K9 schools have high self-efficacy (collective self-efficacy is lower than individual self-efficacy), while deputy principals in high schools have low collective self-efficacy and high individual self-efficacy.

The importance behind personal and collective efficacy cannot be underestimated. First of all, collective efficacy is more than just the aggregation of individual teacher self-efficacy. High levels of collective efficacy is commonly found in high performing schools and is the result of principals and teachers developing relational trust and collaborating for the good of all students. In contrast, a school can have a great number of individual teachers high in individual self-efficacy (thus helping their own students), but if they do not trust the principal or one another they will not share or work to improve the collective learning environment for all students. This is the culture of learning good leaders work to create. This is an area that has to be critically and constructively addressed for teacher growth and empowerment to take place.

Collaborative culture

There is a general agreement in extant literature that collaboration is a crucial condition for effective school improvement, therefore, building the school's capacity for improvement cannot be done without promoting collaborative processes (Harris, 2001; Fullan & Hargreaves, 1991; Levin, 2010; OECD, 2014). There is also a widespread consensus on the strategic role of leadership in determining the culture and, more generally, the climate of the school (Townsend, 2007; Day & Sammons, 2013). The creation of conditions enabling teachers to participate in decision-making processes is crucial in order to promote distributed leadership within the school.

Figure 21: Factor distribution of Collaborative Culture



Collaboration among teachers has the potential to improve teacher professional practices by fostering their professional learning at school (Bryk, Camburn & Louis, 1999; Louis & Marks, 1998; Munthe, 2003; Rosenholtz, 1989; Stoll et al., 2006). Studies focusing on the involvement of parents in school life also confirm the positive effects on student achievement, especially in the early years of their schooling (Fan & Chen, 2001; Jeynes, 2005, 2007; OECD, 2012, 2014; Mirazchiyski & Klemencic, 2014). Daly (2009) suggested that the participative leadership approach, together with the presence of trust, mitigate the organizational effects of perceived threat and rigid response to external accountability demands.

Figure 21 presents an overview of the factors distribution for the Collaborative Culture in school. Interesting findings can be noted. Typology of schools is related to the collaborative culture in schools.

In K9 schools, there is a high level of collaborative culture while in high schools there is a low collaborative culture level.

It is noteworthy that all teachers agree on this, regardless of the role they play in school.

Supportive learning climate

'Learning climate' is another variable identified as a mediator of the impact generated by transformational leadership (Leithwood & Jantzi, 2005). The research of McCarley, Peters and Decman (2016) suggests that the transformational leadership of the principal is positively correlated with the 'supportive' and 'engaged' dimensions of school climate and negatively correlated to the 'frustrated' element of school climate, as

perceived by teachers. The perception of a school's climate as 'caring communities' is particularly beneficial in schools with many disadvantaged students, and also affects job satisfaction and sense of teacher self-efficacy (Battistich et al., 1997).

In the literature, a range of different elements of school climate have been studied and multiple dimensions were identified (Anderson, 1982; Freiberg, 1999; Cohen et al., 2009; Thapa et al., 2013; OECD, 2014). Cohen et al. (2009) indicated four essential dimensions of school climate: safety, teaching and learning, relationships and environmental-structural. Thapa et al. (2013) added also the school improvement process as a fifth dimension. In this study, we explore the dimension that regards teacher-student relations.

Figure 22: Factor distribution on Supportive Learning Climate

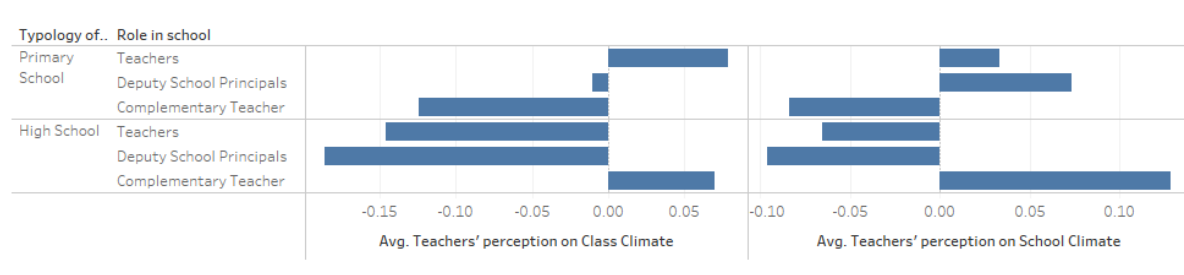


Figure 22 presents an overview of the factors' distribution for the supportive learning climate in school. Interesting findings can be noted. School typology and teachers' role in school is related to teachers' perception of supportive learning climate.

Teachers of K9 schools exhibit a high perception of class and school climate. While high school teachers exhibit a low perception of class climate and school climate.

Teachers who play the role as complementary teachers in high schools have a high perception on school and class climate, while complementary teachers in K9 schools have a low perception on both, class and school climate.

Deputy principals of high schools exhibit a low perception of class climate and school climate, while deputy principals of K9 schools exhibit a low perception of class climate but a high perception in school climate.

School improvement as a change in teacher practices

The research on principal leadership is largely focused on its influence on teachers, given that studies show mainly an indirect effect of principal behaviours on student outcomes (Lambersky, 2016; Hallinger & Heck, 1998; Witziers, Bosker & Kruger, 2003; Ten Bruggencate et al., 2012). It is assumed that principals lead through others, specifically by influencing the teachers. For instance, Lambersky (2016) showed that supporting principal behaviours have an effect on teacher morale, burnout, stress, commitment, self-efficacy and collective efficacy,

confirming similar results of earlier studies (Leithwood & Beatty, 2008). Literature also suggests that principal and teacher leadership is associated with instructional practices at school (Neumerski, 2012).

As the school effectiveness research confirm, teacher behaviour in the classroom is the most important factor inside the school that determines student learning outcomes (Muijs & Reynolds, 2010; Scheerens & Bosker, 1997; Teddlie & Reynolds, 2000; Kyriakides & Creemers, 2008). Furthermore, since these outcomes are found to be influenced by a wide range of variables, it is extremely difficult to establish a causal link between school leadership and these outcomes. Therefore, we consider the change in teachers' professional practices and teaching methods as a good predictor of the change in student achievement.

Figure 23: Factor distribution of Change in Professional Practices and Teaching Methods

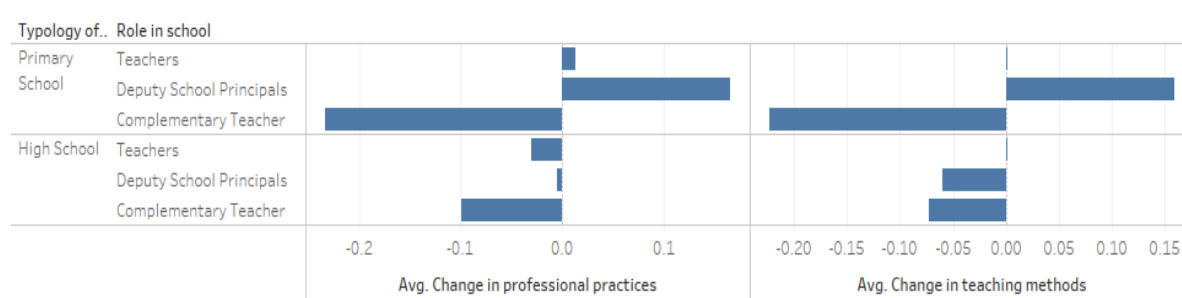


Figure 23 presents an overview of the factors' distribution for the perception of teachers on change in professional practices and teaching methods in school. Interesting findings can be noted. School typology and teachers' role in school is related to teachers' perception on change in professional practices and teaching methods.

Teachers in high schools, despite the role they play, have a low perception on change in professional practices and teaching methods. While in K9 schools there is a division of opinion between teachers with different roles in school. For example, deputy principals and teachers have a high perception on change in professional practices and teaching methods. While complementary teachers have a low perception of change in professional practices and teaching methods.

Limitations

A possible limitation to consider is the self-selection of respondents. The questionnaire was intended to be administered to a random sample of teachers identified in each school. The questionnaire was sent with the instruction of the Ministry of Education to each principal, together with the notification for the registration to the system. Although the questionnaire had a rather high response rate there is a risk of self-selection of the teachers that are closest to the principal. In addition a large number of responses came from the PC in the principal's office and were identical. These were omitted. The sample thus cannot be considered random.

One more limitation of the analysis is the lack of data with regards to both the context and the performance level of students. This study suggests an impact of the principal in terms of perceived change in teachers' practices and teaching methods, but it is not possible to say whether this change is positive with respect to the improvement of student achievement.

Lastly, as already mentioned, a large number of responses (52%) were excluded from the analysis because questionnaires were filled from the same computer. This resulted in a loss of a considerable amount of information and suggested poor technological capacity in the schools where those teachers worked.

CHAPTER 09.

LEADERSHIP EFFECTIVENESS MODEL

Executive Summary

This section serves as a baseline for future evaluation of the effectiveness of leadership on change of teachers' practices and methods.

Any initiative to improve the school is going to fail if it is not accompanied by a proper strategy aimed at school's capacity building. This is acknowledged also in the school leadership studies: leaders impact school performance mainly in an indirect way, by modifying conditions related to school's capacity to improve teaching and learning. It is important to contextualize and evaluate current needs. In order to do this, the opinion of all stakeholders should be taken in consideration.

Teachers are the main figure / leader who educates the students, and in the same time they are also followers of school principal. They are an important source of information due to the position and role that they perform in school.

A questionnaire was distributed between 29'980 teachers in Albania, to assess the teachers' perception on principal leadership practices. 13'507 teachers from 12 regions answered the questionnaire. However, it was identified that many responses came from the same computer. Thus duplicates were eliminated, concluding in 6'419 questionnaire. Of these, 69% of the responses came from K9 school teachers and 31% from high school teachers. In total, 1399 males (22%) and 5020 females (78%) responded. Most of them work as teachers (95%), only 4% hold administrative positions as deputy school principals, while 1% work as complementary teachers.

Structural Equation Analysis (SEM) have been used to analyze the teachers' perceived dimensions of principal leadership and to test the principal leadership impact in change of professional practices and teaching methods.

The main findings resulting from this analyses are:

- The components of organizational capacity (Instructional leadership of teachers, teachers' self-efficacy, learning climate and collaborative culture) result to be mediating factors of principal leadership in promoting change in teaching and teacher commitment to the improvement of professional practices.
- There is a very strong and positive influence of the teachers' instructional leadership on change of teaching methods (.34, $p < 0.05$).

- The collaborative culture is as well a strong determinant of both changes in professional practices (.40, $p < 0.05$) and teaching methods (.32, $p < 0.05$).
- Self-efficacy and learning climate have a low influence in the change of teacher professional practices and teaching methods.

Research Design

On the basis of the literature, we designed an empirical research study founded on the model in which the leadership of the school principal interacts with the instructional leadership of teachers in building organizational capacities for improvement (see Figure 24). These capacities provide the basis for the school improvement, intended as a change in professional practices and teaching.

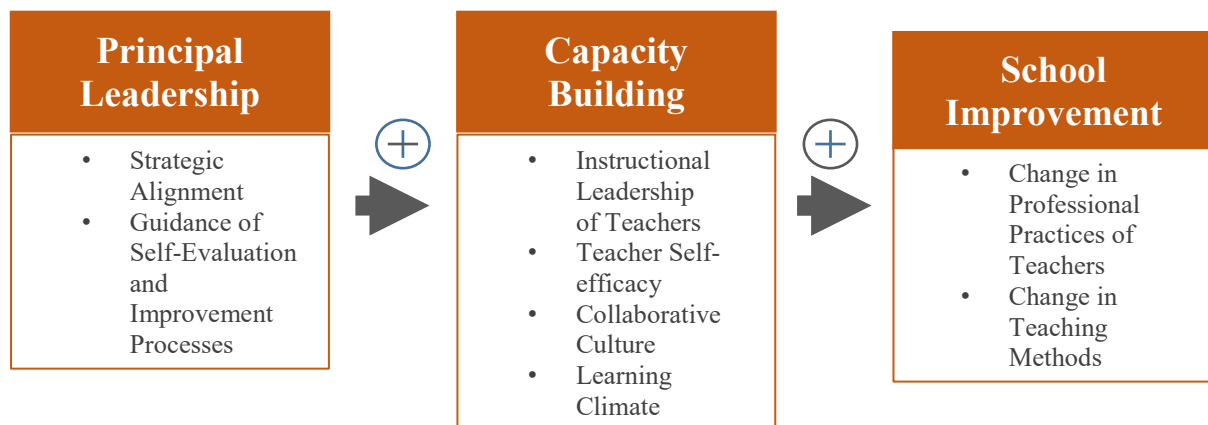


Figure 24. Representation of the theoretical model and the expected effects

More specifically, we expect that principal leadership is a determinant of instructional leadership of teachers, teachers' self-efficacy, school collaborative culture and learning climate. These four variables mediate the effect that principal leadership has on the change of teacher professional practices and teaching methods, while taking into account the teachers' individual characteristics. Therefore, we aim to understand (i) if the principals are aligning the organization to the strategic objectives and supporting the school evaluation and improvement processes, (ii) if this new approach has a direct effect on the components of school capacity and (iii) an indirect effect on teacher professional practices and teaching methods.

In order to operationalize the variables of the theoretical model, a range of questions were formulated, related to the following three investigated areas:

- Principal leadership;
- Capacity building;
- School improvement as a change in teacher practices.

Principal leadership

The principal leadership is analyzed through two dimensions which try to capture the leadership practices aimed at school improvement: a) strategic alignment and b) guidance of self-evaluation and improvement processes (Halling & Murphy, 1985; Leithwood & Jantzi, 2010; Paletta, Alivernini & Manganelli, 2017). As Bush and Glover (2014) claim, “vision has been regarded as an essential component of effective leadership for more than 20 years” (p.555). Sun and Leithwood (2015) conducted a meta-analytical review of evidence about the influence of direction-setting school leadership practices, consisting in a combination of goal setting and communicating high expectations. The results indicated that these practices produce moderate-to-large effects on teachers’ feelings of empowerment, on individual and collective sense of efficacy and on organizational citizenship behavior. Moreover, a range of school organizational variables were found to be affected (such as the favourableness of the work environment and the nature of school culture).

Building organizational capacity for improvement

It is already widely agreed that any initiative to improve the school is going to fail if it is not accompanied by a proper strategy aimed at school’s capacity building (Fullan & Watson, 2000; Harris, 2001; Hopkins, Ainscow & West, 1994; Hopkins & Reynolds, 2001; Hopkins, 2011; Levin & Fullan, 2008; Stoll, 1999). This is acknowledged also in the school leadership studies: leaders impact school performance mainly in an indirect way, by modifying conditions related to school’s capacity to improve teaching and learning (Hallinger & Heck, 1998, 2010; Kruger & Scheerens, 2012; Leithwood, Louis, Anderson & Wahlstrom; 2004; Leithwood, Patten & Jantzi, 2010; Printy, 2010). As outlined before, especially transformational leaders focus their work on fostering the school’s capacity for change, by inspiring and motivating school personnel to pursue a common vision and common goals (Bass, 1999; Leithwood & Doris, 1999; Mulford & Silins, 2003). In more concise terms, their main effort consists in developing organization and people (Kruger & Scheerens, 2012).

Stringer (2013) underlines that the concept depends on the context since “capacity building for improvement is a response to meeting individual, collective and systemic needs so as to maintain school equilibrium while pursuing advancement in the direction of improvement” (p.12).

To study capacity building in the school means to explore which are the enabling conditions that stand between the characteristics of effectiveness and the enhancement of student achievement (Hopkins, Beresford & West, 1998). According to Hopkins, Ainscow and West (1994), these conditions include staff development opportunities for teachers, stakeholder involvement (especially students), distributed leadership, coordination of activities, enquiry and reflection, and collaborative planning for development. Bossert et al. (1982) considered two mediating variables of instructional leadership: educational climate and school organisation. Youngs and King (2002), building on their study’s findings, recommended to use professional community and program coherence as mediating variables between principal leadership and student achievement. Mulford and Silins (2003) suggested that organisational learning and teachers’ work are intermediary variables between

transformational and distributed leadership on one side and academic achievement on the other side. Hendriks and Steen (2012) in their recent literature review regarding school leadership effects on achievement report a progressively increasing interest in studying indirect effects. The authors found that intermediate variables used in some studies based on indirect effect models concern effectiveness enhancing school and teaching factors that cover quite broad categories, such as change in school academic capacity, change in school improvement capacity, instructional practices and school conditions. Others use more focused variables, for example academic climate (understood as a combination of high expectations and shared sense of purpose among teachers), topic coverage, focused instruction (direct and constructivist teaching), teachers' professional community (professional capacity and climate) and teachers' sense of self-efficacy. Scheerens (2012) summarized the results of Hendriks and Steen's (2012) review by identifying four categories of the relevant intermediate variables: academic climate; professional capacity, cooperation and commitment of staff; organizational capacity (improvement focus, standard setting, quality of student support, systematic evaluation); and instructional conditions.

In accordance with the literature, the concept of capacity building used in the present study includes a number of variables that mediate the effects of the principal leadership. Building organizational capacity for improvement is understood in a broad sense. In the present study, the following variables are included:

- instructional leadership of teachers;
- collaborative culture;
- supportive learning climate;
- self-efficacy of teachers.

In the annexed tables, the corresponding individual items are indicated. The expected mediation function of these variables means that the principal, acting through strategic alignment and guidance of the self-evaluation and improvement processes, enhances the role of teachers, primarily by encouraging a range of activities regarding instructional leadership exercised by teachers, such as demonstration of professional practices, monitoring and formative evaluation of other teachers, mentoring, tutoring, coaching, coding and transfer of professional knowledge. The principal is also a manager of the school culture: through the leadership he influences the perception that teachers have on the aspects such as the participatory decision-making processes, the sense of shared responsibility and the cooperation and mutual support, as well as their sense of self-efficacy and the centrality of the student in school life ('supportive learning climate').

Instructional leadership of teachers

Although there is no single and precise definition of teacher leadership (Neumerski, 2012; Wenner & Campbell, 2016), generally, definitions of teacher leaders concern teachers that both maintain responsibility of teaching in classroom and exercise leadership towards their peers and the school community as a whole (Curtis, 2013; Mangin & Stoelinga, 2008; Muijs & Harris, 2003, 2006; Margolis & Huggins, 2012; Wenner & Campbell, 2016).

Leading activities may be carried out from formal leadership positions or informally. Although some definitions include participation in decision making at school (Wenner & Campbell, 2016), here we limit our focus to professional support given to other teachers as a main distinctive feature of teacher leadership. In other words, we concentrate our attention to the instructional leadership of teachers. Moreover, we attempt to analyze instructional leadership exercised by all teachers and not only by those that hold formal leadership positions since we adopt the distributed leadership perspective which concerns leadership practices that may be enacted by all organizational members regardless of their formal roles (Heller and Firestone, 1995; Harris, 2004, 2007; Rowan & Miller, 2007; Leithwood et al., 2007; Spillane, Halverson & Diamond, 2004; Spillane, Camburn, Pustejovsky, Pareja & Lewis, 2008). This perspective comes from the constructivist approach to leadership where all members of school staff collaborate in constructing school improvement (Lambert *et al.*, 2002).

The related literature is progressively interested in studying specific behaviours of teachers considered as instructional leaders, instead of their characteristics (Neumerski, 2012). These behaviours consist in, for example, building trust, collaborating, communicating, and modeling (Lord et al., 2008; Yarger & Lee, 1994).

Reviews of the teacher leadership literature (York-Barr & Duke, 2004; Wenner & Campbell, 2016) report that most studies examine its non-instructional outcomes, such as effects on teacher leaders themselves and on their colleagues. Research suggests that the teacher leaders' impact on educational practices occurs through support they give to their colleagues' professional learning and promotion of feelings of empowerment and self-confidence. Teacher leadership also supports the development of professional learning communities at school (Hairon, Wee Pin Goh & Siew Kheng Chua, 2015).

A qualitative study described by Gigante and Firestone (2008) identified two types of tasks performed by teacher leaders: support and developmental. Support functions comprised managing materials or preparing labs, building confidence or generating enthusiasm and piloting curriculum. Developmental tasks consisted in designing activities or lessons, answering content questions, modelling or team teaching lessons, and facilitating professional development. The results showed that teacher leaders facilitated their colleagues' learning only through developmental tasks. Furthermore, teacher leaders engaged in the latter functions had access to some important additional resources: time to work with teachers, administrative support, more positive relations with teachers, and opportunities to work with teachers on professional development.

As to the connection with student achievement, the evidence is quite limited (York-Barr and Duke, 2004). The few quantitative studies that examined this relationship did not find significant results or they were very small (Taylor and Bogotch, 1994; Sugg, 2013). Leithwood and Jantzi (1999, 2000) studied the effect on student engagement (a precursor to student achievement) but found no statistically significant relationship with teacher leadership. It is argued that these results are related to the methodological challenges, specifically to the problem of how to operationalize the construct of teacher leadership.

It must be also mentioned that not all effects are positive: the change of nature in the relationship between teachers and teacher leaders (from horizontal to hierarchical) may produce tensions, resistance and conflicts (York-Barr & Duke, 2004; Wenner & Campbell, 2016).

Among factors that facilitate or hinder teacher leadership, the principal support appears to be crucial (York-Barr & Duke, 2004; Neumerski, 2012; Wenner & Campbell, 2016), along with organizational structure and organizational and professional culture (Murphy, 2007; Ryan, 1999). Principals influence teacher leaders' work through direct relationship, the creation of supportive school environment (comprising time allowances and resources), clear definition of responsibilities and recognition (including monetary compensation). A study conducted by Marks and Printy (2003) showed that principal's transformational leadership is a necessary, although insufficient, condition for shared instructional leadership. Their results also suggest that the coexistence of high levels of transformational and shared instructional leadership ('integrated leadership') is related to high-quality pedagogy and student performance. Research focused on the distributed leadership also confirms the importance of the support provided by principal's, as well as by other formal leaders (Tian, Risku & Collin, 2015).

Teacher self-efficacy

The construct of teacher self-efficacy consists of the teacher's belief about his/her own ability to successfully perform a task (Bandura, 1997) or, more specifically, to positively influence learning outcomes of students (Klassen et al., 2009). According to the literature, the perception that teachers have about their ability to exercise effective professional and teaching practices and thus stimulate student learning affects their actual capacity (Bandura, 1997; Berman et al., 1977; Caprara et al., 2006; Ross, 1992; Gibson & Dembo, 1984; Leithwood et al., 2010; Mahmoe & Pirkamali, 2013; Thoonen et al., 2011; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers that are confident about their professional skills are more willing to experiment with new teaching ideas (Ross, 1992). The sense of self-efficacy is related not only to students' learning, but also to teacher job satisfaction and commitment to teaching (Caprara et al., 2006; Collie, Shapka & Perry, 2012; Klassen & Chiu, 2010; OECD, 2010). Thoonen et al. (2011) showed that the teachers' sense of self-efficacy may be an important motivational factor that explains teachers' engagement in professional learning activities and variation in teaching practices. Extant literature, has showed that the principal may influence the teacher self-efficacy enhancing their confidence, commitment, motivation and ultimately student learning (Lambersky, 2016; Thoonen et al., 2011; OECD, 2014).

In this study, we limit this construct to the teacher's sense of their efficacy in the classroom.

Collaborative culture

There is a general agreement in extant literature that collaboration is a crucial condition for effective school improvement, therefore, building the school's capacity for improvement cannot be done without promoting collaborative processes (Harris, 2001; Fullan & Hargreaves, 1991; Levin, 2010; OECD, 2014). There is also a

widespread consensus on the strategic role of leadership in determining the culture and, more generally, the climate of the school (Townsend, 2007; Day & Sammons, 2013).

The creation of conditions enabling teachers to participate in decision-making processes is crucial in order to promote distributed leadership within the school. According to Hallinger and Heck (2010), distributed leadership includes collaborative decision making, governance of the school that involves staff, students and parents, shared responsibility for student learning and the participation of stakeholders in the evaluation processes. The results of the research conducted by these authors have shown that collaborative leadership builds academic capacity of schools and leads to effects on student learning. Furthermore, teacher involvement in decision-making processes fosters their motivation, commitment and professionalism (Thoonen et al., 2011; Lin, 2014).

Collaboration among teachers has the potential to improve teacher professional practices by fostering their professional learning at school (Bryk, Camburn & Louis, 1999; Louis & Marks, 1998; Munthe, 2003; Rosenholtz, 1989; Stoll et al., 2006). Studies focusing on the involvement of parents in school life also confirm the positive effects on student achievement, especially in the early years of their schooling (Fan & Chen, 2001; Jeynes, 2005, 2007; OECD, 2012, 2014; Mirazchiyski & Klemencic, 2014). Daly (2009) suggested that the participative leadership approach, together with the presence of trust, mitigate the organizational effects of perceived threat and rigid response to external accountability demands.

