

Open Access Article

Implementation of the New Curriculum by Pre-University Teachers in Schools in the Anamorava Region of Kosovo

Fatmir Agaj

Faculty of Social Sciences, Kolegji AAB, Prishtina, Republic of Kosovo

Received: March 2, 2022 ▪ Reviewed: May 1, 2022

▪ Accepted: June 5, 2022 ▪ Published: July 29, 2022

Abstract:

The study aims to understand how much the New Teaching Curriculum is implemented by pre-university teachers in schools in the Anamorava Region of Kosovo, as it is suspected that teachers in this area do not implement the New Curriculum sufficiently. This case study was conducted in the pre-university schools of the Anamorava Region of Kosovo, which consists of three municipalities. Data were collected through the quantitative method, whereas the main objective of the study is to impact the Curriculum the quality of the learning