The findings of Szczesiul and Huizenga (2014) indicate that teachers identify as critical the informal/social approaches to leadership adopted by principals (such as consistent communication of core organizational values and norms, dialogue and reinforcement of organization's members' commitment to values, attitudes, and behaviours that are consistent with desired organizational outcomes) in promoting teacher collaboration, instead of formal/bureaucratic ones (e.g. written policies, rules, and standard operating procedures).

Supportive learning climate

'Learning climate' is another variable identified as a mediator of the impact generated by transformational leadership (Leithwood & Jantzi, 2005). The research of McCarley, Peters and Decman (2016) suggests that the transformational leadership of the principal is positively correlated with the 'supportive' and 'engaged' dimensions of school climate and negatively correlated to the 'frustrated' element of school climate, as perceived by teachers. The perception of a school's climate as 'caring communities' is particularly beneficial in schools with many disadvantaged students, and also affects job satisfaction and sense of teacher self-efficacy (Battistich et al., 1997).

In the literature, a range of different elements of school climate have been studied and multiple dimensions were identified (Anderson, 1982; Freiberg, 1999; Cohen et al., 2009; Thapa et al., 2013; OECD, 2014). Cohen et al. (2009) indicated four essential dimensions of school climate: safety, teaching and learning, relationships and environmental-structural. Thapa et al. (2013) added also the school improvement process as a fifth dimension. In this study, we explore the dimension that regards teacher-student relations.

School improvement as a change in teacher practices

The research on principal leadership is largely focused on its influence on teachers, given that studies show mainly an indirect effect of principal behaviours on student outcomes (Lambersky, 2016; Hallinger & Heck, 1998; Witziers, Bosker & Kruger, 2003; Ten Bruggencate et al., 2012). It is assumed that principals lead through others, specifically by influencing the teachers. For instance, Lambersky (2016) showed that supporting principal behaviours have an effect on teacher morale, burnout, stress, commitment, self-efficacy and collective efficacy, confirming similar results of earlier studies (Leithwood & Beatty, 2008). Literature also suggests that principal and teacher leadership is associated with instructional practices at school (Neumerski, 2012).

As the school effectiveness research confirm, teacher behaviour in the classroom is the most important factor inside the school that determines student learning outcomes (Muijs & Reynolds, 2010; Scheerens & Bosker, 1997; Teddlie & Reynolds, 2000; Kyriakides & Creemers, 2008). Furthermore, since these outcomes are found to be influenced by a wide range of variables, it is extremely difficult to establish a causal link between school leadership and these outcomes. Therefore, we consider the change in teachers' professional practices and teaching methods as a good predictor of the change in student achievement.

If the concept of leadership assumes the presence of discontinuity and change, then we must expect that the principal, by building organizational capacity to improve, influences the behaviour of teachers and determines, indirectly, change in their practices. The change in teacher practices is relevant from two points of view:

- in a broad sense, the change concerns professional practices related to the ways of integration and mutual adaptation among the colleagues and with the stakeholder community. The particularly relevant aspects regard working on the school curriculum, giving support for specific school improvement actions, documentation of the activities and more generally active engagement in the exchange of practices as a condition for de-privatizing the work by sharing planning, methods of teaching and assessment.

- speaking more specifically, the change in practices refers to adopting a "new pedagogy" or "new learning" (de Kock, Slegers, & Voeten, 2004; Shuell, 1996), more functional to achieving the goal of developing a deep student learning. This includes new teaching methods, such as cooperative learning, project work, laboratory activities, use of digital technologies, etc. These practices are based on the constructivist approach to teaching which insists on learning environments that stimulate active student engagement and self-regulated learning and are oriented to real-life contexts. Constructivist-oriented instructional strategies appear to have a bigger effect on student outcomes than the more traditional instructional strategies that are characterized by structured and direct teaching (Scheerens, 2008).

Research Hypotheses and Data Gathering Tools

This study aims to examine the effect of the principal leadership approach – under a new accountability system – on the instructional leadership of teachers, self-efficacy, collaborative culture, learning climate, professional

practices and teaching methods of teachers. In order to achieve the goal of the study and on the basis of the literature summarized above, we test the following hypotheses:

H1. The principal leadership approach in the new accountability system increases the school's organizational capacity for improvement, intended as instructional leadership, self-efficacy of teachers, collaborative culture and learning climate.

H2. The school capacity building contributes to stimulate teachers to rethink their professional practices and teaching methods.

To respond to these interconnected research hypotheses, we empirically test a structural equation model on data collected from 'Needs Assessment Study of School Principals in Albania'. A questionnaire was distributed between 29'980 teachers in Albania. 13'507 teachers from 12 regions answered the questionnaire. However, it was identified that many responses came from the same computer. Thus duplicates were eliminated, concluding in 6'419 questionnaire. Of these, 69% of the responses came from K9 school teachers and 31% from high school teachers. In total, 1399 males (22%) and 5020 females (78%) responded. Most of them work as teachers (95%), only 4% hold administrative positions as deputy school principals, while 1% work as complementary teachers.

Given the mainly indirect way through which the school principal influences student learning, we should expect that using statistical methods that are able to explore the indirect effects, such as structural equation models, we may expect to improve our understanding of the real impact that the leadership has on teaching and learning (Scheerens, 2012).

Measurements

For all the scales used in this study, preliminary statistical analyses were performed on the data collected to verify the psychometric properties: exploratory factor analysis (EFA) to investigate the factor model underlying each item; confirmatory factor analysis (CFA) to verify that the theoretical measurement model underlying the scale was confirmed by the data; analysis of the internal consistency of the scale (reliability, Cronbach's α index).

This questionnaire consisted of 124 questions, 46 of which measured each of the dimensions of leadership. Concretely 10 questions measured the i) Strategic Orientation dimension; 9 questions measured ii) Teaching Organization dimension; 8 questions measured iii) Self-assessment dimension; 10 items measured iv) Professional Capital Development dimension; 9 items measured v) Networking and creation of relationships with stakeholder; 18 questions measure vi) School and Classroom Climate; 4 questions measured vii) Individual Self-efficacy; 5 questions measured viii) Collective Self-efficacy; 4 questions measured ix) Satisfaction; 10 questions measured x) Instructional Teacher Leadership; 5 questions measured xi) Collaborative culture; xii) 19 question measured xiii) Change in professional practices; 6 questions measured xiv) Change in teaching methods. Furthermore, it included also 7 questions regarding age, gender, working experience, position in order to control for personal characteristics of teachers (Hallinger, Donguy & Wang, 2016; Jantzi & Leithwood, 1996).

The scales were controlled for their internal consistency with Cronbach's Alpha test (Cortina, 1993). The values in the range of 0.7-0.8 or higher show a good internal consistency (Bland & Altman, 1997).

As explained above, the "principal leadership" is measured through 21 items about the role of the principal in strategic alignment and guidance of self-evaluation and improvement processes (the items were adapted from Hallinger & Murphy, 1985; Leithwood & Jantzi, 2010; Paletta, Alivernini & Manganelli, 2017; see *Table 23*). The first 12 items concern the strategic alignment function of the principal: a shared definition of the school vision, communication of the school objectives and other practices of "alignment" of the organizational structures, operations and individual teachers. The next 9 items concern the direct engagement of the principal in school improvement processes through the implementation of tools, structures and organizational mechanisms that underlie the Albanian legislation on drawing up the Self-Evaluation Report and planning the improvement actions. The two sets of items showed a strong correlation leading to a single scale of "principal leadership". The test for internal consistency shows a high level of the internal fit (Cronbach's $\alpha = .988$). High values of the variable indicate a high level of presence of principal leadership, as perceived by teachers.

The scale of teacher leadership is based on 10 items ($\alpha=.853$), adapted from Rowan and Miller (2007) with higher values indicating higher instructional leadership of teachers (see *Table 24*).

The scale of collaborative culture is based on 5 items ($\alpha=.930$), 4 of which were borrowed from the OECD (2014) Teaching and Learning International Survey (TALIS). Higher values indicate higher collaborative culture of the school.

The scale of school climate is based on 4 items used in the TALIS study (OECD, 2014) ($\alpha=.931$), with higher values indicating a greater presence of supportive learning climate.

The scale concerning teacher sense about their individual self-efficacy in the classroom was also borrowed from the TALIS survey (OECD, 2014). The composite variable is based on 12 items ($\alpha=.829$), with higher values indicating higher teacher self-efficacy.

The scale measuring the change in teachers' professional practices is based on 19 items ($\alpha=.930$) with higher values indicating a bigger change (the scale was adopted from SII, 2009)

The scale measuring the change in teaching methods is based on 6 items ($\alpha=.869$) with higher values indicating a greater change (the scale was adopted from SII, 2009).

Data Analysis

The hierarchical structure of the data of the present study required a SEM approach (Hox, 2010). In fact, teachers are nested within a school and they refer to it and to its principal when they express their opinions and perceptions in connection with the variables measured in the present study. The analysis was conducted using the SEM framework of Stata 14.

Results

Figure 25 shows the results of the SEM. The results provide evidence on school leadership for improvement in the context of changing educational accountability system in Albania, which demands that principals perform new tasks related to the coordination of evaluation and improvement processes in their schools. According to the data, this new function of the principal appears to be well integrated with other school leadership practices, namely with the actions aimed at building the strategic alignment within the organization.

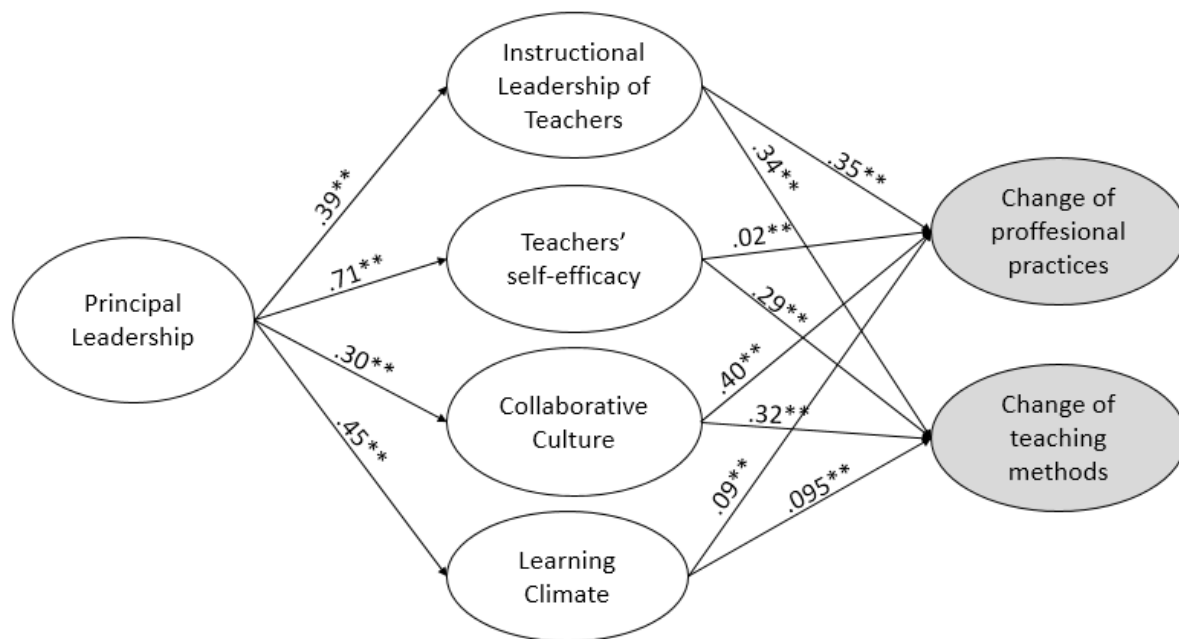


Figure 25: Results of the SEM

Note. ** indicates a significance level $< .05$

Furthermore, the study highlights the centrality of this new leadership role since the results indicate that the principal acts as a builder of organizational capacity for improvement, the latter being intended as teacher instructional leadership (.39, $p < 0.05$), teacher self-efficacy (.30, $p < 0.05$), collaborative culture (.70, $p < 0.05$), and learning climate (.45, $p < 0.05$). Moreover, the components of organizational capacity result to be mediating factors of principal leadership in promoting change in teaching and teacher commitment to the improvement of professional practices. Teacher leadership appears to be particularly important for teaching methods as it produces the strongest effects (.34, $p < 0.05$). While Collaborative culture produces the strongest effect on change in teacher practices (.40, $p < 0.05$).

The results show that the model has a good fit with the empirical data. The principal leadership has a positive effect on collaborative culture (.70, $p < 0.05$), and learning climate (.45, $p < 0.05$) and indirectly affects teachers' change of professional practices and change of teaching methods, confirming our first hypothesis (H1). A higher

score of the principal leadership scale is thus associated with higher levels of instructional leadership of teachers (.39, $p < 0.05$), self-efficacy of teachers (.30, $p < 0.05$), collaborative culture (.70, $p < 0.05$), and with a better learning climate (.45, $p < 0.05$) in the school. The results also indicate that there is a very strong and positive influence of the teachers' instructional leadership on change of teaching methods (.34, $p < 0.05$).

The Collaborative culture is as well a strong determinant of both changes in professional practices (.40, $p < 0.05$) and teaching methods (.32, $p < 0.05$).

In addition, self-efficacy positively affects the teachers' change of professional practices (.02, $p < 0.05$) and teaching methods (.29, $p < 0.05$). Also learning climate has a significant positive effect on change of professional practices (.09, $p < 0.05$), and teaching methods (.095, $p < 0.05$).

Thus, the results confirm our second hypothesis (H2) on the contribution of the school capacity building in stimulating teachers to rethink their professional practices and teaching methods.

Limitations

A possible limitation to consider is the self-selection of respondents. The questionnaire was administered to a random sample of teachers identified in each school. The questionnaire was sent with the instruction of the Ministry of Education to each principal, together with the notification for the registration to the system. Although the questionnaire had a rather high response rate there is a risk of self-selection of the teachers that are closest to the principal.

One more limitation of the analysis is the lack of data with regards to both the context and the performance level of students. In fact, this study shows an impact of the principal in terms of change in teachers' practices and teaching methods, but we are not able to say whether this change is positive with respect to the improvement of student achievement.

Lastly, as already mentioned, a large number of responses (52%) were excluded from the analysis because questionnaires were filled from the same computer. This resulted in a loss of a considerable amount of information and suggested poor technological capacity in the schools where those teachers worked.

References

Abelmann, C. & Elmore, R. (with Even, J., Kenyon, S., & Marshall, J.) (1999). *When accountability knocks, will anyone answer? (CPRE Research Report Series RR-42)*. Philadelphia: University of Pennsylvania, Consortium for Policy Research in Education.

Adelberg, S. & Batson, C. D. (1978). *Accountability and helping: When needs exceed resources*. *Journal of Personality and Social Psychology*, 36(4), 343-350.

Allington, R. L., & McGill-Franzen, A. (1992). *Unintended effects of educational reform in New York*. *Educational Policy*, 6(4), 397-414.

Altrichter, H., & Kemethofer, D. (2015). *Does accountability pressure through school inspections promote school improvement?* *School Effectiveness and School Improvement*, 26(1), 32-56.

Anderson, C. S. (1982). *The search for school climate: A review of the research*. *Review of educational research*, 52(3), 368-420.

Anderson, G. L. & Cohen, M. I. (2015). *Redesigning the identities of teachers and leaders:*

A framework for studying new professionalism and educator resistance. *Education*

Policy Analysis Archives, 23(85), 1–25.

Bentler, P. M., & Bonett, D. G. (1980). *Significance tests and goodness-of-fit in the analysis of covariance structures*. *Psychological Bulletin*, 88, 588-600.

Berryhill, J., Linney, J. A., & Fromewick, J. (2009). *The Effects of Educational Accountability on Teachers: Are Policies Too Stress Provoking for Their Own Good?* *International Journal of Education Policy and Leadership*, 4(5).

Bland, J. M., & Altman, D. G. (1997). *Statistics notes: Cronbach's alpha*. *Bmj*, 314(7080), 572.

Booher-Jennings, J. (2005). *Below the bubble: "Educational triage" and the Texas accountability system*. *American Educational Research Journal*, 42(2), 231-268.

Bossert, S. T., Dwyer, D. C., Rowan, R., & Lee, G. V. (1982). *The instructional management role of the principal*. *Educational Administration Quarterly*, 18(3), 34-64.

Bouckaert, G. & Peters, B. G. (2002). *Performance measurement and management: The Achilles' heel in administrative modernization*. *Public Performance & Management Review*, 25(4): 359-362.

Bovens, M. & Schillemans, T. (2014). "Meaningful Accountability." Pp. 673-682 in M. Bovens, T. Schillemans, and R. Goodin, eds., *The Oxford Handbook of Public Accountability*. Oxford: Oxford University Press.

Bryk, A., Camburn, E., & Louis, K. S. (1999). *Professional community in Chicago elementary schools: Facilitating factors and organizational consequences*. *Educational Administration Quarterly*, 35(5), 751-781.

Bush, T., & Glover, D. (2014). *School leadership models: what do we know?* *School Leadership & Management*, 34(5), 553-571.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). *Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level*. *Journal of school psychology*, 44(6), 473-490

Carnoy, M., & Loeb, S. (2002). *Does external accountability affect student outcomes? A cross-state analysis*. *Educational evaluation and policy analysis*, 24(4), 305-331.

Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009). *School climate: Research, policy, practice, and teacher education*. *Teachers college record*, 111(1), 180-213.

Cortina, J.M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*. 78, 98-104.

Crowther, F., Kaagan, S.S., Ferguson, M., & Hann, L. (2002), *Developing teacher leaders: How teacher leadership enhances school success*. Corwin Press, Inc., Sage Publications, Thousand Oaks.

Curtis, R. (2013). *Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands*. Aspen Institute.

Darling-Hammond, L., & Plank, D. N. (2015). *Supporting Continuous Improvement in California's Education System*. *Policy Analysis for California Education, PACE*.

Daly, A. J. (2009). Rigid response in an age of accountability the potential of leadership and trust. *Educational Administration Quarterly*, 45(2), 168-216.

Davies, D. & Rudd, P. (2001). *Evaluating school self-evaluation*. Slough: National Foundation for Educational Research.

Day, C. & Sammons, P. (2013). *Successful leadership: a review of the international literature*. Education Trust, Reading Berkshire, UK.

Day, C., Gu, Q., & Sammons, P. (2016). *The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference*. *Educational Administration Quarterly*. 52(2), 221-258.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, E. & Kington, A. (2009). *The impact of school leadership on pupil outcomes: final report*. Nottingham: The National College for School Leadership.

De Bruijn, H. (2007). *Managing Performance in the Public Sector*. Taylor & Francis e-Library.

De Kock, A., Slegers, P., & Voeten, M. J. M. (2004). New learning and the classification of learning environments in secondary education. *Review of Educational Research*, 74, 141-170.

De Maeyer, S., Rymenans, R., Van Petegem, P., van den Bergh, H., & Rijlaarsdam, G. (2007). Educational leadership and pupil achievement: The choice of a valid conceptual model to test effects in school effectiveness research. *School Effectiveness and School Improvement*, 18(2), 125-145.

De Wolf, I. F. & Janssens, F. J. G. (2007). Effects and side effects of inspections and accountability in education: An overview of empirical studies. *Oxford Review of Education*, 33, 379-396.

DeBray, E., Parson, G., & Woodworth, K. (2001). Patterns of response in four high schools under state accountability policies in Vermont and New York. In S. H. Fuhrman (Ed.), *From the capitol to the classroom: Standards-based reform in the states* (pp. 170–192). Chicago: University of Chicago Press.

Demerath, P., & Louis, K. S. (2017). US contexts of/for educational leadership. In D. Waite & I. Bogotch (Eds.), *The Wiley International Handbook of Educational Leadership* (453-470). Hoboken, NJ: John Wiley & Sons.

Dubnick, M. (2005). Accountability and the Promise of Performance: In Search of the Mechanisms. *Public Performance & Management Review*, 28(3), 376-417.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37, 15–24.

Egalite, A. J., Mills, J. N., & Wolf, P. J. (2017). The Impact of Targeted School Vouchers on Racial Stratification in Louisiana Schools. *Education and Urban Society*, 49(3), 271-296.

Ehren, M. C. M., Gustafsson, J. E., Altrichter, H., Skedsmo, G., Kemethofer, D., & Huber, S. G. (2015). Comparing effects and side effects of different school inspection systems across Europe. *Comparative education*, 51(3), 375-400.

Elmore, R. F. (2004). Conclusion: The problem of stakes in performance-based accountability systems. In S. H. Fuhrman & R. F. Elmore (Eds.), *Redesigning accountability systems for education* (pp. 274-296). New York, NY: Teachers College Press.

Elmore, R. F. (2005). Accountable leadership. *The Educational Forum*, 69(2), 134-142.

Elmore, R. F., & Fuhrman, S. H. (2001). Research finds the false assumption of accountability. *Education Digest*, 67(4), 9-14.

European Commission/EACEA/Eurydice, 2015. *Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Fullan, M. & Watson, N. (2000) *School-Based Management: Reconceptualizing to Improve Learning Outcomes*. *School Effectiveness and School Improvement*, 11(4), 453-473.

Fullan, M. G., & Hargreaves, A. (1991). What's worth fighting for? Working together for your school. *The Regional Laboratory for Educational Improvement of the Northeast & Islands*.

Fuller, E. J., & Hollingworth, L. (2014). A bridge too far? Challenges in evaluating principal effectiveness. *Educational Administration Quarterly*, 50(3), 466-499.

Gibson, S. & Dembo, M.H. (1984). Teacher efficacy: a construct validation. *Journal of Educational Psychology*, 76, 569-582.

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49, 125–142.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, 9(2), 157-191.

Hallinger, P., & Heck, R.H. (2010). *Leadership for learning: Does collaborative leadership make a difference?* *Educational Management Administration & Leadership*, 38(6), 654-678.

Hallinger, P., & Murphy, J. (1985). *Assessing the instructional management behavior of principals.* *The Elementary School Journal*, 86, 217–247.

Hallinger, P., Dongyu, L., & Wang, W. C. (2016). *Gender Differences in Instructional Leadership: A Meta-Analytic Review of Studies Using the Principal Instructional Management Rating Scale.* *Educational Administration Quarterly*, 52(4), 567-601.

Hanushek, E. A., & Woessmann, L. (2007). *The role of education quality for economic growth.* *World Bank Policy Research Working Paper* 4122.

Hanushek, E. A., Link, S., & Woessmann, L. (2013). *Does school autonomy make sense everywhere? Panel estimates from PISA.* *Journal of Development Economics*, 104, 212-232.

Harris A. (2002), *School improvement: What's in it for schools?* London: Falmer Press.

Harris, A. (2001) *Building the Capacity for School Improvement.* *School Leadership & Management*, 21:3, 261-270.

Harris, A. (2013). *Distributed Leadership: Friend or Foe?* *Educational Management, Administration & Leadership*, 41(5): 545-554.

Harris, A., & DeFlaminis, J. (2016). *Distributed leadership in practice Evidence, misconceptions and possibilities.* *Management in Education*, 1-6.

Heck, R. H., & Moriyama, K. (2010). *Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach.* *School Effectiveness and School Improvement*, 21(4), 377-408.

Heller, M.F. & Firestone, W.A. (1995). *Who's in charge here? Sources of leadership for change in eight schools.* *Elementary School Journal*, 96(1), 65-86.

Hendriks, M. & Steen, R. (2012). *Results from School Leadership Effectiveness Studies (2005-2010).* In Scheerens, J. (Ed.) *School Leadership Effects Revisited: Review and Meta-Analysis of Empirical Studies* (pp. 65-130). Dordrecht: Springer.

Hitt, D. H., & Tucker, P. D. (2016). *Systematic Review of Key Leader Practices Found to Influence Student Achievement A Unified Framework.* *Review of Educational Research*, 86(2), 531-569.

Hopkins D. & Jackson D. (2003), *Building the capacity for leading and learning.* In A. Harris et al. (Eds.), *Effective leadership for school improvement* (pp. 84-104), New York: Routledge Falmer.

Hopkins, D. and Reynolds, D. (2001) *The Past, Present And Future Of School Improvement: Towards the Third Age,* *British Educational Research Journal*, Vol. 27(4), 459-475

- Hopkins, D., Ainscow, M., & West, M. (1994). *School improvement in an era of change*. London: Cassell.
- Hopkins, D., Beresford, J. & West, M. (1998). *Creating the Conditions for Classroom and Teacher Development*. *Teachers and Teaching*, 4(1), 115-141.
- Hox, J. (2010). *Multilevel Analysis: Techniques and Applications*. New York, NY: Routledge.
- Hu, L.T. & Bentler, P.M. (1999). Cutoff criteria for fit indices in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1-55.
- Jantzi, D., & Leithwood, K. (1996). Toward an explanation of variation in teachers' perceptions of transformational school leadership. *Educational Administration Quarterly*, 32(4), 512-538.
- Jingping, S. & Leithwood, K. (2012). Transformational School Leadership Effects on Student Achievement. *Leadership and Policy in Schools*, 11(4), 418-451.
- Jingping, S. & Leithwood, K. (2015). Direction-setting school leadership practices: a meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499-523.
- Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., Wong, I. Y., & Georgiou, T. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology*, 34(1), 67-76.
- Knapp, M. S. & Feldman, S. B. (2012). Managing the intersection of internal and external accountability: Challenge for urban school leadership in the United States. *Journal of Educational Administration*, 50(5), 666-694.
- Kyriakides, L. & Creemers, B. P. M. (2008). A longitudinal study on the stability over time of school and teacher effects on student outcomes. *Oxford Review of Education*, 34(5), 521-545.
- Laegreid, P. (2014). Accountability and New Public Management. Pp. 324-338 in M. Bovens, R. E. Goodin, and T. Schillemans, eds., *Oxford Handbook of Public Accountability*. Oxford: Oxford University Press.
- Lambert, L. et al. (2002). *The constructivist leader*. New York: Teachers College Press.
- Law, E., Galton, M., & Wan, S. (2010). Distributed curriculum leadership in action: A Hong Kong case study. *Educational Management Administration & Leadership*, 38(3), 286-303.
- Leithwood, K. & Beatty, B. (2008). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin.
- Leithwood, K. & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35(5), 679-706.
- Leithwood, K. & Jantzi, D. (2000). Principal and teacher leadership effects: A replication. *School Leadership & Management*, 20(4), 415-434.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Buckingham, UK: Open University Press.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. New York, NY: Wallace Foundation.

Leithwood, K., Patten, S., & Jantzi, D. (2010). *Testing a conception of how school leadership influences student learning*. *Educational Administration Quarterly*, 46, 671–706.

Leithwood, K., Riedlinger, B., Bauer, S. & Jantzi, D. (2003) *Leadership program effects on student learning: The case of the Greater New Orleans School Leadership Center*. *Journal of School Leadership and Management*, 13(6), 707-38

Levin, B. (2010). *How to change 5,000 schools*. In Hargreaves, A., Lieberman, A., Fullan, M., Hopkins, D. (Eds.), *Second international handbook of educational change* (pp. 309-322). Springer: Netherlands.

Levin, B. & Fullan, M. (2008). *Learning about System Renewal*. *Educational Management Administration & Leadership*, 36, 289-303.

Lieberman A. & Miller L. (2004). *Teacher leadership*. San Francisco: Jossey-Bass, Wiley Imprint.

Lin, Y. J. (2014). *Teacher Involvement in School Decision Making*. *Journal of Studies in Education*, 4(3), 50-58.

Lipsky, M. (1980). *Street level bureaucrats*. Nova York: Russel Sage.

Loeb, S., & Strunk, K. (2007). *Accountability and local control: Response to incentives with and without authority over resource generation and allocation*. *Education*, 2(1), 10-39.

Louis, K. S., & Marks, H. M. (1998). *Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools*. *American journal of education*, 532-575.

Louis, K.S., Leithwood, K.A., Wahlstrom, K.L., & Anderson, S.E. (2010). *Learning from Leadership: Investigating the links to improved student learning*. New York: Wallace Foundation.

MacBeath, J., Boyd, B., Rand, J. & Bell, S. (1996). *Schools speak for themselves*. Glasgow: University of Strathclyde, Quality in Education Centre.

Malen B., Ogawa R.T.& Kranz J. (1990). *Site-based management: Unfulfilled promises*. *The School Administrator*, 47(2), 30-59.

Mangin, M. M., & Stoelinga, S. R. (Eds.). (2008). *Effective teacher leadership: Using research to inform and reform*. New York: Teachers College Press.

Margolis, J., & Huggins, K. S. (2012). *Distributed but Undefined: New Teacher Leader Roles to Change Schools*. *Journal of School Leadership*, 22(5), 953-981.

Marks, H. M., & Printy, S. M. (2003). *Principal leadership and school performance: An integration of transformational and instructional leadership*. *Educational Administration Quarterly*, 39(3), 370-397.

- Marsh, H.W., Ludtke, O., Robitzsch, A., Trautwein, U., Asparouhov, T., Muthén, B.O. & Nagengast, B. (2009). Doubly-latent models of school contextual effects: integrating multilevel and structural equation approaches to control measurement and sampling error. *Multivariate Behavioral Research*, 44(6), 764-802.
- McCarley, T. A., Peters, M. L., & Decman, J. M. (2016). Transformational leadership related to school climate a multi-level analysis. *Educational Management Administration & Leadership*, 44(2), 322-342.
- Merki, M.K. (2011). Special issue: Accountability systems and their effects on school processes and student learning. *Studies in Educational Evaluation*, 37, 177–179.
- Merton, R. K. (1957). *Social Theory and Social Structure*. Glencoe, IL: Free Press.
- Mintrop, H. (2004). *Schools on probation: How accountability works (and doesn't work)*. Teachers College Press.
- Mintrop, H., MacLellan, A. M., & Quintero, M. F. (2001). School improvement plans in schools on probation: A comparative content analysis across three accountability systems. *Educational Administration Quarterly*, 37(2), 197-218.
- Mintrop, H., & Trujillo, T. (2007). The practical relevance of accountability systems for school improvement: A descriptive analysis of California schools. *Educational Evaluation and Policy Analysis*, 29(4), 319-352.
- Mintrop, H., & Sunderman, G. L. (2009). Predictable failure of federal sanctions-driven accountability for school improvement—and why we may retain it anyway. *Educational Researcher*, 38(5), 353-364.
- Mirazchiyski, P. & Klemencic, E. (2014). Parental involvement in school activities and reading literacy: Findings and implications from PIRLS 2011 data. IEA's Policy Brief Series, No. 3, Amsterdam: IEA.
- Moos, L., Johansson, O., & Day, C. (Eds.). (2011). *How school principals sustain success over time: International perspectives* (Vol. 14). Springer Science & Business Media.
- Muijs, D., & Harris, A. (2003). Teacher leadership – Improvement through empowerment? An overview of the literature. *Educational Management & Administration*, 31(4), 437-448.
- Muijs, D., & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and teacher education*, 22(8), 961-972.
- Muijs, D., & Reynolds, D. (2010). *Effective teaching: Research and practice*. London: Paul Chapman.
- Mulford B. & Silins H. (2003). Leadership for Organisational Learning and Improved Student Outcomes – What Do We Know? *Cambridge Journal of Education*, 33(2), 175-195.
- Munthe, E. (2003). Teachers' workplace and professional certainty. *Teaching and Teacher Education*, 19(8), 801-813.
- Murphy, J. (2007). Teacher Leadership: Barriers and Supports. In T. Townsend (Ed.), *International Handbook of School Effectiveness and Improvement*, 681–706. Dordrecht: Springer.
- Muthén, L.K. & Muthén, B.O. (2012). *MplusUser's Guide*, 7th ed. Los Angeles, CA: Muthén e Muthén.

O'Day, J. A. (2004). *Complexity, Accountability, and School Improvement*. In S. H. Fuhrman & R. F. Elmore (Eds.), *Redesigning Accountability Systems for Education* (pp. 15-43). New York, NY: Teachers College Press.

OECD. (2010). *TALIS 2008 technical report*. OECD Publishing.

OECD. (2012). *Parental involvement in selected PISA countries and economies*. Paris: OECD Publishing.

OECD. (2013). *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*. Paris: OECD Publishing.

OECD. (2014). *TALIS 2013 results: An international perspective on teaching and learning*. OECD Publishing.

OECD. (2016). *School Leadership for Learning: Insights from TALIS 2013*. Paris: OECD Publishing.

Ogawa, R., & Bossert, S. (1995). *Leadership as an organizational quality*. *Educational Administration Quarterly*, 31, 224–243.

Oswald M. & Engelbrecht P. (2013). *Leadership in disadvantaged primary schools: Two narratives of contrasting schools*. *Educational Management Administration & Leadership*, 41(5), 620-639.

Paletta, A. (2011). *Managing Student Learning: Schools as Multipliers of Intangible Resources*. *Educational Management Administration & Leadership*, 39, 733-750.

Paletta, A. (2012). *Public Governance and School Performance: Improving student learning through collaborative public management*. *Public Management Review*, 14(8), 1125-1151.

Paletta, A., Alivernini, F., & Manganelli, S. (2017). *Leadership for learning: The relationships between school context, principal leadership and mediating variables*. *International Journal of Educational Management*, 31(2), 98-117.

Paletta, A., & Bezzina, C. (2016). *Governance and Leadership in Public Schools: Opportunities and Challenges Facing School Leaders in Italy*. *Leadership and Policy in Schools*, 1-19.

Paletta, A., & Bezzina, C., Alimehmeti, G. (2018). *What are school leaders in Italy doing? An observational study*. *Educational Management Administration & Leadership*, 46(5), 841–863.

Pollitt, C. & Bouckaert, G. (2011). *Public Management Reform: A Comparative Analysis – New*

Public Management, Governance, and the Neo-Weberian State. Oxford University Press.

Printy, S. (2010). *Principals' influence on instructional quality: insights from US schools*. *School Leadership & Management*, 30(2), 111-126.

Robinson, V.M., Lloyd, C.A., & Rowe, K.J. (2008). *The impact of leadership on student outcomes: An analysis of the differential effects of leadership types*. *Educational Administration Quarterly*, 44(5), 635-674.

Rosenholtz, S. J. (1985). *Effective Schools: Interpreting the Evidence*. *American Journal of Education*, 93(3), 352-388.

Rosenholtz, S. J. (1989). *Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs*. *The Elementary School Journal*, 89(4), 421-439.

Ross, J. A. (1992). *Teacher efficacy and the effect of coaching on student achievement*. *Canadian Journal of Education*, 17(1), 51-65

Ross, J. A., & Gray, P. (2006). *Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy*. *School effectiveness and school improvement*, 17(2), 179-199.

Ryan, S. A. (1999). *Principals and Teachers Leading Together*. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 10-23, 1999)

Scheerens J. (Ed.) (2012). *School Leadership Effects. Revisited Review and Meta-Analysis of Empirical Studies*. Dordrecht: Springer.

Scheerens, J. (2008). *Een overzichtsstudie naar school- en instructie-effectiviteit [An overview study of school effectiveness and the effectiveness of instruction]*. Enschede, Netherlands: University of Twente, Vakgroep Onderwijsorganisatie en-Management.

Scheerens, J. (2012). *Summary and Conclusion: Instructional Leadership in Schools as Loosely Coupled Organizations*, in Scheerens, J. (Ed.), *School Leadership Effects Revisited: Review and Meta-Analysis of Empirical Studies* (pp. 131-150), Dordrecht: Springer.

Scheerens, J., & Bosker, R. (1997). *The foundations of school effectiveness*. Oxford: Pergamon Press.

Schein, E.H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey Bass. Schütz, G., West, M. R., & Wöbmann, L. (2007). *School Accountability, Autonomy, Choice, and the Equity of Student Achievement*. OECD Education Working Paper No. 14.

Seashore, L. K. & Robinson, V. M. (2012). *External mandates and instructional leadership: school leaders as mediating agents*. *Journal of Educational Administration*, 50(5), 629-665.

SII (2009). *SII Multi-Component Survey Data Files User's Guide*. <http://www.sii.soe.umich.edu/documents/SII%20Data%20User%27s%20Guide-1.pdf#page=7>, Accessed on 30 October, 2017.

Shuell, T. J. (1996). *The role of educational psychology in the preparation of teachers*. *Educational Psychologist*, 31, 5-14.

Siskin, L. S. (2004). *The challenge of the high schools*. In S. H. Fuhrman & R. F. Elmore (Eds.), *Redesigning accountability systems for education* (pp. 167-188). New York, NY: Teachers College Press.

Spillane, J. P. 2006. *Distributed leadership*. San Francisco, CA: Jossey-Bass.

Spillane, J. P., Camburn, E. M., Pustejovsky, J., Stitzel Pareja, A., & Lewis, G. (2008). *Taking a distributed perspective: Epistemological and methodological tradeoffs in operationalizing the leader-plus aspect*. *Journal of Educational Administration*, 46(2), 189-213.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). *Towards a theory of leadership practice: a distributed perspective*. *Journal of Curriculum Studies*, 36(1), 3-34

Stoll, L. (1999). *Realising Our Potential: Understanding and Developing Capacity for Lasting Improvement*. *School Effectiveness and School Improvement*, 10:4, 503-532

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). *Professional learning communities: A review of the literature*. *Journal of educational change*, 7(4), 221-258.

Stringer, P. (2013). *Capacity building for school improvement: Revisited*. Rotterdam: Sense.

Sugg, S. A. (2013). *The Relationship Between Teacher Leadership and Student Achievement*. *Online Theses and Dissertations*. Paper 138. Retrieved from: <http://encompass.eku.edu/etd/138>

Supovitz, J. A. (2008). *Instructional leadership in American high schools*. In M. M. Mangin & S. R. Stoelinga (Eds.), *Effective teacher leadership: Using research to inform and reform* (pp. 144–162). New York: Teachers College Press.

Taylor, D. L., & Bogotch, I. E. (1994). *School-level effects of teachers' participation in decision making*. *Educational evaluation and policy analysis*, 16(3), 302-319.

Teddlie, C., & Reynolds, D. (2000). *The international handbook of school effectiveness research*. London: Falmer Press.

Ten Bruggencate, G., Luyten, H., Scheerens, J., & Slegers, P. (2012). *Modeling the Influence of School Leaders on Student Achievement How Can School Leaders Make a Difference?* *Educational Administration Quarterly*, 48(4), 699-732.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). *A review of school climate research*. *Review of Educational Research*, 83(3), 357-385.

Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, T. T., & Geijssel, F. P. (2011). *How to improve teaching practices the role of teacher motivation, organizational factors, and leadership practices*. *Educational Administration Quarterly*, 47(3), 496-536.

Tian, M., Risku, M., & Collin, K. (2015). *A meta-analysis of distributed leadership from 2002 to 2013 Theory development, empirical evidence and future research focus*. *Educational Management Administration & Leadership*.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). *Teacher efficacy: Capturing and elusive construct*. *Teaching and Teacher Education*, 17, 783-805.

Tschannen-Moran, M., Woolfolk Hoy, A. & Hoy, W.K. (1998). *Teacher Efficacy: Its Meaning and Measure*. *Review of Educational Research*, 68(2), 202-248.

Van Thiel, S., & Leeuw, F. L. (2002). *The performance paradox in the public sector*. *Public Performance & Management Review*, 25(3), 267-281.

Van de Walle, S. & Cornelissen, F. (2014). "Performance Reporting." Pp. 441–455 in M. Bovens,

R. E. Goodin, and T. Schillemans, eds., *Oxford Handbook of Public Accountability*, Oxford:

Oxford University Press.

Wheaton, B. (1987). *Assessment of fit in overidentified models with latent variables*. *Sociological Methods & Research*, 16(1), 118-154.

Yarger, S. J., & Lee, O. (1994). *The development and sustenance of instructional leadership*. In D. R. Walling (Ed.), *Teachers as leaders: Perspectives on the professional development of teachers* (pp. 223-237). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Youngs, P., & King, M. B. (2002). *Principal leadership for professional development to build school capacity*. *Educational Administration Quarterly*, 38(5), 643-670.

Young, M. D., Winn, K. M., & Reedy, M. A. (2017). *The Every Student Succeeds Act: Strengthening the Focus on Educational Leadership*. *Educational Administration Quarterly*, 53(5), 1-22.

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, Virginia USA: ASCD

Zlatos, B. (1994). *Don't Test, Don't Tell*. *American School Board Journal*, 181(11), 24-28.

Tables

Table 23. Survey Items Related to Principal Leadership*

Indicate the extent to which you agree or disagree with the following statements about the principal leadership practices
<i>Response categories: 1= strongly disagree, 6 = strongly agree</i>
→ Makes the school development vision clear and understandable, providing a sense of common and shared purpose (strategic alignment)
→ Ensures that available resources are used consistently with the school objectives (strategic alignment)
→ Supports teachers to understand the relationship between the school objectives and the indications from the Ministry (strategic alignment)
→ Distributes leadership among teachers, enhancing the competences and coordination skills within the school consistently with the school objectives (strategic alignment)
→ Discusses with teachers the school's goals and strategies during individual encounters and meetings (strategic alignment)
→ Encourages teachers to think on whether the individual professional goals are consistent with the school objectives and priorities (strategic alignment)
→ Pays attention to the teachers' opinions concerning the problems encountered in achieving the educational goals (strategic alignment)
→ Helps to clarify the specific meaning of the objectives in practical terms for curriculum and teaching (strategic alignment)
→ Is committed to orient teachers towards ambitious targets for improving students' learning (strategic alignment)
→ Works to ensure that classes, departments and other groups define realistic and consistent learning improvement objectives with the vision of school development (strategic alignment)

- Defines consistent training for teachers with the school objectives (strategic alignment)
- Please indicate the extent to which you agree or disagree with the following statements about the way you organized the processes of school self-evaluation and improvement
- Response categories: 1= strongly disagree, 6 = strongly agree
- Ensures that teachers use the results of the school self-assessment to plan learning activities (guidance of self-evaluation and improvement processes)
- Ensures that the assessment results are notified to all teachers outside the Internal Evaluation Committee (guidance of self-evaluation and improvement processes)
- Draws the attention of the teachers on critical aspects of teaching and learning emerged from the self-assessment of the school (guidance of self-evaluation and improvement processes)
- Assesses the achievement of targets for school improvement, using objective indicators (e.g. test results, standardized questionnaires, etc.)
- (guidance of self-evaluation and improvement processes)
- Encourages teachers to regularly assess progress towards achieving the improvement targets (guidance of self-evaluation and improvement processes)
- Listens to others' opinions and pays attention to problems faced by the teachers in the implementation of improvement actions (guidance of self-evaluation and improvement processes)
- Supports the professional groups that manifest deficiencies in the design / implementation of improvement actions (guidance of self-evaluation and improvement processes)
- Cares that families point of view is taken into account in the school's self-assessment and improvement processes (guidance of self-evaluation and improvement processes)
- Creates opportunities for discussion of new ideas relevant for school improvement plan and opportunities for teachers to learn from each other (guidance of self-evaluation and improvement processes)

*Adapted from Hallinger & Murphy (1985); Leithwood & Jantzi (2010); Paletta, Alivernini, & Manganelli (2017)

Table 24. Survey Items Related to Instructional Leadership of Teachers*

How often do you do you dedicate your time to the following activities?

Response categories: 1= never, 5 = every day

- Demonstration of teaching practices
- Demonstration of use of new contents
- Demonstration of use of digital technologies to support teaching
- Observation of other teachers during teaching and giving feedback
- Mentoring to new teachers
- Mentoring to teachers during their testing period
- Sharing of materials and educational experiences
- Coordination of the annual programming
- Sharing of evaluation criteria within each discipline
- Sharing of the general criteria of evaluation of different disciplines

* Adapted from Rowan & Miller (2007)

Table 25. Survey Items Related to Collaborative Culture*

Please indicate the extent to which you agree or disagree with the following statements

Response categories: 1= strongly disagree, 4 = strongly agree

This school provides staff with opportunities to actively participate in school decisions

This school provides parents or guardians with opportunities to actively participate in school decisions

This school provides students with opportunities to actively participate in school decisions

The school has a culture of shared responsibility for the school matters

There is a collaborative culture which is characterised by mutual support

* The items were taken from OECD (2014)

Table 26. Survey Items Related to Supportive Learning Climate*

Please indicate the extent to which you agree or disagree with the following statements

Response categories: 1= strongly disagree, 4 = strongly agree

→ In this school, teachers and students usually get on well with each other

→ Most teachers in this school believe that the students' well-being is important

→ Most teachers in this school are interested in what students have to say

→ If a student from this school needs extra assistance, the school provides it

* The items were taken from OECD (2014)

Table 27. Survey Items Related to Teachers' Self Efficacy*

As regards to your teaching experience, to what extent do you feel that can do the following?

Response categories: 1= not at all, 4 = very much

Get students to believe in their ability to achieve good results

Help my students value learning

Craft good questions for my students

Control disruptive behaviour in the classroom

Motivate students who show low interest in school work

Make my expectations about student behaviour clear

Help students think critically

Get students to follow classroom rules

Calm a student who is disruptive or noisy

Use a variety of assessment strategies

Provide an alternative explanation for example when students are confused

Implement alternative instructional strategies in my classroom

* The items were taken from OECD (2014)

Table 28. Survey Items Related to the Change in Professional Practices of Teachers*

To what extent the improvement processes of the school are changing your professional practices regarding the following aspects?

Response categories: 1= not at all, 4 = very much

Work on the planning to improve my practices

Work with colleagues on issues that concern the curriculum during formal meetings

Provide support to the implementation of specific actions for school improvement

Monitor the implementation of specific actions for school improvement

Document the normal work activities (i.e. reports, record keeping)

Share with colleagues the methods and the criteria of evaluation of student learning

Promote a shared reflection on the learning outcomes in national standardized tests

Promote educational coordination between different school levels (including coordination between different classes and courses)

Promote interdisciplinary within the school curriculum

Promote the use of digital technologies in teaching

Promote the exchange of good practices (e.g. teaching experiences, instructional methods)

Promote specific projects for inclusion

Work with students on issues related to behavior

Work with students on issues related to learning

Work on the various aspects related to personnel training

Provide training to colleagues

Collaborate with the members of the local community

Work in network with other schools

Look for resources from the community (e.g. fundraising, support, collaborations)

* Adapted from SII (2009)

Table 29. Survey Items Related to the Change in Teaching Methods*

To what extent the improvement processes within the school are changing your way of teaching regarding the following aspects?

Response categories: 1= not at all, 4 = very much

Use of teaching methods that involve students in problem solving activities

Project work

Cooperative learning

Laboratory activities

Use of the ICT in everyday teaching (tablet, LIM, PC, smartphone, online platforms, etc.)

Work within discipline-based departments

* Adapted from SII (2009)



SECTION D

**DISCUSSION OF
FINDINGS AND
RECOMMENDATIONS**

CHAPTER 10.

A REVIEW OF THE PROFESSIONAL STANDARDS FOR PRINCIPALS IN ALBANIA

The Purpose

With this backdrop we can appreciate that Standards are meant to create and promote a shared vision, clarity of understanding and a common language around effective and high impact school leadership. The Standards are meant to be realistic but forward looking in nature as it allows us to appreciate the context in which they are set; the expectations that are being established; and what it takes to adequately prepare and support not only prospective school leaders but also those currently in place but may not have the academic background required to lead our schools. This will help to place Standards at all stages of the profession and help establish a sustainable context.

The Standards set out what principals are expected to know, understand and do to succeed in their work and ensure their leadership has a positive impact on all those involved in the learning process – students and adults alike. The Standards need to take full account of the crucial contribution made by the principal in:

- Raising student achievement (academic and affective) at all levels and all stages
- Promoting equity and excellence
- Creating and sustaining the conditions under which quality teaching and learning thrive
- Influencing, developing and delivering on community expectations and regional and national policies
- Contributing to the development of a twenty-first century education system at local, regional, national and international levels.

What are the professional standards by which we can determine who is an effective school leader in Albania? Using empirical research on effective school leaders from around the world, Jacobson and Bezzina (2008) identified four common practices:

- 1) effective principals create *safe and orderly learning environments* for students;
- 2) they set clear *instructional objectives* for their faculty;
- 3) they demand *high performance expectations* from both teachers and students, with a specific focus on increased student time on task; and
- 4) they develop *positive home-school relations* in order to provide parents and the larger school community the opportunity to help sustain improvements in student performance both in the short- and long-term.

Another way to conceptualize the work of effective leaders can be found in the three core practices for school success identified by Leithwood and Riehl (2005). Specifically, effective leaders:

- 1) set a school's direction by identifying and articulating *a shared vision* of what improved student performance ought to look like in measurable terms;
- 2) they then develop their students, faculty and community by providing *intellectual stimulation and support*, so that they can attain their objectives through collaborative processes; and finally,
- 3) they redesign the school's *culture* by modifying organizational structures that present obstacles and impede student success.

In a nutshell one can see that the focus is on the school leader being able to focus on improved student performance (which can include achievement & broader outcomes to enhance wellbeing) and a positive school culture. This involves a clear vision and strategic orientation combined with nurturing the principles and characteristics of a professional learning community that allows for the involvement of all stakeholders to create meaningful engagements that allows for learning to take place first and foremost amongst educators which will then have an impact on student achievement.

In order to develop a set of professional standards for principals in Albania, we reviewed several sets of such standards commonly used in the USA, including several iterations of the Interstate School Leaders Licensure Consortium (ISLLC) Standards, first developed in 1996, first revised in 2008, revised again in 2015 and subsequently renamed the Professional Standards for Educational Leadership (PSEL 2015), as well as adaptations of these standards used in several states, such as Stronge's work developed for Virginia. The USA was selected for specific attention because it has arguably the longest tradition of requiring university preparation and state licensure for educational administrators, dating back to the early 20th century.

Next we cross-walked these different standards in order to identify a set of common themes running through them that align with the work of Jacobson and Bezzina (2008) and Leithwood and Riehl (2005) noted above. What we find are three broad areas that can be best described as:

1. Norms of Professional Behaviour for School Leaders,
2. Leadership Practices Needed for School Improvement, and
3. Understanding the Legal and Social Imperatives of Effective Leadership.

The Proposal

Given the state of educational development in Albania and the current reform processes we recommend that the Performance Standards and Indicators for school leaders are reviewed. Our proposal acknowledges that

whilst having high expectations we need to remain realistic, pragmatic and in a position to attract, maintain and sustain a cadre of school leaders. We take into considerations the main findings of the methods adopted in this research:

- There is a lack of strategic orientation in leading schools (interviews; field observations)
- Principals tend to micro-manage rather than encourage group work and promoting distributed forms of leadership (interviews; field observations)
- Principals spend most of their time on administrative matters rather than managing and leading (field observations)
- Principals do not nurture relations with stakeholders and generally do not engage in strategic orientation, but focus on the organizational aspects of the school and didactics (field observations)
- Principals have a lack of legal knowledge which impedes them in fulfilling their function (interviews)

Therefore, the Performance Evaluation Standards and Indicators would be extended as the role of the school leader in Albania is professionalised through university school leadership programmes and sustained through ongoing professional learning opportunities.

In order to clarify each of these areas of practice, Three (3) standards are identified that can be applied specifically to the educational context in Albania and then used to identify the most qualified candidates for leadership preparation and promotion to position; provide a set of research based best practices that leaders can employ to meet school improvement objectives; and develop evaluative tools against which school and school leadership can be empirically measured.

With these guidelines in mind, the following set of 3 professional standards and 10 indicators is offered:

A) Norms of personal and professional behaviour:

1. Based on the core values of integrity, fairness and ethical behaviour, school leaders act in a professional manner that can build faculty and community relational trust.
2. School leaders can articulate a vision and set the direction for school improvement, and influence teachers and the larger community to share that vision and follow in that direction.
3. School leaders manage themselves well and use ethical practices and social skills to deal with situations. They communicate, negotiate, collaborate and advocate effectively and relate well with all members of the school community.

B) Leadership practices needed for school improvement:

1. Developing a school culture and instructional programme conducive to a safe and effective student learning environment and faculty professional growth.
2. Promoting the benefits of professional learning to all staff, creates opportunities for teacher leadership and a culture of empowerment.
3. Promoting the use of research and evidence to inform and develop teachers' pedagogical practice and the use of data to monitor children/students' progress and development to enhance educational equity
4. Ensuring the effective management of the organization, its operation and its fiscal, material and human resources.
5. Focusing on school improvement and student academic progress through instructional leadership, curriculum development and improvement, and the use of measurable assessments of growth and sustained performance.

C) Understanding the legal, political and social contexts of effective leadership:

1. Collaborating with faculty and community members to respond to diverse interests and needs, and to mobilize community resources.
2. Communicating effectively with the school community to keep them abreast of important changes in educational legislation and its impact on their school.

These ten (10) indicators should form the baseline upon which the preparation and evaluation of school leaders should be measured. In terms of leadership preparation, and based on requirements from New York State, aspiring principals should have at least three years of successful teaching experience before serving as an administrator. They must complete an approved university preparation program whose curriculum is aligned with these standards and which also includes a clinical internship. An aspiring leader who successfully completes such a program must then pass a mandatory examination designed by the government that is similarly aligned with the recommended performance standards.

Based on these standards, leadership preparation should include research based course content, curricular coherence, field-based internships, problem-based learning strategies, team building opportunities, mentoring, and collaboration between the university and the school. Teachers with at least four years of exemplary classroom experience who have demonstrated that they meet the standards of personal and professional behavior should be encouraged to enter leadership preparation. While there, they should train with other high quality individuals to work in teams to address authentic, school based problems, with the support of experienced mentors. They should be provided intensive internships that require administrative responsibility and authority so that they become socialized as a leader before carrying the full responsibility of being a school leader. Preparation must emphasize relational trust between leaders and teachers and between schools and their students' parents and communities. Aspiring leaders need to reflect on their own core values and consider how they align with those of the communities they plan to serve.

This pattern of selection based upon potential and performance in relation to the standards should follow the aspiring school leader from preparation to job hiring and then to on-going assessment, again based upon these standards, for the duration of their career.

The Evolution of Standards

In 1996, the Council of Chief State School Officers (CCSSO) developed the first set of school leadership performance standards in the United States. Then known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards, those best practice performance standards were intended to provide guidance to state licensing bodies and university preparation programs as to the knowledge and skills needed by aspiring and practicing administrators to be successful. But it is important to note that since their introduction over two

decades ago, the standards have been revised twice, first in 2008 and then again in 2015. In other words, the establishment of school leadership performance standards has become a dynamic, rather than static process that is intended to be revised and reworked as the American educational context and landscape evolves, and new empirical research helps to reshape the way we think about the work of principals. Clearly, American schools in 2019 look and operate quite differently than they did in 1996, therefore it is logical that the performance standards used to evaluate the work of principals need to be adjusted accordingly over time if schools are to improve. Stated differently, what an ‘effective’ principal did in 1996, might not prove effective in 2019 and beyond.

With that history in mind, we have purposefully reduced the number of standards and related indicators in this proposal from those currently used in the US in order to establish a workable baseline from which Albanian educators can begin to determine what effective leadership looks like within their own context at this time. Moreover, with the US experience as our template, we are fully cognizant of the fact that over time the number of standards and indicators will and should be revised as Albanian principals and educational policymakers become more familiar and comfortable with this new system. In fact, we encourage such a re-evaluation on a fairly regular basis, perhaps every five years. We should point out that this evolving process is still operational in the US, as can be seen by the fact that the performance standards used in the state of Virginia (replicated even in Albania) are a pared down version of the Wallace standards (going from 10 to 7 and concurrently the number of indicators used in Virginia have been reduced from 83 to 72).

Our concern with initially having as many as 83 or 72 indicators in the new Albanian recommendations is that such a document might simply result in a compliance oriented, mechanical, ‘check the box’ kind of response to professional performance standards, which is diametrically opposed to what we are hoping will occur (especially in light of our finding that Albanian principals spend much of their time on administrative tasks and far less on building working relationships). We want school leaders to understand and appreciate the interrelatedness, wholeness or ‘Gestalt’ of their work. Having as many as Virginia’s 72 indicators might lead Albanian principals new to this system to mistakenly come to treat these competencies as being mutually exclusive and discrete, which they are not. Effective school leadership begins with who a person is as a morally and ethically centered human being and then how that person brings those personal and professional attributes to their work in schools with students, teachers and parents, and how they then build relationships with their community and the broader society. We see these as three key building blocks, hence our three basic performance standards. This is another important distinction between our proposed standards and those of others, i.e., ours reveal a priority sequence with one standard building upon another whereas the others don’t. For example, with the Virginia standards there is no intuitive explanation for why Instructional Leadership should precede School Climate. In fact, there is a wealth of empirical research to support the idea that improving the school climate must precede improved instruction if instructional leadership is to succeed. In other words, we view these other standards as very useful lists of skills and indicators, but they don’t have the meaningful hierarchical sequencing as ours does.

With that in mind, it becomes more obvious why the norms of personal and professional behavior that we include in Standard A (indicators 1-3) relate to parts of all 7 of Virginia's standards and not just their Standard #6 Professionalism. For example, we would question how a school leader could communicate effectively and build community relations (Virginia Standard #5), if he or she had not first built the trust of that community (our Standard A)? Norms of personal and professional behavior are central to communications and community relations and not separate and discrete. Therefore we have chosen to reduce Virginia's 7 standards to our more inclusive 3 standards and their 72 indicators to the 10 that we feel are the most essential and respond to our main findings. We believe that over time and having had experience with the proposed performance standards (perhaps in four or five years), our document should be revisited and revised as needed. But for the introductory phase of this new system, we believe less is more, because it will help focus principals and the field on what is needed for schools to have the leadership necessary to improve.

Figure 26. Virginia's standards

Virginia Indicators

1	Instructional Leadership
1.1	Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
1.2	Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
1.3	Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
1.4	Possesses knowledge of research-based instructional best practices in the classroom.
1.5	Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
1.6	Provides teachers with resources for the successful implementation of effective instructional strategies.
1.7	Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
1.8	Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
1.9	Provides the focus for continued learning of all members of the school community.
1.10	Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.
1.11	Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
1.12	Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
1.13	Evaluates the impact professional development has on the staff/school improvement and student academic progress.

2	School Climate
2.1	Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2	Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3	Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
2.4	Models and inspires trust and a risk-tolerant environment by sharing information and power.
2.5	Maintains a collegial environment and supports the staff through the stages of the change process.
2.6	Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
2.7	Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
2.8	Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
2.9	Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
2.10	Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
2.11	Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

3	Human Resources Management
3.1	Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
3.2	Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
3.3	Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
3.4	Manages the supervision and evaluation of staff in accordance with local and state requirements.
3.5	Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
3.6	Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
3.7	Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
3.8	Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility.
3.9	Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

4	Organizational Management
4.1	Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
4.2	Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
4.3	Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
4.4	Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
4.5	Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
4.6	Reviews fiscal records regularly to ensure accountability for all funds.
4.7	Plans and prepares a fiscally responsible budget to support the school's mission and goals.
4.8	Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
4.9	Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

5	Communication and Community Relations
5.1	Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
5.2	Communicates long- and short-term goals and the school improvement plan to all stakeholders.
5.3	Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
5.4	Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
5.5	Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
5.6	Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
5.7	Provides a variety of opportunities for parent and family involvement in school activities.
5.8	Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
5.9	Advocates for students and acts to influence local, division, and state decisions affecting student learning.
5.10	Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

6	Organizational Management
6.1	Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
6.2	Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
6.3	Maintains a professional appearance and demeanor.
6.4	Models professional behavior and cultural competency to students, staff, and other stakeholders.
6.5	Maintains confidentiality.
6.6	Maintains a positive and forthright attitude.
6.7	Provides leadership in sharing ideas and information with staff and other professionals.
6.8	Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
6.9	Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
6.10	Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

7	Student Academic Progress
7.1	Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
7.2	Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
7.3	Communicates assessment results to multiple internal and external stakeholders.
7.4	Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
7.5	Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
7.6	Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
7.7	Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
7.8	Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
7.9	Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
7.10	Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

A) Norms of personal and professional behaviour:

Relation to Findings: The norms of personal and professional behavior reflect our concern with some of the principal shortcomings reported in our findings, specifically that principals do not nurture relationships with stakeholders and thus tend to micromanage rather than encourage group work. We believe that the type of collaborative work current research suggests is required for school improvement is built upon relational trust that develops from the integrity, fairness and ethical behaviour of school leaders. Unlike the Standards from Virginia wherein Professionalism is all clustered under one heading, we view it as central to almost everything a good school leader does, therefore you will see the relation of our Standard A across almost every one of the Virginia standards.

Relation to Virginia Standards:

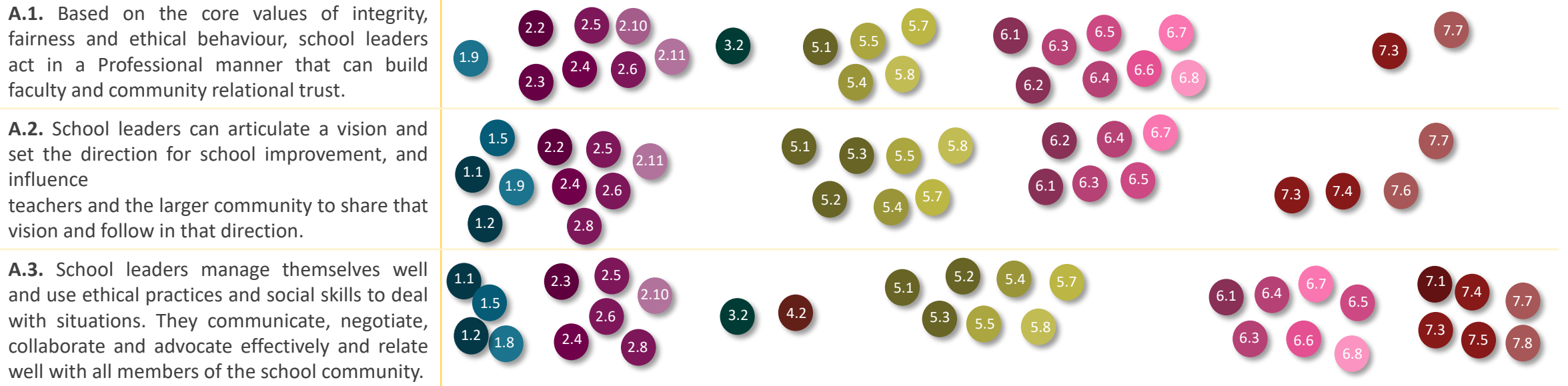


Figure 27. Relation of proposed standards with Virginia's ones

B) Leadership practices needed for school improvement:

Relation to Findings: These leadership practices needed for school improvement build upon the norms of personal and professional behavior presented above and reflect our concern with several of the principal shortcomings reported in our findings, specifically the lack of strategic orientation principals have in leading their schools; the fact that they do not nurture relationships with stakeholders; that they micromanage rather than encourage group work, and that they spend most of their time on administrative matters rather than managing and leading.

Relation to Virginia Standards:

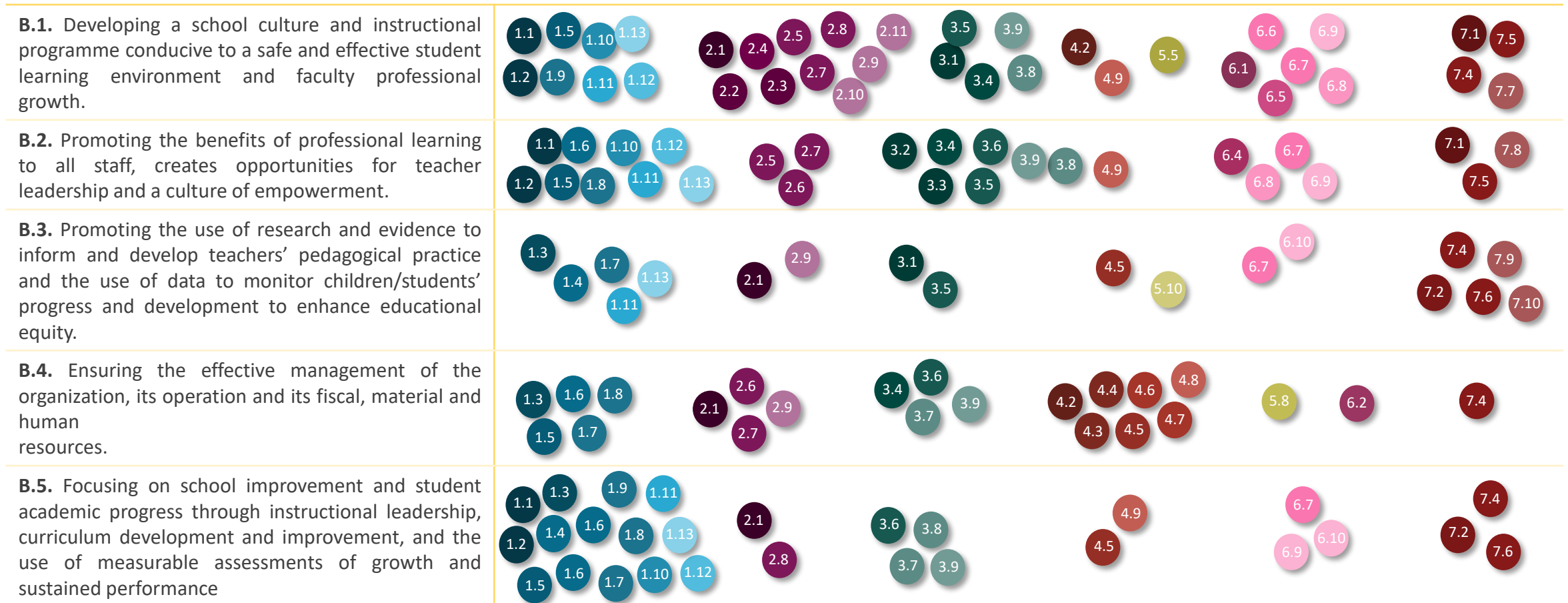


Figure 27. Relation of proposed standards with Virginia's ones

C) Understanding the legal, political and social contexts of effective leadership:

Relation to Findings: These leadership practices build upon the in-school improvement activities presented above and begin to expand the principal’s attention to connecting those efforts with the wider school community, as well as regional and national supports, legislation and other initiatives. This standard reflects our concern with several of the principal shortcomings reported in our findings, specifically principals’ lack of strategic orientation in leading their schools and, once again, the fact that they do not nurture relationships with stakeholders, in this case, those outside the school. Because they spend most of their time on administrative matters, rather than managing and leading through the development of work groups and building of partnerships, this standard encourages a more strategic, less insular approach to effective school leadership

Relation to Virginia Standards:

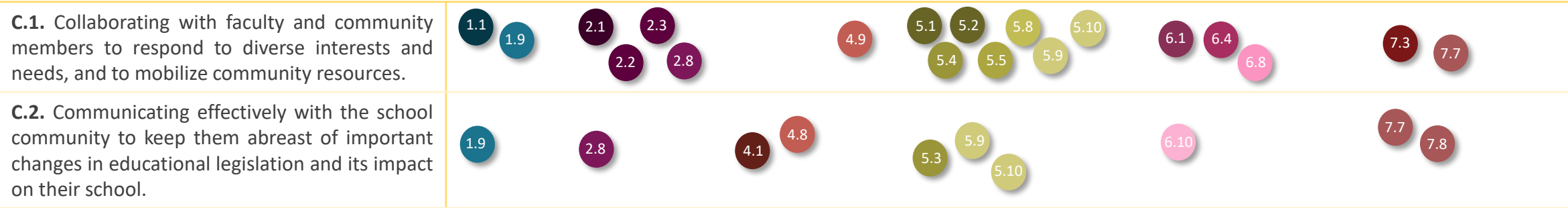


Figure 27. Relation of proposed standards with Virginia's ones

The School Leaders Programme

We propose the running of a professional taught Masters degree that would help the universities when developing programmes that would adequately prepare them for fulfilling the requirements of the Professional Evaluation Standards. Naturally, we are also including a number of courses that we consider fundamental to becoming and being a school leader that will leave an impact on the professional orientation of those following such a programme. Given that we are proposing professionalising recruitment we would see recruitment to Deputy Principalship/ Head of Department by fulfilling a number of requirements. The same is expected when one wants to further one's career to the principalship.

This course can be covered on a part-time basis over a two-year period. Naturally, as explained in other parts of this Report, the intent is get participants engaged in a variety of learning experiences. Furthermore, the focus is on enabling participants to explore and challenge their current understanding of leadership. Each study unit is aimed at enabling participants to discover the purpose of one's leadership, helping them to find the true leader inside them, enabling them to inspire and empower others as they engage with specific issues that help them unlock their full potential as leaders and human beings. Each study unit will be developed round a series of learning outcomes that are directly linked to the Professional Standards and the respective Indicators.

The same programme (or slightly modified) could be offered to those currently occupying the position of school leader and have no qualifications. We propose the running of a flexible programme that sees them engaging at particular periods in the year (e.g. the summer months; national holiday periods) that will not disrupt their current duties in schools. A blended approach could be used to facilitate participation.

In this manner, over a span of time, all school leaders would have a recognised qualification. The impact that such courses will have will surely bear fruition then in the years to come.

Professional Standard 1: Norms of personal and professional behaviour

Courses to be provided at masters level (EQF level 7):

- Study-Unit: Leadership Coaching
- Study Unit: Intrapersonal and Interpersonal Skills
- Study Unit: Leading with Emotional Intelligence
- Study-Unit: Study Visit Abroad.

Professional Standard 2: Leadership practices needed for school improvement

Courses to be provided at masters level (EQF level 7):

- Study-Unit: Nurturing Professional Learning Communities in Albanian schools
- Study-Unit: School Development and School Improvement Planning
- Study-Unit: Professional Development Models
- Study-Unit: Developing a whole-school Culture
- Study-Unit: Budgeting, Planning and Data Analysis
- Study-Unit: Teaching, Learning and Assessment
- Study-Unit: Leading Lesson Study
- Study-Unit: Action Research.

Professional Standard 3: Understanding the legal, political and social contexts of effective leadership

Courses to be provided at masters level (EQF level 7):

- Study-Unit: Studies in Educational Leadership and Management
- Study-Unit: Leadership Issues for School Improvement
- Study-Unit: Internal and External Review
- Study-Unit: Parent Participation and Community Involvement
- Study-Unit: Education and the Law.

Other study units:

- Study-Unit: Fundamentals of Educational Research
- Study-Unit: Applied Educational Research Methods
- Study-Unit: Digital Leadership.

CHAPTER 11.

DISCUSSION OF FINDINGS

Introduction

The main findings, unsurprising to those who know the Albanian educational system, is that currently most principals in Albania tend to be bureaucratic, closed -systems thinkers who lead primarily through transactional relations predicated on reward or punishment. They seem to recognize the importance of some aspects of Instructional Leadership but seem less than willing to distribute leadership responsibilities, especially to their administrative staff and as a result spend far too much time working alone engaged in managerial tasks and administrative issues that others can handle. This would free them to engage in matters which are central to school development namely instructional leadership, engaging with families and networking with other institutions in the community so as to enhance school improvement.

Our proposals aim to address this lacunae so as to place educational leadership at the centre of the reform process that would lead to enhance governance structures both within the schools and outside.

Our review shows that there is no clearly articulated process that presents how school leaders are prepared and supported throughout their career. It is our view that there is a rather laissez-faire stance on these components of leadership development. The current system allows candidates to self-select into preparation programmes that vary widely in content, duration and quality (see Table 6). Evaluation of programmes – both through internal quality assurance procedures within the respective institutions, and/ or external ones - have not been conducted. This makes it impossible to explore the perceptions of the course providers themselves.

Newly-appointed leaders are then allowed to sink or swim without receiving any form of ongoing support.

Our recommendations envisions a system which sees a strong partnership being established between the education authorities, course providers and regions who work actively to design a career pathway pipeline that sees to the recruitment, selection of future leaders, shaping preparation programmes both through the university institutions that are aligned to meet the standards set, and the introduction of a support system/network that helps both novice and experienced leaders in developing the needed skills, dispositions and attributes to take our schools forward.

High quality professional leadership

University courses need to have clear entry requirements that are linked with the career path that teachers can follow into leadership positions at school or regional level. These courses need to attract potential candidates who are aspiring to become leaders who have the desire and potential to become effective principals in schools. These courses need to be based on the nation's leadership standards that lead to specific learning outcomes that provide the knowledge, skills and competencies necessary to become effective leaders; engage with critical issues that are central to educational development such as equity, social justice, closing the achievement gap for different student groups; clinical practice; problem-based pedagogy, and a research and evidence-based content.

On the job evaluation and support

We recommend that the education authorities conduct principal performance evaluation that directly assess the degree to which the principal is developing the qualities closely tied to improving teacher and student achievement. Effective evaluation needs to reflect the country's leadership standards and measures the principal's ability to improve teaching and learning, to engage in the various and varied roles and responsibilities that shows a school that has clearly established aims and objectives, that is visionary in its outlook, that engages and empowers staff and other community members to take an active role in school matters. These evaluations need to provide school leaders with constructive feedback that lets them understand their strengths and areas for development/ improvement.

Naturally, school leaders will need to be provided with adequate support so that the targets set both for personal and professional development can be actually addressed. Similarly, novice school leaders and deputy principals need to receive ongoing professional development that can take different forms such as mentoring; job shadowing; professional courses/seminars/workshops; attendance at regional and national conferences; study visits to other regions and foreign countries; and other possibilities. All this points to the need of creating alignment between the varied institutions that can play a role in ensuring that top quality courses are offered; that provision is made to ensure that all school leaders are supported once they take up leadership positions; that looks into succession planning as a crucial component in the creation of a sustainable system for school leaders in Albania.

Existing preparation pathways

This study has shown that most universities are providing some form of course for school leaders and/or prospective ones. The courses that are currently undertaken prepare candidates for potential positions of leadership when they arise.

We attempted to undertake a review of current courses offered by looking at the evaluations that have been undertaken by the respective universities to ensure that candidates following such programmes are satisfied with the quality and level of preparation as the course unfolds. However, no such reviews have been undertaken. This shows a lack of effective internal quality assurance procedures which need to be in place and essential if course providers want to improve their courses based on feedback of the participants.

Support of School Principals

In large contrast to the field of preservice preparation of school leaders, support for newly-appointed leaders has been rather fragmented in nature and less studied. The move towards the setting of standards for school leaders necessitates an interest in what can be done with the existing cadre of school leaders – both novice and experienced ones. Given the literature that links school leaders to student performance (e.g. Hallinger & Heck, 1996; Leithwood et al., 2004; Leithwood et al., 2010; Louis, 2015) and the studies on the growing stress levels and burnout of school leaders (e.g. Beusaert, Froehlich, Devos & Riley, 2016; Federici & Skaalvik, 2012) it is imperative that this area is given its due importance. The transition into the job so that promising leaders are not prematurely discouraged is essential. Therefore, having the right support systems in place for current deputy leaders and novice school leaders, linked to principal evaluation that identifies specific areas for development is deemed essential.

Support can be varied and different in different regions according to existing and potential future resources. However, there are some special support structures that are indeed helpful and could enlighten the discourse between the partners so as to ensure that novice and existing leaders are provided with support that can leave not only an impact on them as individuals but also professionally in the way they execute their roles. The type of support can involve the use of mentoring schemes that would see more experienced leaders supporting novice leaders both within their own schools or region. Naturally, this would entail building the capacity of those who are to serve as mentors. Not all school leaders can serve as mentors. Therefore, the education authorities would need to ensure that organisations come together to build the regional capacity to support new school principals. The region could invest in the development of mentors that would work alongside a number of school leaders. Naturally, such personnel would need to be adequately trained to take on such a delicate role.

Job shadowing of exemplary leaders together with coaching and mentoring would also be worth considering given that this involves little to no financial investment. Other forms of networking could be encouraged as school leaders meet formally and informally to discuss issues. Our survey results confirm that school leaders wish to come together both formally and informally so as to address personal and professional needs. This is

encouraging news as it helps to highlight genuine interest to grow and become more effective in their role. And, as the country moves towards developing and enhancing the evaluation systems, it will be critically important that it systematically connects evaluation feedback with support.

Partnerships in Preparation and Support

The international literature (e.g. Darling-Hammond et al., 2007; Orr et al., 2010) shows that various types of collaboration can exist, namely equal partnership, co-operation and negotiation, and ongoing communication. The type of working relationships that can be pursued very much depends on the level of maturity that exists between the different stakeholders. We promote the establishment of a strong working relationship. We urge the education authorities to build a web of relationships with institutions and organisations that provide leadership programmes that would help to strengthen and give meaning to current provision. And most importantly, to give meaning to the role of the leader.

We found evidence that few to no links are currently operating in Albania. The review showed that universities whilst not discussing or developing their courses after due consultation with the education authorities, does avail of the services of regional staff and school staff to give input in the various courses provided. These can be described as enabling conditions that can contribute to beneficial partnerships. Interviewees said that having specific agreements brings useful clarity to roles and responsibilities that the different stakeholders can undertake. The current system sees the university deciding the way the relationship takes its course, with regional and school staff being invited to take part in pre-established courses. Interviewees said that having specific agreements between institutions would help to establish and strengthen the roles and responsibilities that the different parties can bring to the development of courses that are more in line with the requirements of the educational system and the leaders' standards. This would mean that institutions and the education authorities would come together to articulate clearly defined roles and responsibilities from the beginning of the partnership. Occasional communication is not enough for a partnership to be established. This will require time and effort so that the necessary climate is established based on trust and mutual respect. This is necessary if we wish to achieve our goals.

Creating Incentives

The establishment of standards is a move in the right direction but prior to the standards we would like to highlight the importance of introducing state certification requirements. These would help to create some incentive for partnership between the education authorities and course providers. In this way, Albania would come to a situation where university programmes are a mandatory part of the preparation pathway. The fact that universities actually prepare many of the teacher graduates it is in their interest to influence programmes at all levels of the teacher career continuum.

None of the course reviewed have what is known as clinical placements, that is opportunities for prospective school leaders to conduct job shadowing, visit other schools locally, conduct school visits abroad, etc. Such opportunities would help to strengthen the quality of the programmes and the potential of the candidates as they gain through practical experiences locally and internationally.

Summary

The review showed that there was limited to no serious effort put into forging partnerships. None of the regions provide their own programmes and no attempts at communicating and collaborating with external partners leading to programme adaptations were noted.

Much can be achieved through genuine partnerships being established. The education authorities can create substantive partnerships with a number of universities and initial steps taken to align their curricula with the nation's leadership standards. Such opportunities to share their thinking about leadership competencies would only help to strengthen the programmes and the experiences that school leaders can go through and this will lead towards strengthening the Leadership Pipeline in the whole country. Connecting standards with principals' initial training may offer a two-way street between the state's standards and the programmes being offered for potential school leaders. The process of standards development may draw on the knowledge of such programme organisers/partner institutions; and the standards are expected to shape expectations for candidates and the initial school leaders curriculum. In this way, the link between standards and the professional learning at the different stages of the school leaders career path – pre post, induction and ongoing – are firmly established. Such partnerships can then lead to school leader licensure. In this way, we can have universities offering specific programmes leading to the required academic credentials for the post; then licensure can be offered by the state through programmes that can be offered once prospective principals are functioning as deputy principals which could see the state in conjunction with universities or a specific centre designated with this responsibility, to offer ongoing practical courses for those serving as novice leaders and the more seasoned ones who need ongoing support.

References

- Beausaert, S., Froehlich, D.E., Devos, C. & Riley, P. (2016). Effects of support on stress and burnout in school principals. *Educational Research*, 58(4), 347-365, DOI: 10.1080/00131881.2016.1220810
- Darling-Hammond, L., Meyerson, D., LaPointe, M. & Orr, M.T. (2010). *Preparing Principals for a Changing World*. San Francisco, CA: Jossey-Bass.
- Federici, R.A., & Skaalvik, E.M. (2012). Principal self-efficacy: relations with burn out, job satisfaction and motivation to quit. *Social Psychology of Education*, 15(3), 295-320.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. New York: The Wallace Foundation. Available at www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf

Leithwood, K., Harris, A. & Strauss, T. (2010). *Leading School Turnaround*. San Francisco, CA: Jossey-Bass.

Louis, K.S. (2015). Linking leadership to learning: state, district and local effects. *NordSTEP*, 1(3), 7-17.

Orr, M.T., King, C., & LaPointe, M. (2010). *Districts developing leaders: lessons on consumer actions and program approaches from eight urban districts*. Boston: Education Development Center, Inc.

CHAPTER 12.

RECOMMENDATIONS

Preparation and Development of School Leaders

This set of recommendations focuses on the Albanian education authorities responsibility to ensure that a system is in place so that those institutions that wish to be involved in the design, development and implementation of courses for potential and practising school leaders follow the national guidelines and legal notices that may come out to ensure that the profession is safeguarded.

THE EDUCATION AUTHORITIES NEED TO:

1. Develop a National Leadership Policy that:

- a. Ensures that those institutions that wish to be involved in running academic and professional courses for potential and existing school leaders respect the National Evaluation Standards.
- b. Establishes partnerships between the institutions and the education authorities.
- c. Professionalise the recruitment of school leaders from teaching grades with clear national criteria.
- d. Ensures that a Framework for Principal Licensure is in place.

2. Engage with the educational institutions so as to provide academic/professional courses on the basis of the proposed national evaluation standards.

- a. Ensure that the courses contain specific features that cut across all courses being offered. These are to include research, internships and mentoring.
- b. Introduce quality assurance procedures within the programmes to allow for both internal and external review.

Training Policy

Recruitment of School Leaders

This set of recommendations are aimed at establishing the principles of sustainability and succession planning within the recruitment system for school leaders. This will help to guarantee a sound system for the support and professional development of school leaders before, during and after they have joined a leadership path.

1. Develop a Leadership Pipeline by introducing a three-tier approach to leadership training and development:

- a. Pre-service
- b. Induction
- c. In-service.

2. Entry into Leadership positions in Schools.

Career Development at the Pre-service stage: (Deputy Principal/ Head of Department)

Pre-requisites:

5 years teaching experience

Postgraduate diploma

National exam.

Other determinants:

Motivational letter

Portfolio

Interview.

Career Development at the Pre-service stage:

Pre-requisites for the post of:

4 years experience in the post of Deputy Principal/ Head of Department

Postgraduate degree: masters level

National exam.

Other determinants:

Motivational letter

Portfolio

Interview.

Career Development at the Induction stage.

CPD experiences:

Job shadowing/ Internships

Networks

Seminars.

Career Development at the In-service stage.

CPD experiences:

Networks

Seminars

Critical friends

Conferences

Study visits abroad.

CPD for Existing School Principals

School principals currently in positions of leadership to be encouraged to take on CPD courses that could lead to certification at least at Diploma level. This will ensure that over a period of time all or most principals will have received/are receiving CPD courses.

1. **School Principals** are to be offered the opportunity to follow training using a CPD model that are flexible in nature and can be covered over a longer span of time. Such courses would be relevant for the ongoing professional development and linked to specific Evaluation Standards.
2. Those currently occupying the post of **Deputy Principal/Head of Department** will be encouraged to follow the postgraduate diploma/Masters degree.

Evaluation Standards for School Principals

Given the state of development in Albania we propose a set of three Performance Standards and ten indicators that go with them. Naturally, as the state of education development improves the Standards and Indicators that go with them can be reviewed and developed. For the time being we feel that this would represent a good start.

1. The following Evaluation Standards are being proposed:

a. Norms of Professional Behaviour for School Leaders,

- i. Based on the core values of integrity, fairness and ethical behaviour, school leaders act in a professional manner that can build faculty and community relational trust.
- ii. School leaders can articulate a vision and set the direction for school improvement, and influence teachers and the larger community to share that vision and follow in that direction.
- iii. School leaders manage themselves well and use ethical practices and social skills to deal with situations. They communicate, negotiate, collaborate and advocate effectively and relate well with all members of the school community.

b. Leadership Practices Needed for School Improvement

- i. Developing a school culture and instructional programme conducive to a safe and effective student learning environment and faculty professional growth.
- ii. Promoting the benefits of professional learning to all staff, creates opportunities for teacher leadership and a culture of empowerment.
- iii. Promoting the use of research and evidence to inform and develop teachers' pedagogical practice and the use of data to monitor children/students' progress and development to enhance educational equity.
- iv. Ensuring the effective management of the organization, its operation and its fiscal, material and human resources.
- v. Focusing on school improvement and student academic progress through instructional leadership, curriculum development and improvement, and the use of measurable assessments of growth and sustained performance.

c. Understanding the Legal and Social Imperatives of Effective Leadership.

- i. Collaborating with faculty and community members to respond to diverse interests and needs, and to mobilize community resources.
- ii. Communicating effectively with the school community to keep them abreast of important changes in educational legislation and its impact on their school.

2. **The proposed Evaluation Standards for School Principals need to influence the course design, development of study units, and pedagogies of learning of the courses that are being proposed.**
3. **Regional Inspectors and other officials entrusted with the support and monitoring of school improvement to be provided with CPD opportunities in specific areas related to the Evaluation Standards.**
4. **Regional Inspectors and other officials need to be in possession of postgraduate qualifications in order to provide support that will genuinely leave an impact on the schools.**

University Courses for School Leaders

1. Universities and other institutions interested in developing courses for school leaders will need to ensure that they endorse the Evaluation Standards for School Principals and need to establish a Memorandum of Understanding with the education authorities to ensure that their course/s are recognised by the State.
2. The Principal Pipeline that determines the type of courses that prospective school leaders are to follow are to be respected by such institutions.
3. The proposed courses and the study units that are to be covered within the courses on offer have to be respected by those institutions that wish to provide said qualification. A certain amount of latitude is to be allowed so that each institution's uniqueness can come out.
4. Leadership preparation courses need to include research based course content, curricular coherence, field-based internships, problem-based learning strategies, team building opportunities, mentoring, and collaboration between the university and the school.
5. Quality Assurance dimension.
Courses need to be reviewed both internally and by recognised external bodies/individuals as a main feature for accreditation and evaluation purposes.
 - a. Board of Studies need to be set up and they would need to meet on a regular basis (at least twice a year) so as to review feedback of those directly involved in running the programme.
 - b. Course participants are invited to evaluate each study unit. This feedback is to feed into the reviews being conducted.
 - c. External quality assurance to be introduced after a second cycle so that the input of leadership experts is taken into consideration. Their input would lead towards the improvement of said courses.
 - d. We propose that universities engage with foreign experts to review the introduction of such courses as they are submitted for internal verification and accreditation. These could also serve, from time to time, as critical friends to the institutions.

Reviewing the role of School Leaders

This set of recommendations are presented since for the Evaluation Standards and Indicators to leave the desired impact there is the need to review the roles and responsibilities that school leaders are currently expected to fulfill. We recommend that:

1. A review of the current job description of school leaders (principals, deputy principals and Heads of Department) is undertaken in line with the proposed Evaluation Standards and the findings of this report.
2. School leaders engage in fora (e.g. workshops, discussions) to address their current perceptions about their roles and responsibilities, challenges they are facing in order to help the education authorities link reform policies, governance and accountability expectations. This could be seen as a form of CPD that can eventually lead to:
 - Revised job description on the bases of current and future expectations.
 - Reviewed governance structures that can lead to more opportunities for schools and school leaders to take an active and engaging role in leading their schools forward.

Governance

The best trained leaders in the world are unlikely to succeed or last in a system that too often is focused on greater levels of accountability whilst retaining control of school improvement. It requires state and regional policies that are aimed at providing the conditions, the authority and the incentives leaders and their teams need to be successful in lifting the educational fortunes of all children. For this reason we also recommend that:

1. Governance structures are reviewed to ensure that schools become more responsible and accountable for school improvement.
2. Schools are given greater latitude to determine policies which are central for school improvement.
3. Support structures are in place to ensure that schools, especially those facing difficulties, are provided with ongoing support to address issues that may hinder the growth of students and teachers alike.

Bylaws and Administrative Acts Recommendations

A) New Bylaws / Administrative Acts

Below there are a series of recommendations for new bylaws / administrative acts for the Ministry of Education, Sports and Youth:

1. Instruction "On the Functioning of the Initial and Continuing Professional Training System of Heads of Educational Institutions of Pre-University Education"

This instruction should contain:

- a. the purpose of initial and continuing professional training for heads of educational institutions of pre-university education;
- b. forms of professional formation and development;
- b. types of training;
- c. the amount of credits for each training program;
- d. conditions and selection criteria for principals / deputy principals and those aspiring to the position of principal and vice principal to be admitted to the initial and professional development program
- e. the application procedure for competition in the training program;
- f. rules for accreditation of training programs provided by the School of Principals;
- g. rules for certification exam provided by the School of Principals;
- h. rules for appealing for the selection procedures and results and for the result of the certification exam;
- i. rules for issuing the certificate and its validity;
- j. rules for monitoring the system of initial and continuing professional training of the heads of educational institutions of pre-university education.

2. Instruction on the training of inspectors who will inspect the performance of the school heads

- a. the purpose of training of inspectors who will inspect the performance of the heads of educational institutions of pre-university education;
- b. forms and types of training;
- c. the amount of credits for each training program;
- d. conditions and criteria for selection of inspectors to be admitted to the training program;
- e. the application procedure for competition in the training program;
- f. rules for accreditation of training programs for inspectors;
- g. rules for certification exams for inspectors;
- h. rules for appealing for the selection procedures and for the result of the certification exam
- i. rules for issuing the certificate and its validity;
- j. rules for monitoring the training system of inspectors.

3. Instruction on the selection criteria of HEIs or other entities that will cooperate with School of Principals to fulfil its mission (based on point 10 / d of DCM no.540, date 19.9.2018)

4. Order for the approval of the Training Program for initial formation of school principals and vice principals (based on point 7, 10 / b of DCM No. 540, dated 19.9.2018)

5. Order for the approval of the Training Program for the continuous professional development of school principals and vice principals (based on point 7, 10 / b of DCM No. 540, dated 19.9.2018)
6. Order for the approval of the Training Program for inspectors that will to evaluate the performance of school heads (based on point 14 of the DCM No. 540 dated 19 September 2018)
7. Order for the approval of the Regulation of the School of Directors "On the professional development and qualification of the principals, vice principals of the institutions of pre-university education in Albania" (based on the 11th item of DCM no.540, date 19.9.2018)

A) Bylaws / Administrative Acts – Recommended to be Abolished

1. Order 467, dated 15.09.2016 "On the approval of performance standards and evaluation criteria for school principals", as a new set of performance standards for school directors is proposed
2. Order No. 418, dated 11.08.2016 "On the approval of the regulation of professional development and the qualification of the heads of educational institutions in the pre-university education system", as it is conflicts the Law no. Nr. 48/2018 "On some amendments to the Law no. 69/2012, "On the pre-university education system in the Republic of Albania", amended and the DCM no. 540, dated 19.9.2018

A) New Bylaws / Administrative Acts – Recommended to be Changed

1. Instruction no. 1, dated 20.01.2017 "On the functioning of the continuous professional system of education employees" recommended to be changed by focusing only on the continuous professional development of teachers
2. Instruction no. 57, dated 19.09.2013 "On the appointment and dismissal procedures of the principal of the institution of public education" recommended to be changed, taking into account the Law no. Nr. 48/2018 "On some amendments to the Law no. 69/2012, "On the pre-university education system in the Republic of Albania", amended, and the DCM No. 540, dated 19.9.2018
3. Instruction No. 58, dated 12.11.2013 "On the procedures for the appointment and dismissal of the vice principal of the public education institution", recommended to be changed taking into account the Law no. Nr. 48/2018 "On some amendments and amendments to the Law no. 69/2012, "On the pre-university education system in the Republic of Albania", amended, and the DCM No. 540, dated 19.9.2018
4. Normative Provisions for the pre-university education system 2013, amended, recommended to be changed taking into account Law no. Nr. 48/2018 Nr. 48/2018 "On some amendments and amendments to the Law no. 69/2012, "On the pre-university education system in the Republic of Albania", amended, and the DCM No. 540, dated 19.9.2018

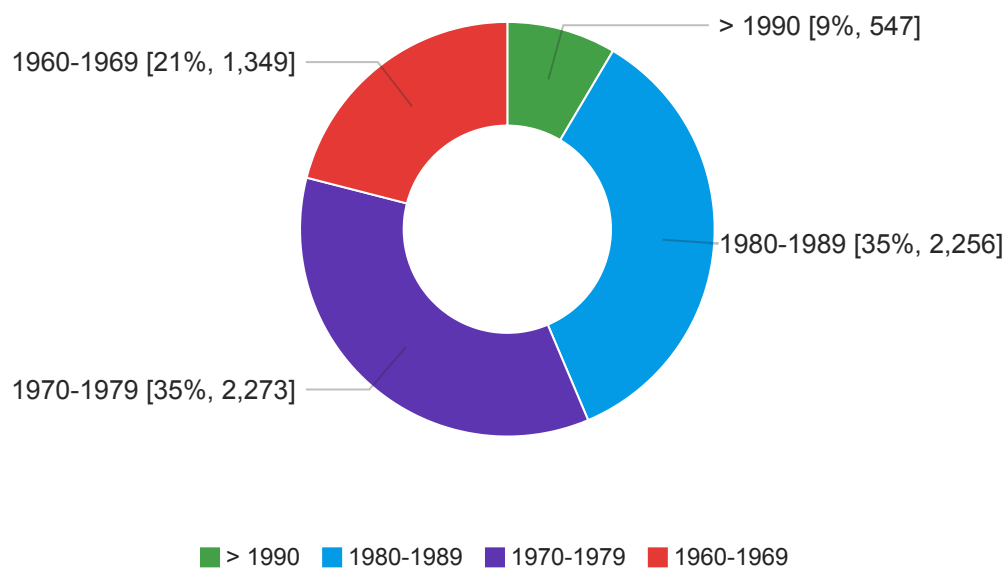
Annex 1

Pyetësori i Mësuesve

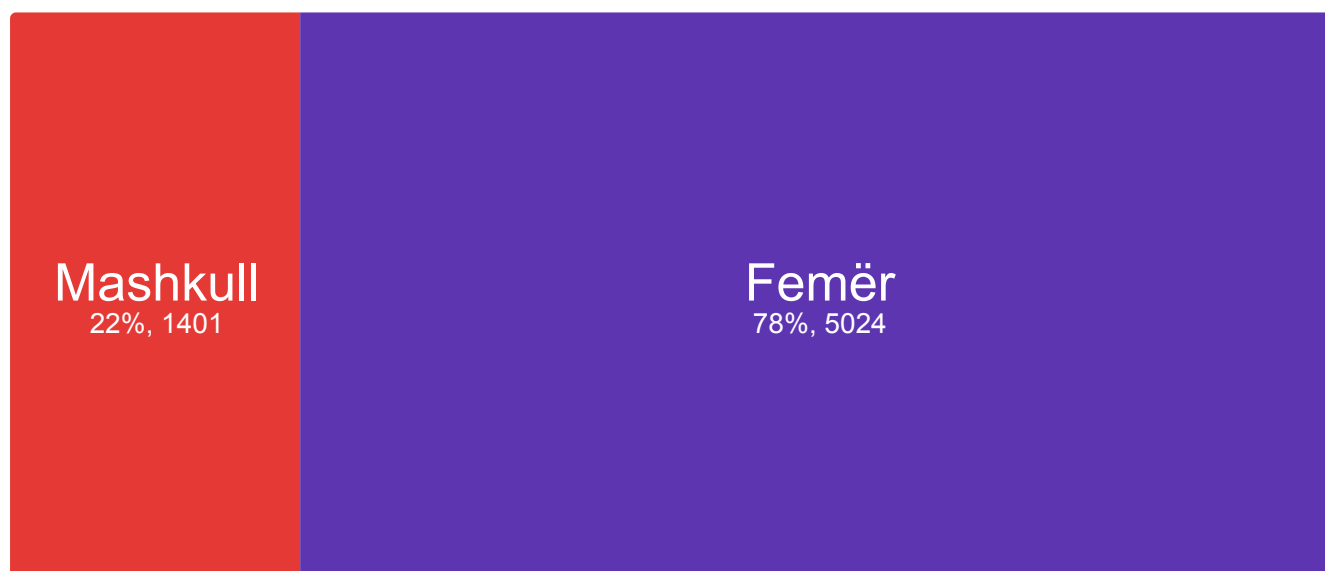
Numri i përgjigjeve



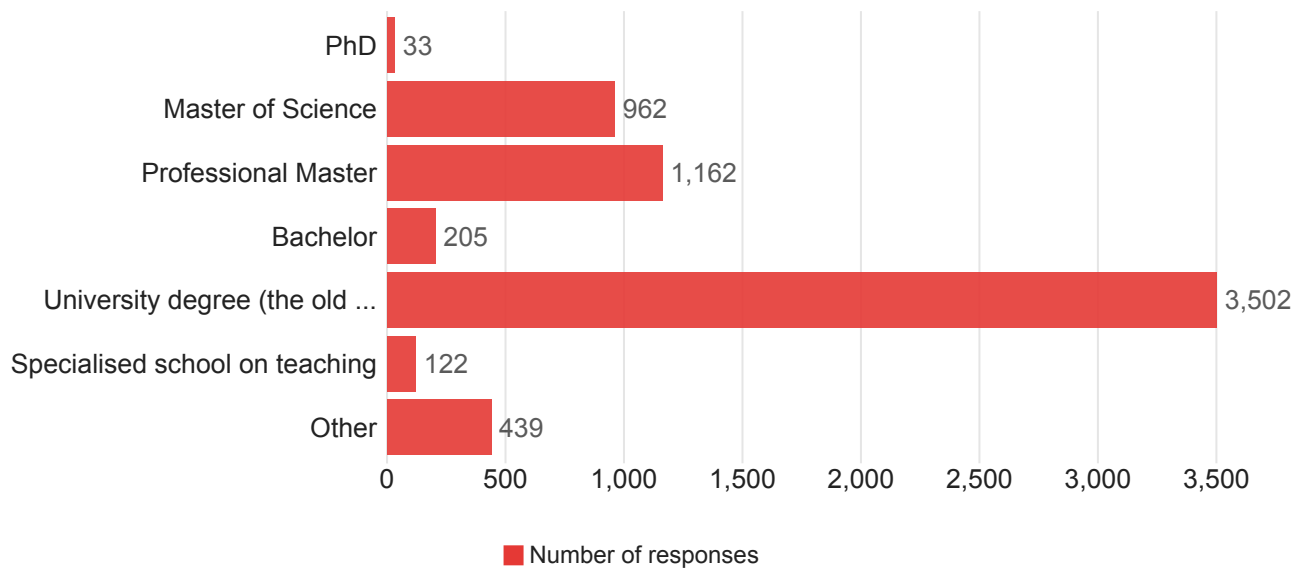
Viti i lindjes:



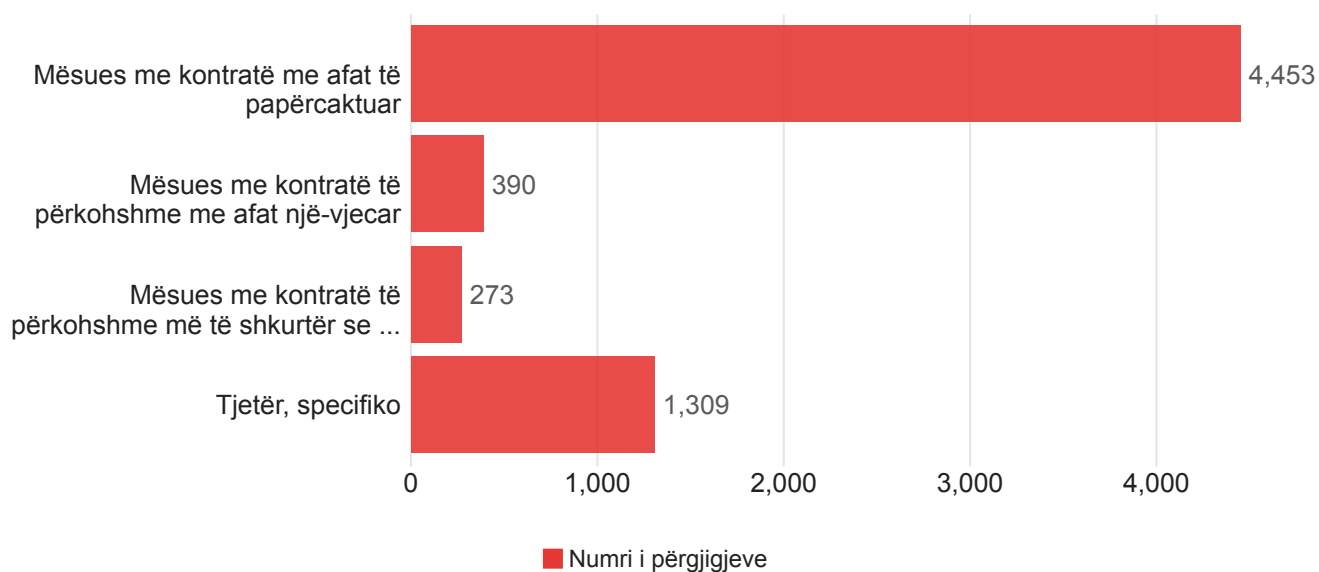
Gjinia:



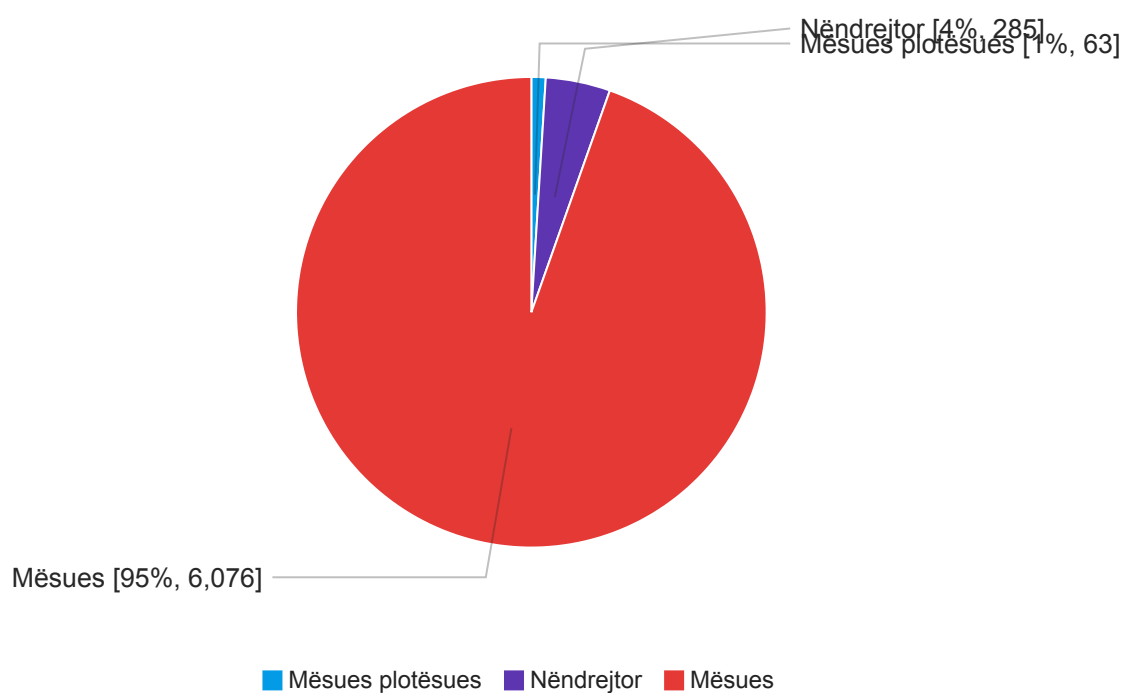
Kualifikimi më i lartë i fituar nga mësuesit:



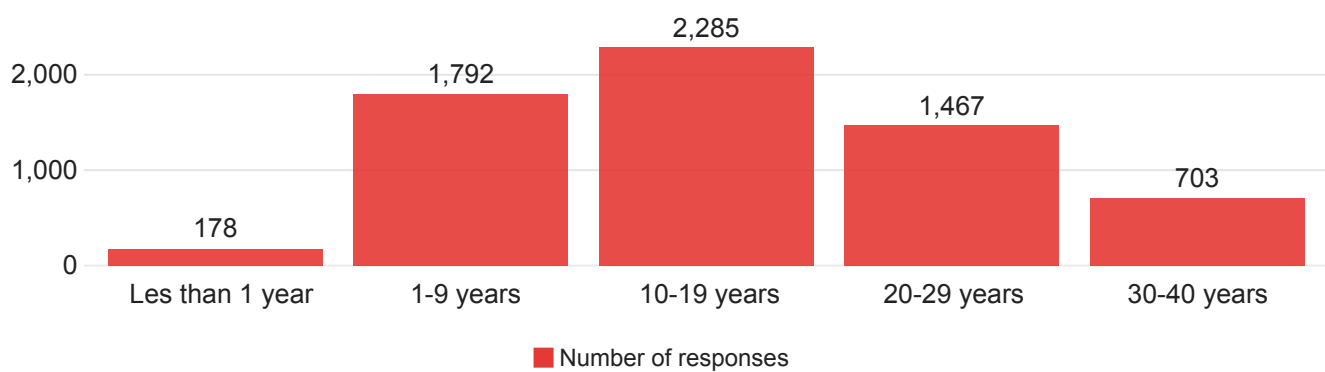
Marrëdhënia e punës në vitin aktual shkollor:



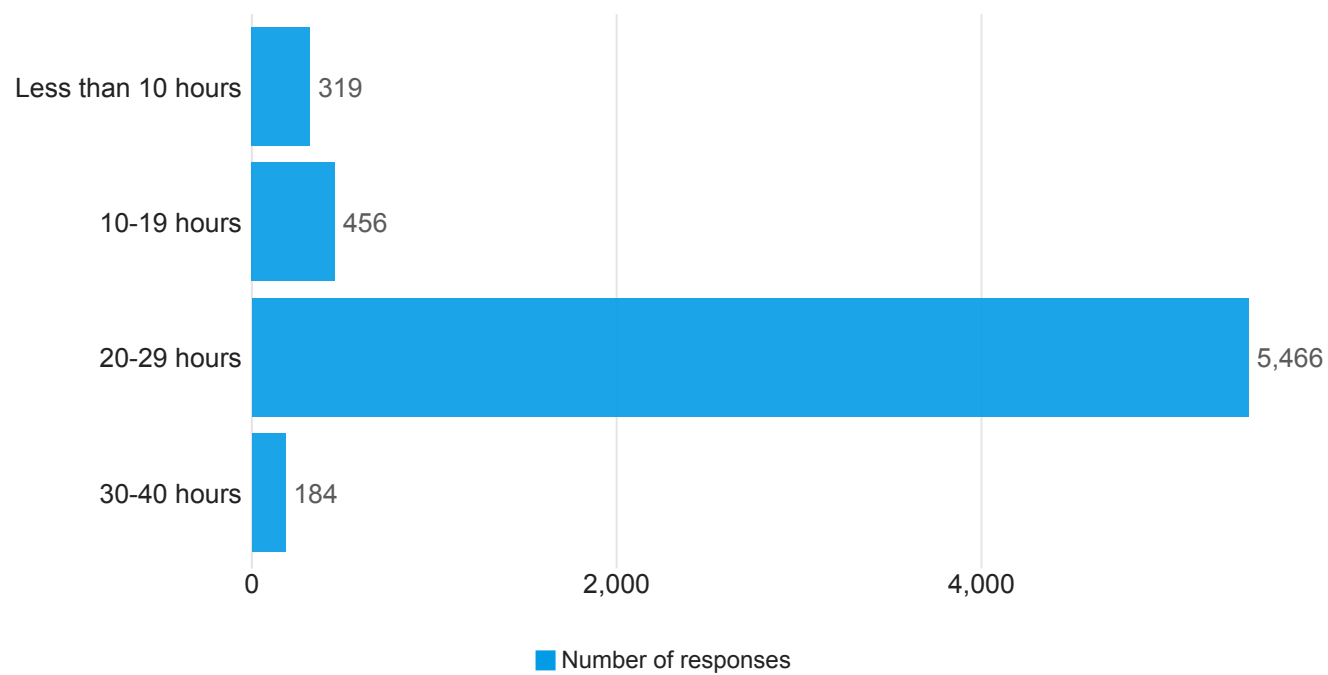
Roli në shkollë:



Vite pune si mësues:



Orë mësime në javë:



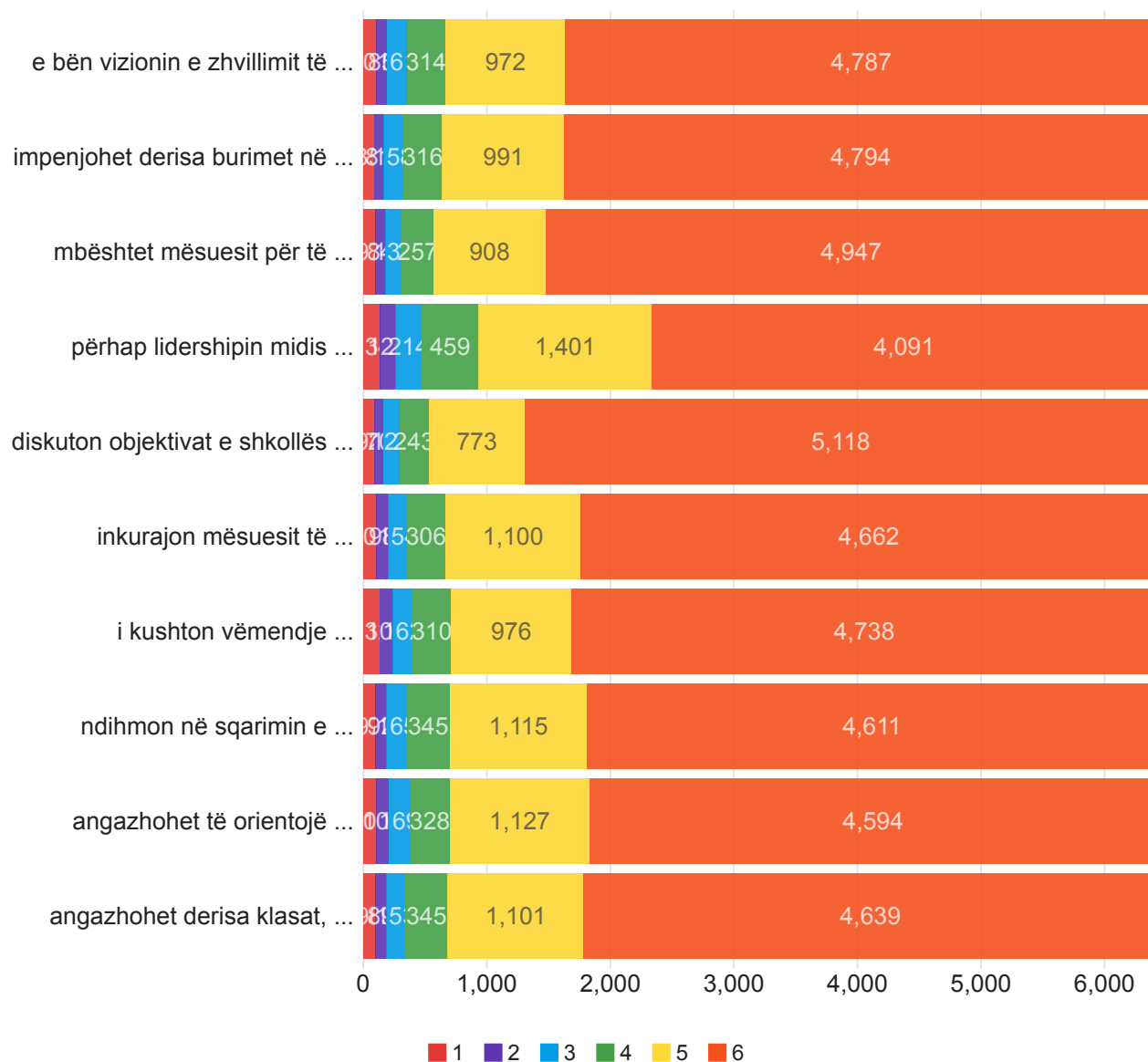
SEKSIONI I PARË: PERCEPTIMI I MËSUESVE MBI LIDERSHIPIN E DREJTORIT TË SHKOLLËS

A. DREJTIMI STRATEGJIK

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...



Field	1	2	3	4	5	6
e bën vizionin e zhvillimit të shkollës të qartë dhe të kuptueshëm, duke siguruar një ndjenjë qëllimi të përbashkët	106	85	161	314	972	4,787

impenjohet derisa burimet në dispozicion të përdoren në mënyrë të qëndrueshme me objektivat e shkollës	85	81	158	316	991	4,794
mbështet mësuesit për të kuptuar lidhjen midis objektivave të shkollës dhe udhëzimeve që vijnë nga autoritetet lokale dhe kombëtare	97	84	132	257	908	4,947
përhap lidhshimin midis mësuesve, duke theksuar më së shumti aftësitë dhe kapacitetet e koordinimit të pranishme në shkollë	134	126	214	459	1,401	4,091
diskuton objektivat e shkollës dhe strategjitë me mësuesit në takime dhe mbledhje	92	70	129	243	773	5,118
inkurajon mësuesit të reflektojnë nëse qëllimet individuale profesionale janë në përputhje me objektivat dhe prioritetet e shkollës	105	98	154	306	1,100	4,662
i kushton vëmendje mendimeve të mësuesve për problemet e hasura në ndjekjen e objektivave të shkollës	132	107	162	310	976	4,738
ndihmon në sqarimin e domethënies specifike të objektivave të shkollës në aspektin e implikimeve praktike për kurrikulën dhe mësimdhënien	97	92	165	345	1,115	4,611
angazhohet të orientojë mësuesit drejt objektivave ambiciozë për të përmirësuar të nxënësit e nxënësve	105	102	169	328	1,127	4,594
angazhohet derisa klasat, departamentet dhe grupet e tjera të përcaktojnë qëllimet për përmirësimin real të mësimin dhe në përputhje me vizionin e zhvillimit të shkollës	98	89	153	345	1,101	4,639

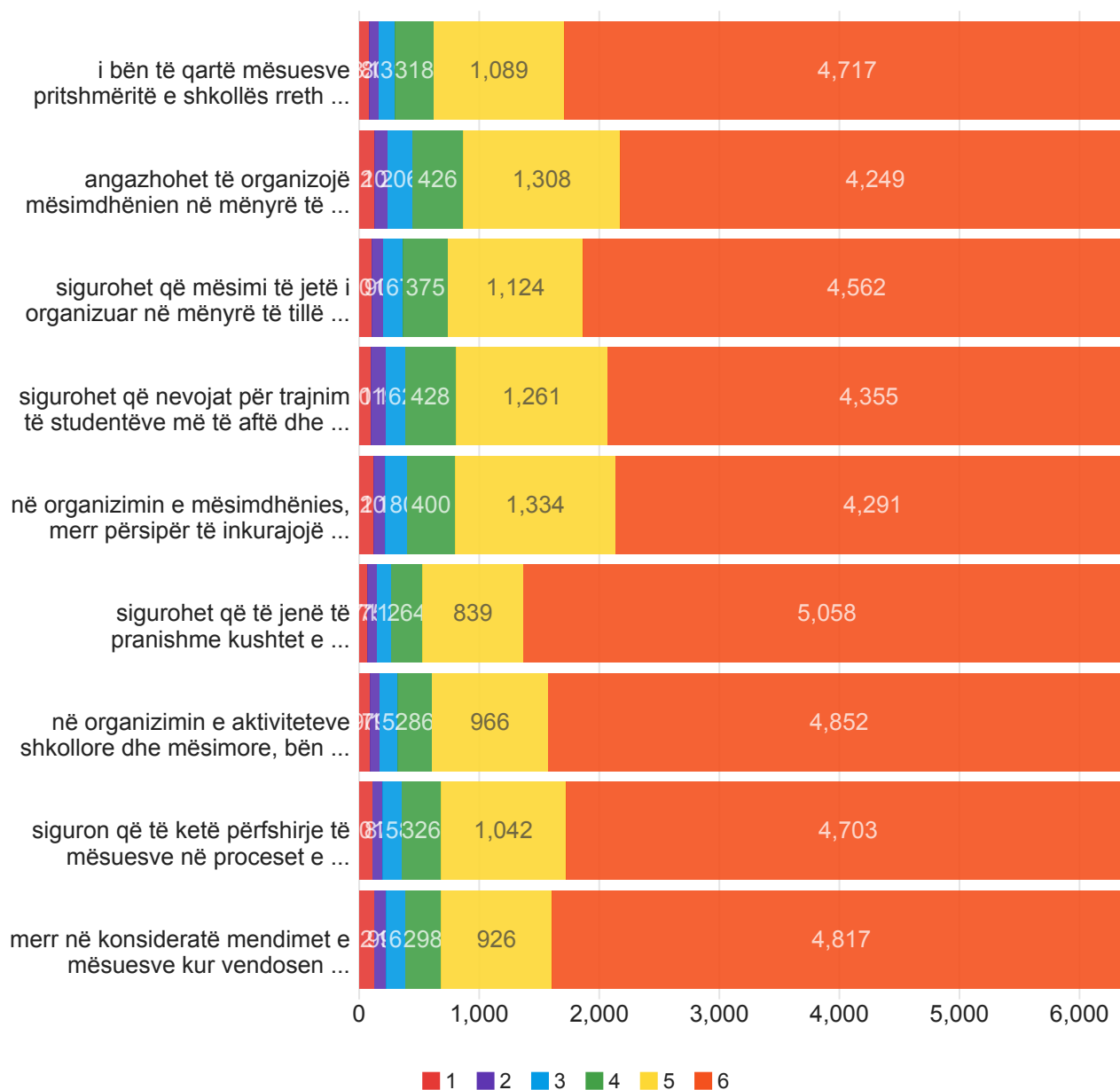
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
e bën vizionin e zhvillimit të shkollës të qartë dhe të kuptueshëm, duke siguruar një ndjenjë qëllimi të përbashkët	1.00	6.00	5.54	0.99	0.99	6425
impenjohet derisa burimet në dispozicion të përdoren në mënyrë të qëndrueshme me objektivat e shkollës	1.00	6.00	5.56	0.95	0.91	6425
mbështet mësuesit për të kuptuar lidhjen midis objektivave të shkollës dhe udhëzimeve që vijnë nga autoritetet lokale dhe kombëtare	1.00	6.00	5.59	0.95	0.90	6425
përhap lidhshirin midis mësuesve, duke theksuar më së shumti aftësitë dhe kapacitetet e koordinimit të pranishme në shkollë	1.00	6.00	5.36	1.11	1.22	6425
diskuton objektivat e shkollës dhe strategjitë me mësuesit në takime dhe mbledhje	1.00	6.00	5.63	0.92	0.85	6425
inkurajon mësuesit të reflektojnë nëse qëllimet individuale profesionale janë në përputhje me objektivat dhe prioritetet e shkollës	1.00	6.00	5.52	1.00	1.00	6425
i kushton vëmendje mendimeve të mësuesve për problemet e hasura në ndjekjen e objektivave të shkollës	1.00	6.00	5.51	1.05	1.11	6425
ndihmon në sqarimin e domethënies specifike të objektivave të shkollës në aspektin e implikimeve praktike për kurrikulën dhe mësimdhënien	1.00	6.00	5.51	0.99	0.99	6425
angazhohet të orientojë mësuesit drejt objektivave ambiciozë për të përmirësuar të nxënërit e nxënësve	1.00	6.00	5.50	1.01	1.03	6425
angazhohet derisa klasat, departamentet dhe grupet e tjera të përcaktojnë qëllimet për përmirësimin real të mësimin dhe në përputhje me vizionin e zhvillimit të shkollës	1.00	6.00	5.52	0.99	0.97	6425

B. ORGANIZIMI I MËSIMDHËNIES

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...



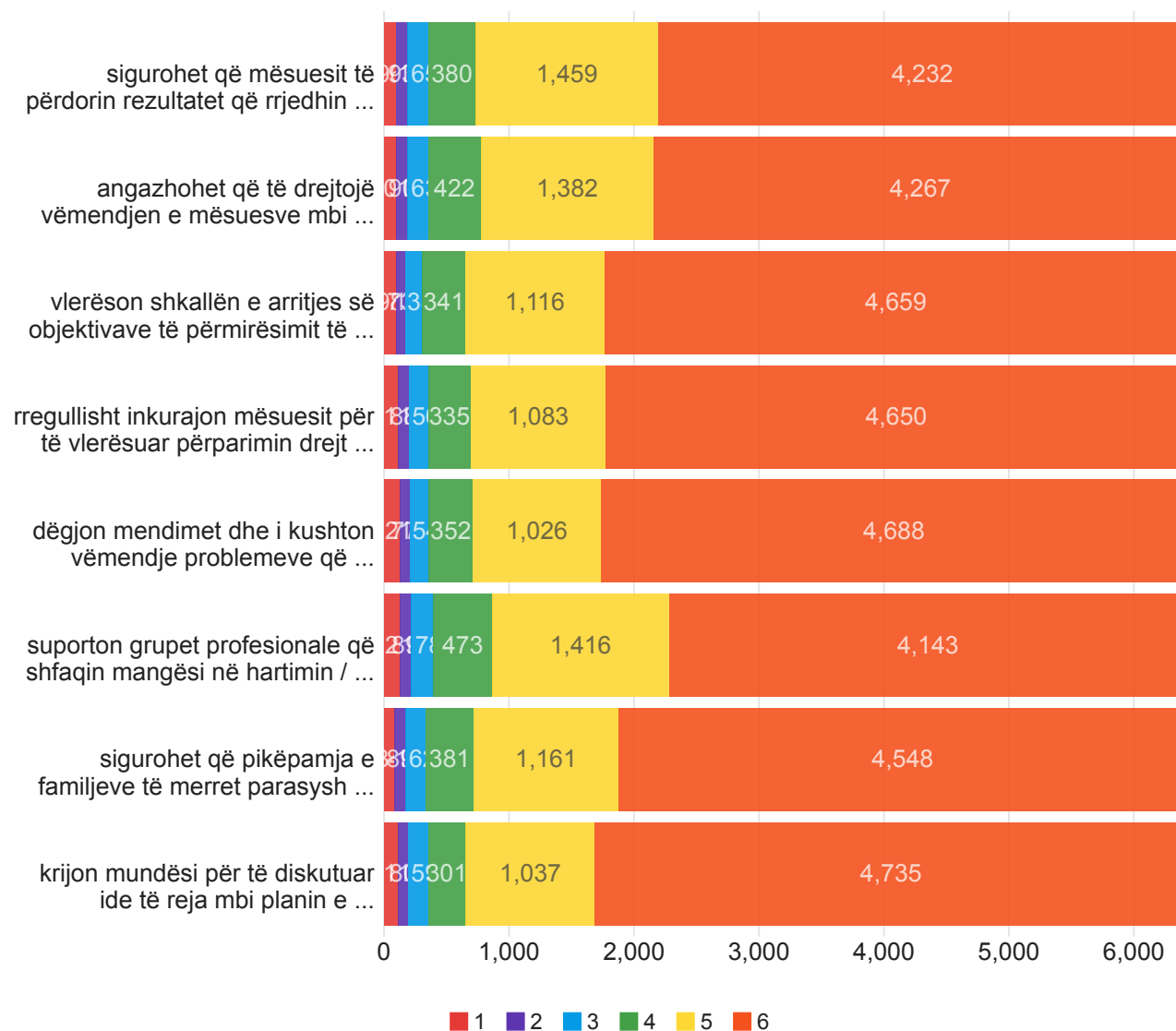
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
i bën të qartë mësuesve pritshmëritë e shkollës rreth roleve dhe përgjegjësi në zhvillimin e aktiviteteve didaktike	1.00	6.00	5.55	0.94	0.88	6425
angazhohet të organizojë mësimdhënien në mënyrë të tillë që të ketë metoda homogjene të mësimdhënies	1.00	6.00	5.40	1.08	1.17	6425
sigurohet që mësimi të jetë i organizuar në mënyrë të tillë që të ketë punë në grupe dhe koordinim ndërmjet mësuesve	1.00	6.00	5.49	1.01	1.02	6425
sigurohet që nevojat për trajnim të studentëve më të aftë dhe atyre me vështirësi më të mëdha të merren parasysh në organizimin e aktiviteteve mësimore	1.00	6.00	5.44	1.03	1.06	6425
në organizimin e mësimdhënies, merr përsipër të inkurajojë ndryshimet e nxitura nga mësuesit	1.00	6.00	5.43	1.05	1.10	6425
sigurohet që të jenë të pranishme kushtet e nevojshme për kuptimin e udhëzimeve nga Ministria, urdherave, qarkoreve, vendimeve specifike nga DAR / ZA, etj., në programin mësimor dhe në aktivitetet edukative të shkollës	1.00	6.00	5.63	0.89	0.79	6425
në organizimin e aktiviteteve shkollore dhe mësimore, bën të qartë rolin e koordinatorëve (p.sh. nëndrejtorëve, koordinatorët e klasave, etj.)	1.00	6.00	5.57	0.95	0.90	6425
siguron që të ketë përfshirje të mësuesve në proceset e vendimmarrjes në lidhje me mësimdhënien si edhe në projektet dhe iniciativat e tjera shkollore	1.00	6.00	5.52	1.00	1.00	6425
merr në konsideratë mendimet e mësuesve kur vendosen veprimet që ndikojnë në mësimdhënie	1.00	6.00	5.53	1.03	1.06	6425

C. VETËVLERËSIMI DHE PËRMIRËSIMI

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...



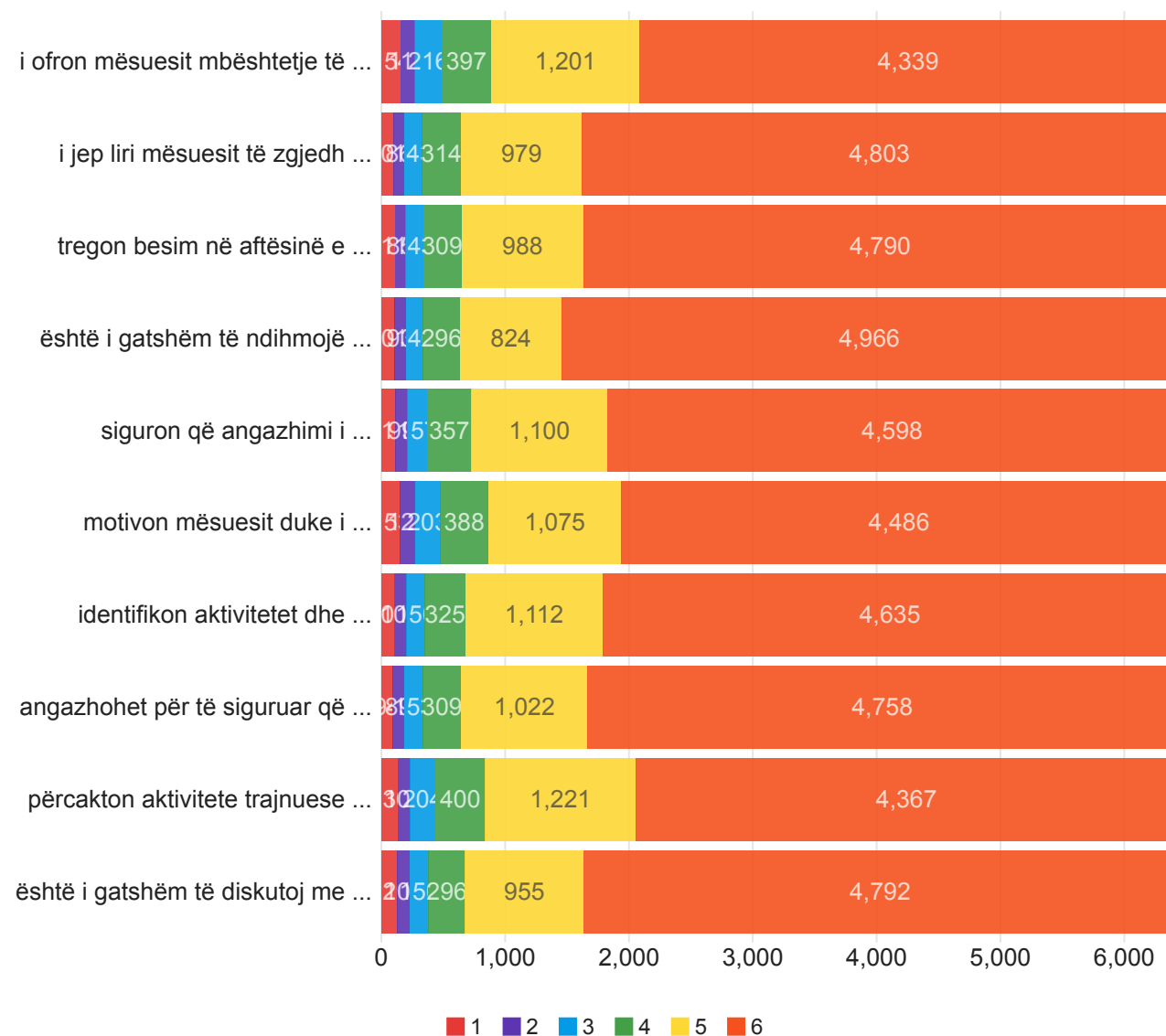
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
sigurohet që mësuesit të përdorin rezultatet që rrjedhin nga vetë-vlerësimi i shkollës (për mësimin ose në fusha të tjera) për të planifikuar aktivitetet mësimore	1.00	6.00	5.44	1.00	0.99	6425
angazhohet që të drejtojë vëmendjen e mësuesve mbi aspektet kritike të mësimdhënies dhe të nxënit të evidentuara nga vetëvlerësimi	1.00	6.00	5.44	1.01	1.01	6425
vlerëson shkallën e arritjes së objektivave të përmirësimit të shkollës, duke përdorur tregues objektivë (p.sh. rezultatet e testeve mësimore, pyetësorët e standardizuar etj.)	1.00	6.00	5.53	0.96	0.93	6425
rregullisht inkurajon mësuesit për të vlerësuar përparimin drejt arritjes së qëllimeve të përmirësimit	1.00	6.00	5.51	1.01	1.02	6425
dëgjon mendimet dhe i kushton vëmendje problemeve që hasen nga mësuesit në zbatimin e veprimeve përmirësuese	1.00	6.00	5.51	1.02	1.05	6425
suporton grupet profesionale që shfaqin mangësi në hartimin / zbatimin e veprimeve përmirësuese	1.00	6.00	5.40	1.05	1.11	6425
sigurohet që pikëpamja e familjeve të merret parasysh në proceset e përmirësimit	1.00	6.00	5.50	0.97	0.95	6425
krijon mundësi për të diskutuar ide të reja mbi planin e përmirësimit të shkollës dhe mundësinë që mësuesit të mësojnë nga njëri-tjetri	1.00	6.00	5.53	1.00	0.99	6425

D. ZHVILLIMI I KAPITALIT PROFESIONAL

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...



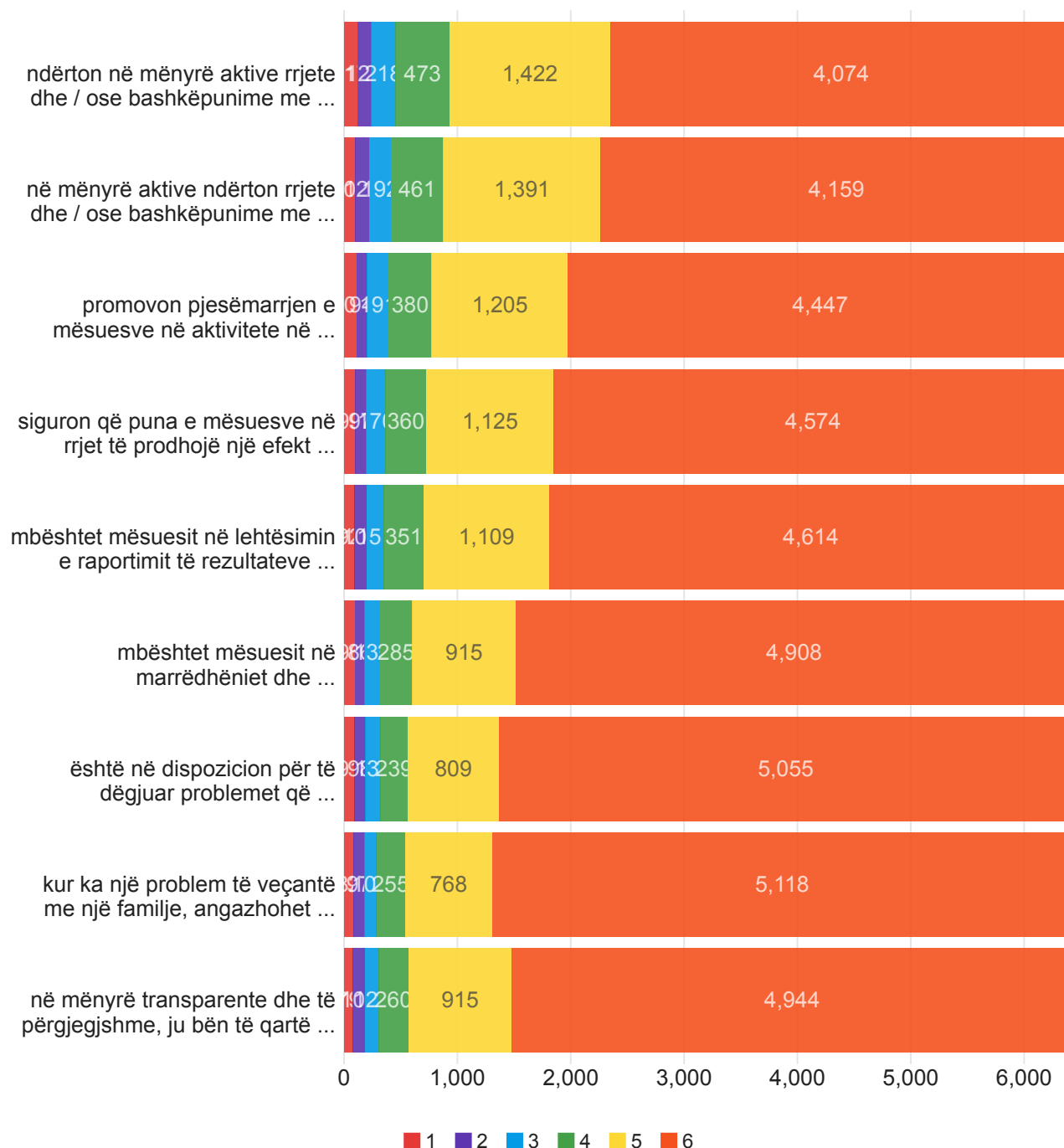
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
i ofron mësuesit mbështetje të personalizuar dhe stimulim intelektual për përmirësim profesional	1.00	6.00	5.40	1.12	1.26	6425
i jep liri mësuesit të zgjedh mënyrën më të mirë për arritjen e objektivave të miratuara	1.00	6.00	5.55	0.97	0.95	6425
tregon besim në aftësinë e mësuesve për të kryer më së miri punën e tyre	1.00	6.00	5.54	0.99	0.98	6425
është i gatshëm të ndihmojë mësuesit për zgjidhjen e çdo vështirësie dhe problematike	1.00	6.00	5.57	0.99	0.97	6425
siguron që angazhimi i mësuesve të njihet duke vlerësuar përpjekjet e tyre të veçanta	1.00	6.00	5.49	1.02	1.05	6425
motivon mësuesit duke i lavdëruar ata për angazhimin dhe rezultatet e arritura	1.00	6.00	5.42	1.12	1.25	6425
identifikon aktivitetet dhe mundësitë, si dhe trajnimet institucionale, të cilat nxisin rritjen profesionale të mësuesve	1.00	6.00	5.51	1.00	1.00	6425
angazhohet për të siguruar që trajnimet të cilat ndikojnë në objektivat e shkollës të frekuentohen nga të gjithë	1.00	6.00	5.54	0.97	0.95	6425
përcakton aktivitete trajnuese për mësuesit të cilat janë në përputhje me objektivat e shkollës	1.00	6.00	5.42	1.08	1.16	6425
është i gatshëm të diskutoj me mësuesit zgjedhjet më të mira mbi trajnimet që bëhen për nxitjen e rritjes së tyre profesionale	1.00	6.00	5.52	1.04	1.08	6425

E. MENAXHIMI I RRJETEVE DHE MARRËDHËNIEVE ME FAMILJET

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...



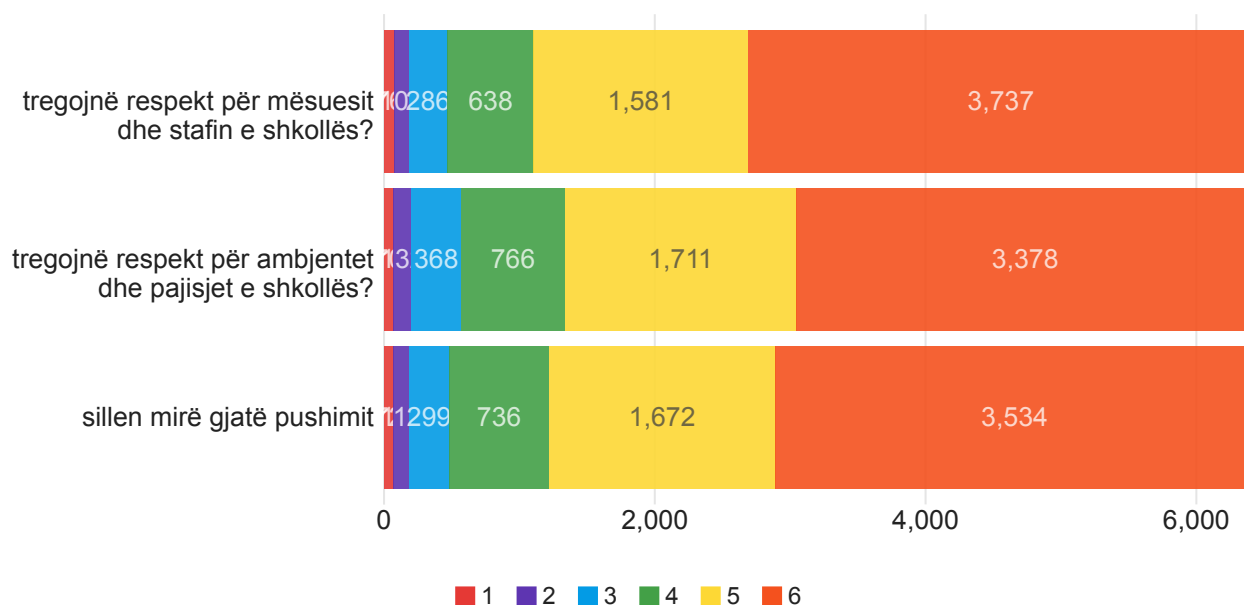
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
ndërton në mënyrë aktive rrjete dhe / ose bashkëpunime me territorin për të marrë burime shtesë (p.sh. mjetet arsimore, hapësirat etj)	1.00	6.00	5.36	1.08	1.17	6425
në mënyrë aktive ndërton rrjete dhe / ose bashkëpunime me territorin të dobishme për të përmirësuar drejtpërdrejt mësimin dhe mësimëdhënien	1.00	6.00	5.40	1.05	1.10	6425
promovon pjesëmarrjen e mësuesve në aktivitete në bashkëpunim me territorin	1.00	6.00	5.46	1.03	1.06	6425
siguron që puna e mësuesve në rrjet të prodhojë një efekt pozitiv në mësimdhënien dhe nxënien për të gjithë shkollën	1.00	6.00	5.50	1.01	1.01	6425
mbështet mësuesit në lehtësimin e raportimit të rezultateve arsimore dhe të mësuarit të nxënësve për familjet	1.00	6.00	5.51	0.99	0.99	6425
mbështet mësuesit në marrëdhëniet dhe komunikimet me familjet	1.00	6.00	5.58	0.96	0.92	6425
është në dispozicion për të dëgjuar problemet që mësuesit hasin në marrëdhëniet e tyre me familjet e nxënësve	1.00	6.00	5.61	0.95	0.90	6425
kur ka një problem të veçantë me një familje, angazhohet për ta zgjidhur atë	1.00	6.00	5.63	0.92	0.85	6425
në mënyrë transparente dhe të përgjegjshme, ju bën të qartë familjeve dhe bashkëbiseduesve të tjerë të zonës, përdorimin e burimeve të shkollës	1.00	6.00	5.59	0.94	0.88	6425

SEKSIONI I DYTË:
KARAKTERISTIKAT E MËSUESVE
DHE TË KLASAVE

PERCEPTIMET E MËSUESVE MBI KLIMËN NË KLASË DHE SHKOLLË

Sipas mendimit tuaj, sa nxënës të kësaj shkolle...

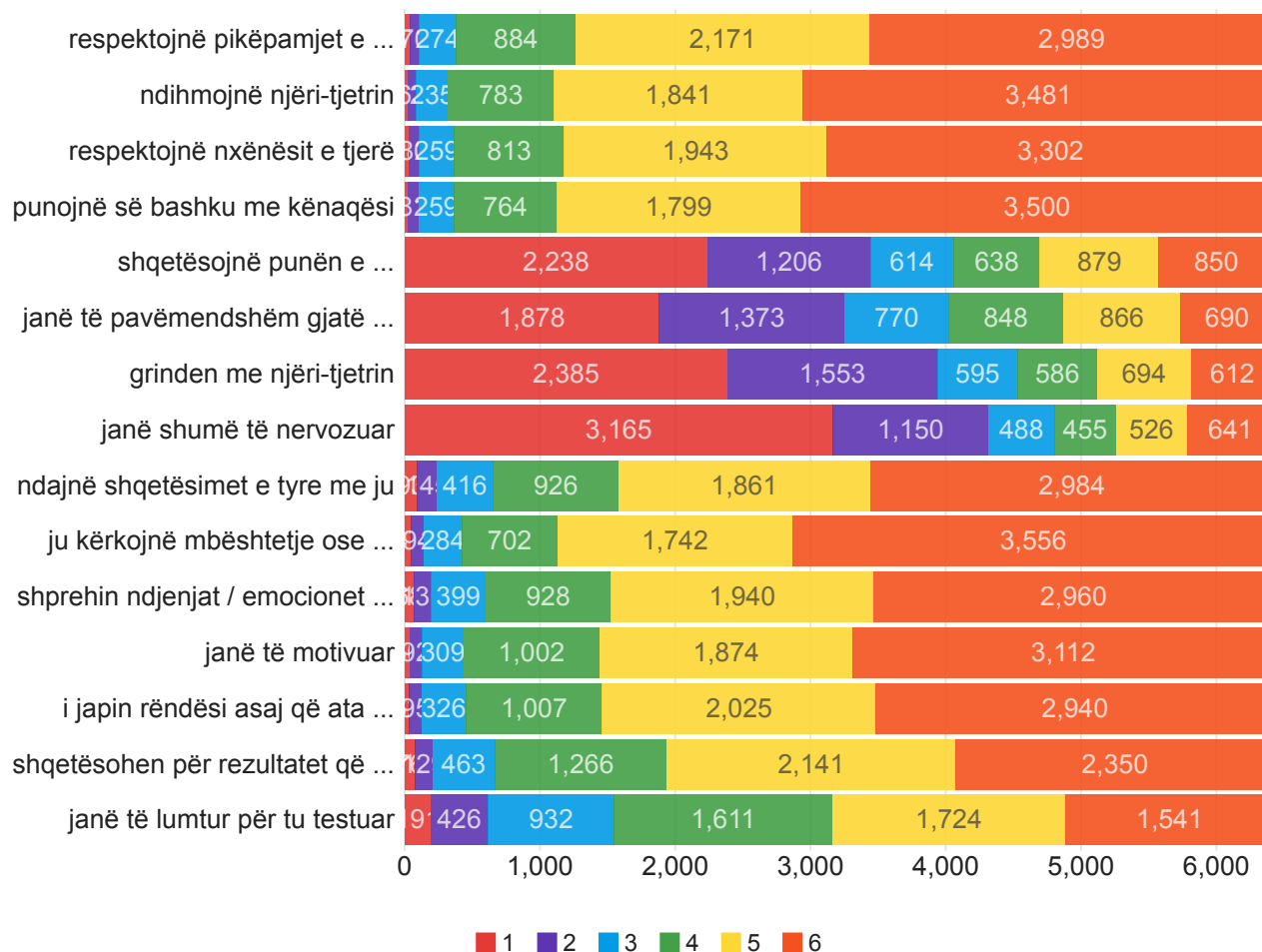
(Ju lutemi shprehni mendimin tuaj nga 1-asnjë në 6-të gjithë ose pothuajse të gjithë)



Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
tregojnë respekt për mësuesit dhe stafin e shkollës?	1.00	6.00	5.30	1.05	1.11	6425
tregojnë respekt për ambientet dhe pajisjet e shkollës?	1.00	6.00	5.19	1.09	1.20	6425
sillen mirë gjatë pushimit	1.00	6.00	5.25	1.06	1.13	6425

Sipas mendimit tuaj, sa nxënës të kësaj shkolle...

(Ju lutemi shprehni mendimin tuaj nga 1-asnjë në 6-të gjithë ose pothuajse të gjithë)



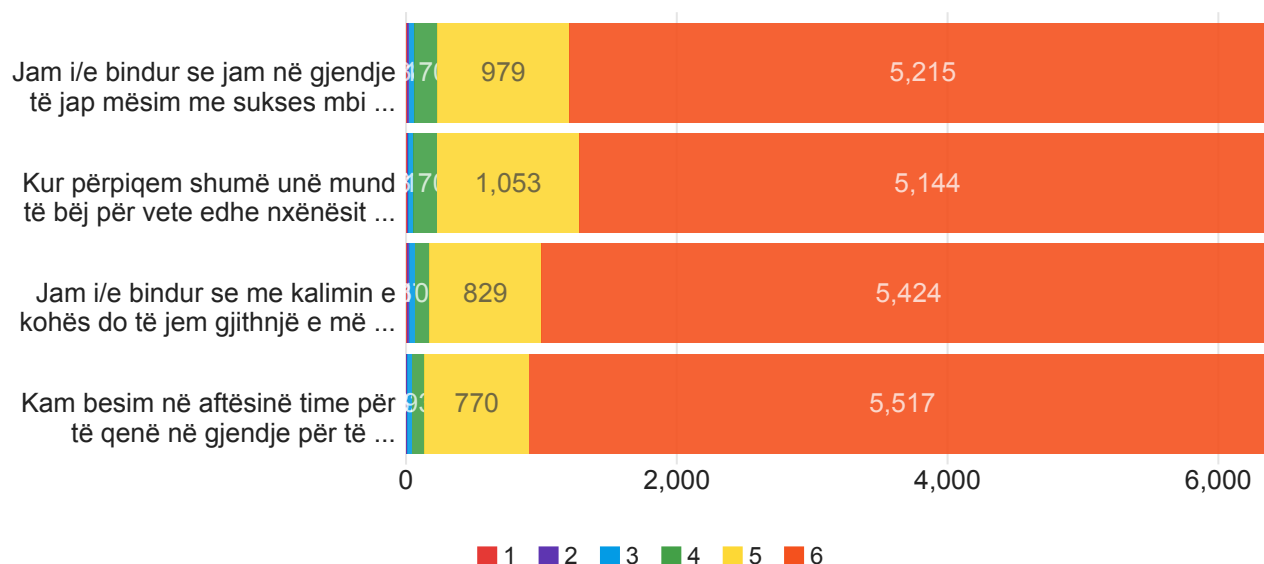
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
Demonstrim të praktikave të mësimdhënies	1.00	6.00	5.54	0.73	0.53	6425
Demonstrim të përdorimit të përmbytjeve/temave të reja	1.00	6.00	5.66	0.64	0.41	6425
Demonstrim të përdorimit të teknologjive dixhitale për të mbështetur mësimdhënien	1.00	6.00	4.78	1.23	1.52	6425
Vëzhgim të mësuesve të tjerë gjatë mësimdhënies dhe dhënie feedback-u	1.00	6.00	4.76	1.30	1.68	6425
Mentorim të mësuesve të rinj	1.00	6.00	4.51	1.71	2.92	6425
Mentorimi i mësuesve gjatë periudhës së testimeve	1.00	6.00	4.38	1.71	2.92	6425
Ndarje të materialeve dhe përvojave mësimore	1.00	6.00	5.50	0.84	0.70	6425
Koordinim të programimit vjetor	1.00	6.00	5.59	0.78	0.61	6425
Ndarje të kriterëve të vlerësimit brenda secilës disiplinë	1.00	6.00	5.51	0.80	0.64	6425
Ndarje të kriterëve të përgjithshme të vlerësimit të disiplinave të ndryshme	1.00	6.00	5.44	0.85	0.72	6425

VETË EFIKASITETI INDIVIDUAL I MËSUESVE

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

Drejtori i shkollës ...

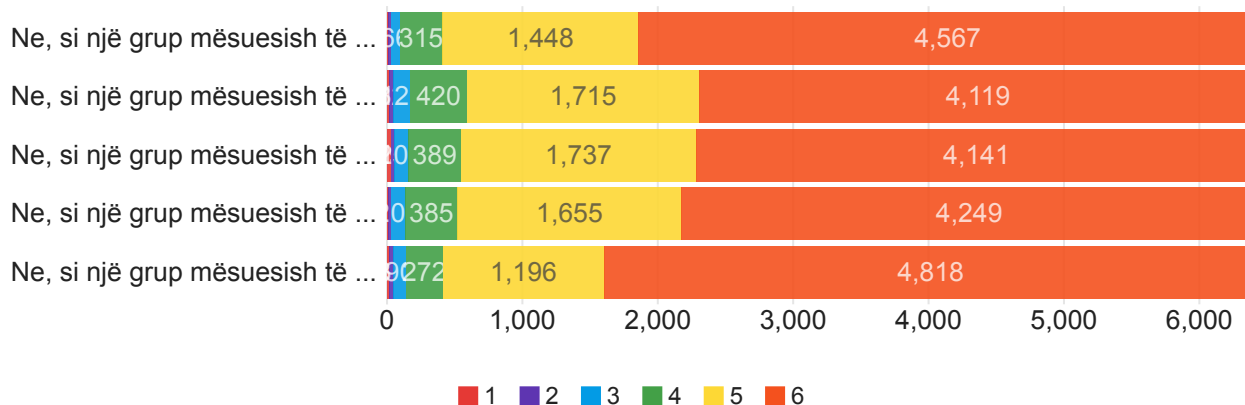


Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
Jam i/e bindur se jam në gjendje të jap mësim me sukses mbi të gjitha temat e rëndësishme edhe për nxënësit më të vështirë	11.00	16.00	15.76	0.57	0.33	6425
Kur përpiqem shumë unë mund të bëj për vete edhe nxënësit më të vështirë	11.00	16.00	15.75	0.57	0.32	6425
Jam i/e bindur se me kalimin e kohës do të jem gjithnjë e më shumë në gjendje t'i plotësoj nevojat formuese të nxënësve të mi	11.00	16.00	15.80	0.54	0.29	6425
Kam besim në aftësinë time për të qenë në gjendje për të plotësuar nevojat formuese të nxënësve të mi edhe në ditët më të këqija	11.00	16.00	15.83	0.48	0.23	6425

VETË EFIKASITETI KOLEKTIV I MËSUESVE

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

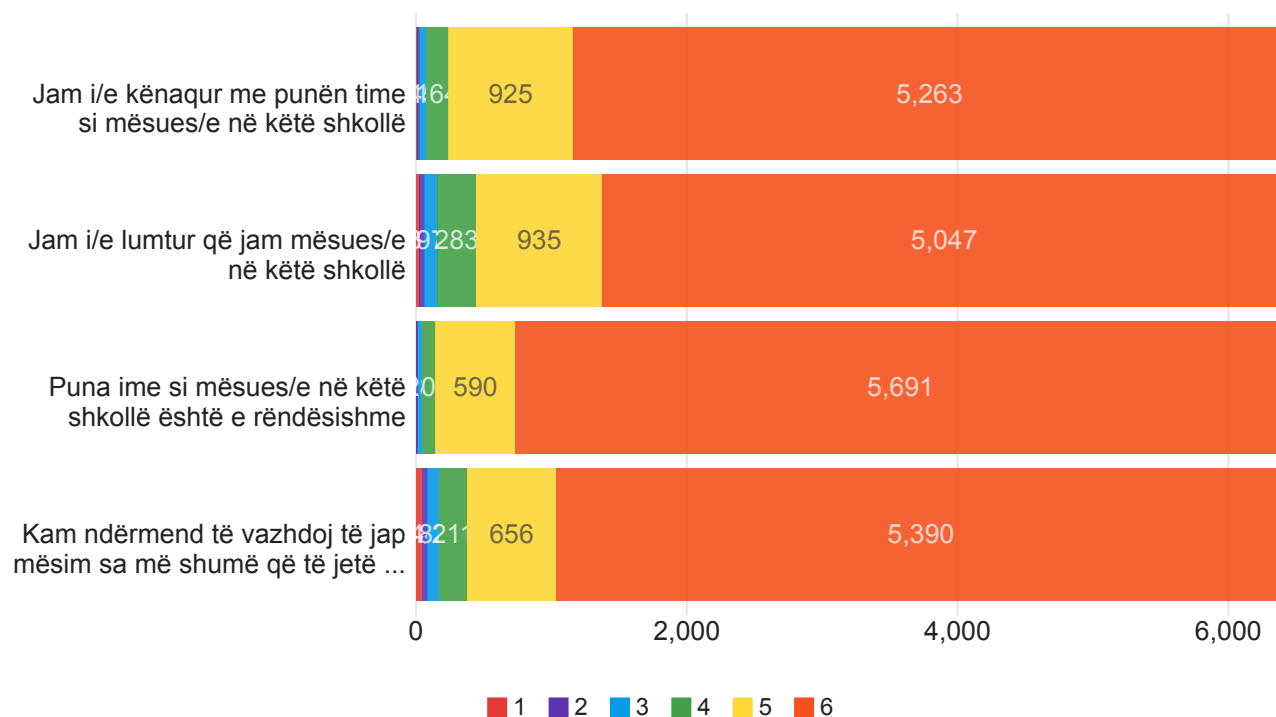


Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
Ne, si një grup mësuesish të kësaj shkolle, jemi në gjendje të garantojmë cilësi të lartë në mësimdhënie, edhe kur burimet janë të kufizuara ose të pakta	1.00	6.00	5.63	0.68	0.46	6425
Ne, si një grup mësuesish të kësaj shkolle, jemi në gjendje të propozojmë mënyra krijuese për të përmirësuar mjedisin shkollor, madje edhe pa mbështetjen e të tjerëve	1.00	6.00	5.51	0.78	0.61	6425
Ne, si një grup mësuesish të kësaj shkolle, mund të përmirësojmë cilësinë e mësimdhënies pavarësisht nga kufizimet e imponuara nga sistemi	1.00	6.00	5.52	0.78	0.60	6425
Ne, si një grup mësuesish të kësaj shkolle, jemi në gjendje të zhvillojmë dhe zbatojmë projekte arsimore në mënyrë bashkëpunuese edhe kur ka vështirësi	1.00	6.00	5.55	0.73	0.54	6425
Ne, si një grup mësuesish të kësaj shkolle, jemi në gjendje të krijojmë një atmosferë pozitive, edhe nëse kjo përfshin një ngarkesë shtesë pune	1.00	6.00	5.65	0.71	0.51	6425

KËNAQËSIA NË PUNË E MËSUESVE

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

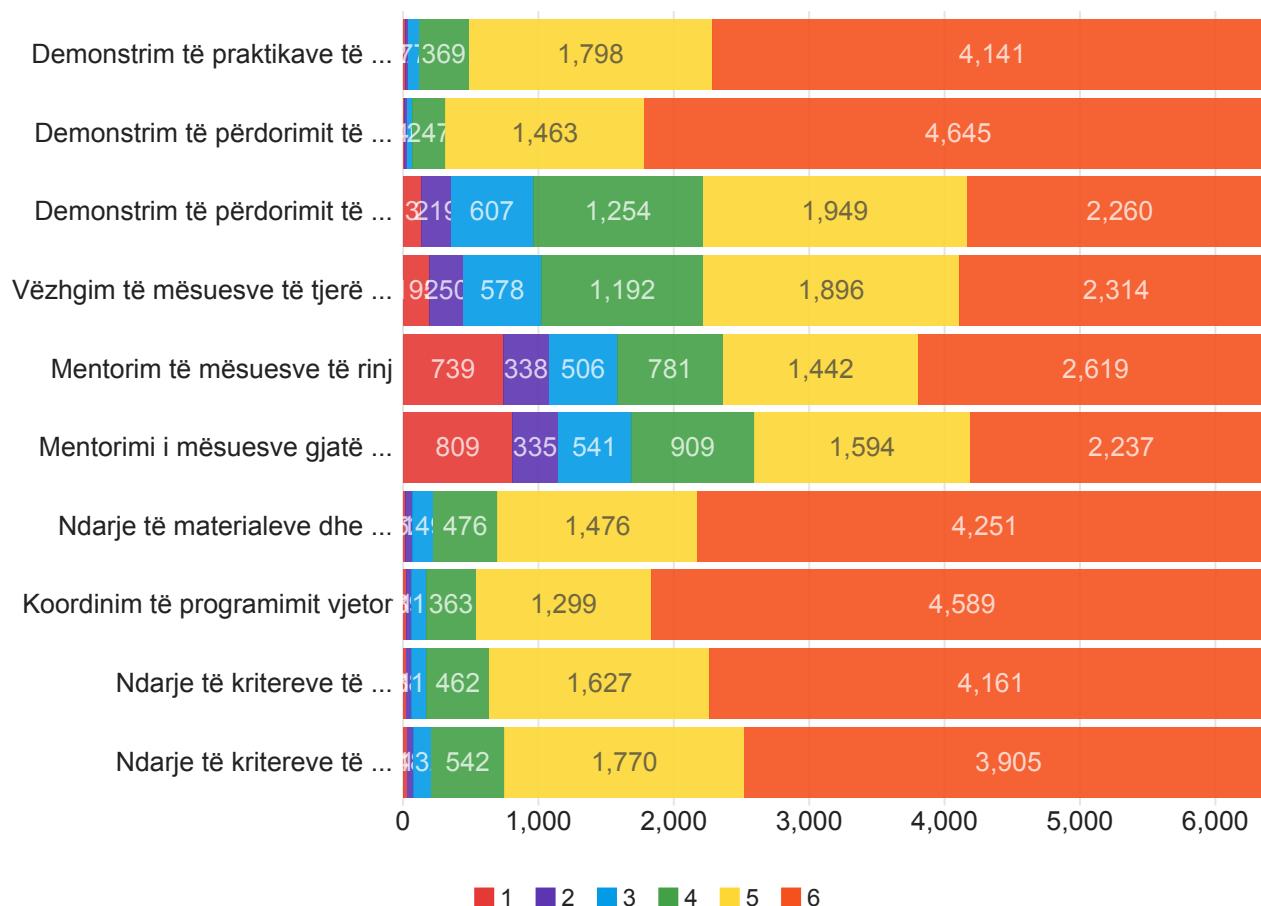


Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
Jam i/e kënaqur me punën time si mësues/e në këtë shkollë	1.00	6.00	5.76	0.58	0.34	6425
Jam i/e lumtur që jam mësues/e në këtë shkollë	1.00	6.00	5.68	0.74	0.55	6425
Puna ime si mësues/e në këtë shkollë është e rëndësishme	1.00	6.00	5.85	0.47	0.22	6425
Kam ndërmend të vazhdoj të jap mësim sa më shumë që të jetë e mundur në këtë shkollë	1.00	6.00	5.73	0.74	0.55	6425

LIDERSHIPI INSTRUKSIONAL I MËSUESIT

Sa shpesh i realizoni aktivitetet e mëposhtme:

(Ju lutemi shprehni dakordësinë tuaj nga 1-kurrë në 6-çdo ditë)



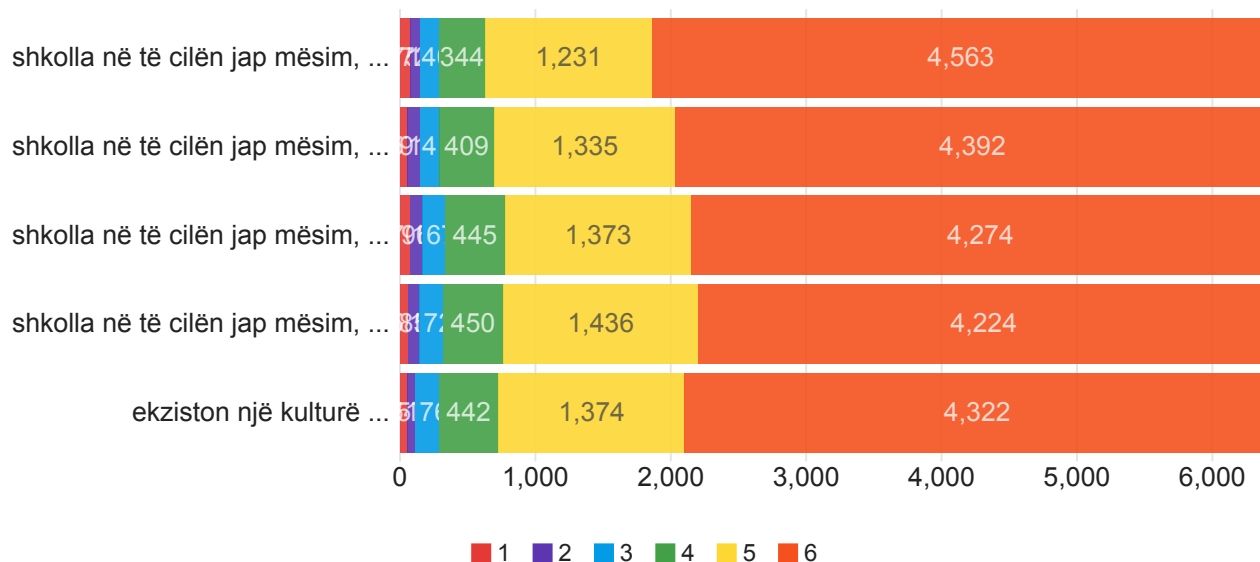
Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
Demonstrim të praktikave të mësimit	1.00	6.00	5.54	0.73	0.53	6425
Demonstrim të përdorimit të përmbajtjeve/temave të reja	1.00	6.00	5.66	0.64	0.41	6425
Demonstrim të përdorimit të teknologjive dixhitale për të mbështetur mësimit	1.00	6.00	4.78	1.23	1.52	6425
Vëzhgim të mësuesve të tjerë gjatë mësimit dhe dhënie feedback-u	1.00	6.00	4.76	1.30	1.68	6425
Mentorim të mësuesve të rinj	1.00	6.00	4.51	1.71	2.92	6425

Mentorimi i mësuesve gjatë periudhës së testimeve	1.00	6.00	4.38	1.71	2.92	6425
Ndarje të materialeve dhe përvojave mësimore	1.00	6.00	5.50	0.84	0.70	6425
Koordinim të programimit vjetor	1.00	6.00	5.59	0.78	0.61	6425
Ndarje të kriterëve të vlerësimit brenda secilës disipline	1.00	6.00	5.51	0.80	0.64	6425
Ndarje të kriterëve të përgjithshme të vlerësimit të disiplinave të ndryshme	1.00	6.00	5.44	0.85	0.72	6425

KULTURA BASHKËPUNUESE

Sa dakord jeni me këto pohime?

(Ju lutemi shprehni dakordësinë tuaj nga 1-aspak dakord në 6-plotësisht dakord)

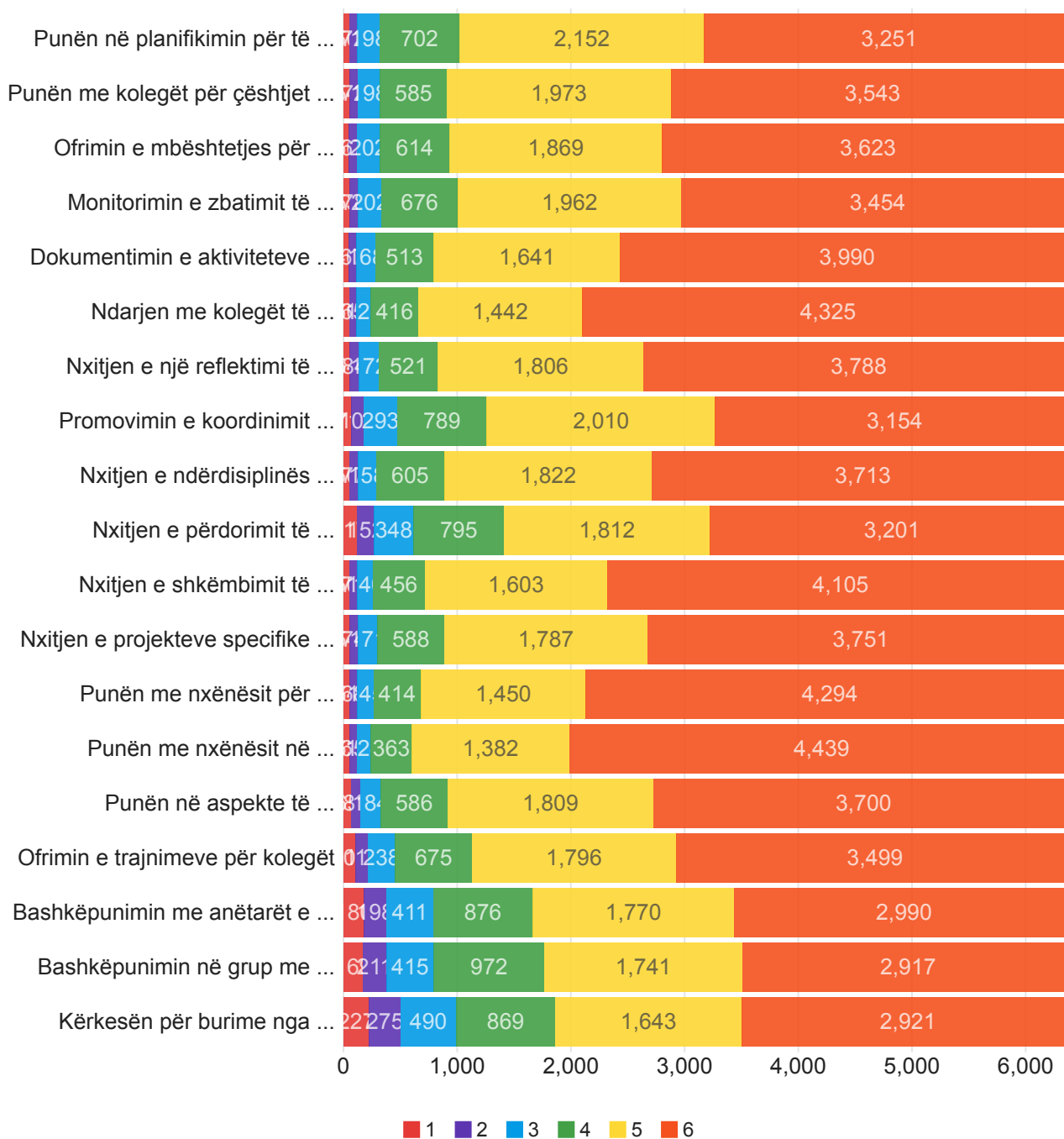


Field	Min	Max	Mesatarja	Devijimi Standard	Varianca	Numri i përgjigjeve
shkolla në të cilën jap mësim, krijon mundësi që stafi të marrë pjesë në mënyre aktive në vendimarrjen e shkollës	1.00	6.00	5.53	0.92	0.85	6425
shkolla në të cilën jap mësim, krijon mundësi që familjet e nxënësve të marrin pjesë në mënyrë aktive në vendimarrjen e shkollës	1.00	6.00	5.50	0.93	0.86	6425
shkolla në të cilën jap mësim, u ofron nxënësve mundësi për pjesëmarrje aktive në vendimet e shkollës	1.00	6.00	5.46	0.97	0.94	6425
shkolla në të cilën jap mësim, ka një kulturë përgjegjësie të shpërndarë për çështjet e shkollës	1.00	6.00	5.46	0.94	0.89	6425
ekziston një kulturë bashkëpunuese e cila karakterizohet nga suport reciprok	1.00	6.00	5.49	0.91	0.83	6425

NDRYSHIMI NË PRAKTIKAT PROFESIONALE TË MËSUESVE

Deri në ç'masë proceset për përmirësimin e shkollës po ndryshojnë praktikat tuaja profesionale në lidhje me këto aspekte?

(Ju lutemi shprehni mendimin tuaj nga 1-aspak në 6-shumë)



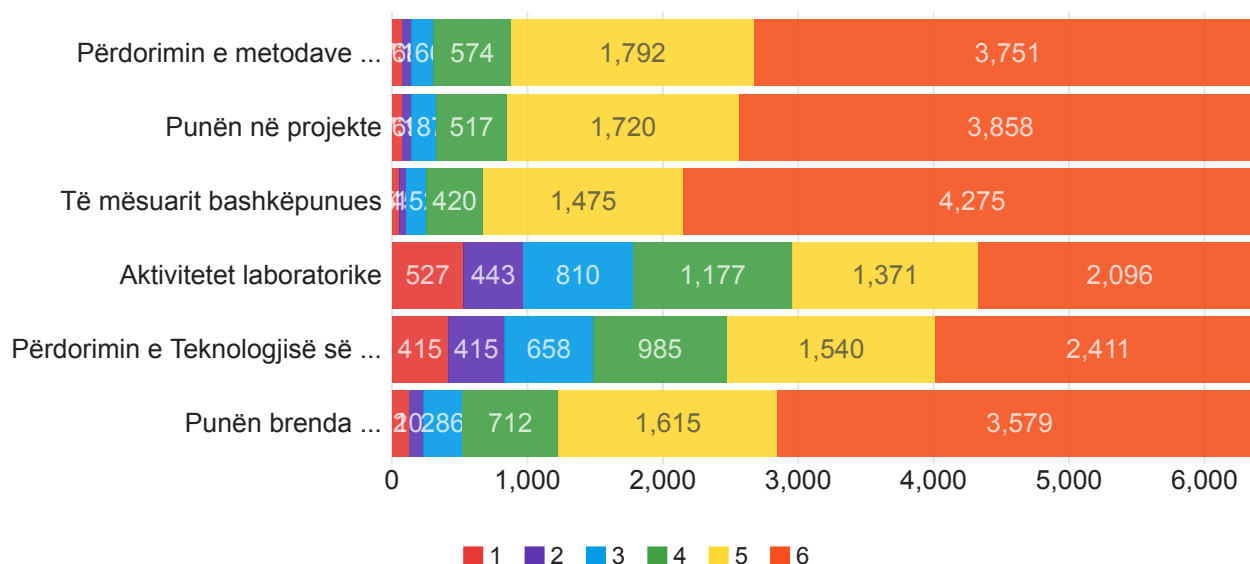
Field	Min	Max	Mesatarja	Devijimi standard	Varianca	Numri i përgjigjeve
Punën në planifikimin për të përmirësuar praktikat tuaja	14.00	19.00	18.27	0.94	0.89	6425
Punën me kolegët për çështjet që kanë të bëjnë me kurrikulën gjatë takimeve formale	14.00	19.00	18.33	0.94	0.89	6425
Ofrimin e mbështetjes për zbatimin e veprimeve specifike për përmirësimin e shkollës	14.00	19.00	18.34	0.94	0.89	6425
Monitorimin e zbatimit të veprimeve specifike për përmirësimin e shkollës	14.00	19.00	18.30	0.96	0.92	6425
Dokumentimin e aktiviteteve normale të punës (dmth raportet, mbajtjen e të dhënave)	14.00	19.00	18.43	0.91	0.83	6425
Ndarjen me kolegët të metodave dhe kriterëve të vlerësimit të të nxëniet të nxënësve	14.00	19.00	18.51	0.88	0.78	6425
Nxitjen e një reflektimi të përbashkët mbi rezultatet e të nxëniet në testet kombëtare të standardizuara	14.00	19.00	18.38	0.94	0.88	6425
Promovimin e koordinimit arsimor ndërmjet niveleve të ndryshme të shkollave (duke përfshirë koordinimin ndërmjet klasave dhe kurseve të ndryshme)	14.00	19.00	18.18	1.04	1.09	6425
Nxitjen e ndërdisiplinës brenda programit shkollor	14.00	19.00	18.37	0.93	0.87	6425
Nxitjen e përdorimit të teknologjive dixhitale në mësimdhënie	14.00	19.00	18.12	1.15	1.33	6425
Nxitjen e shkëmbimit të praktikave të mira (p.sh. mësimi, përvojat, metodat mësimore)	14.00	19.00	18.46	0.90	0.81	6425
Nxitjen e projekteve specifike për përfshirje	14.00	19.00	18.37	0.94	0.88	6425
Punën me nxënësit për çështje që lidhen me sjelljen e tyre	14.00	19.00	18.49	0.90	0.81	6425
Punën me nxënësit në çështjet që lidhen me mësimin	14.00	19.00	18.53	0.87	0.76	6425
Punën në aspekte të ndryshme që lidhen me trajnimin e personelit	14.00	19.00	18.35	0.97	0.94	6425
Ofrimin e trajnimeve për kolegët	14.00	19.00	18.25	1.08	1.16	6425

Bashkëpunimin me anëtarët e bashkësisë lokale	14.00	19.00	18.00	1.26	1.58	6425
Bashkëpunimin në grup me shkolla të tjera	14.00	19.00	17.97	1.26	1.58	6425
Kërkesën për burime nga komuniteti (p.sh. grumbullimin e fondeve, mbështetjen, bashkëpunimet)	14.00	19.00	17.90	1.35	1.83	6425

NDRYSHIMI NË METODAT E MËSIMDHËNIES

Deri në çfarë masë proceset e përmirësimit brenda shkollës po ndryshojnë mënyrën tuaj të mësimdhënies në lidhje me këto aspekte?

(Ju lutemi shprehni mendimin tuaj nga 1-aspak në 6-shumë)



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Përdorimin e metodave mësimore që përfshijnë nxënësit në aktivitete për zgjidhjen e problemeve	3.00	14.00	13.36	0.97	0.94	6425
Punën në projekte	4.00	14.00	13.38	0.97	0.94	6425
Të mësuarit bashkëpunues	4.00	14.00	13.49	0.89	0.80	6425
Aktivitetet laboratorike	4.00	14.00	12.35	1.59	2.54	6425
Përdorimin e Teknologjisë së Informacionit dhe Komunikimit(TIK) në mësimdhënien e përditshme (tabletë, LIM, PC, smartphone, platforma online, etj)	4.00	14.00	12.56	1.54	2.38	6425
Punën brenda departamenteve sipas disiplinave	4.00	14.00	13.23	1.12	1.27	6425

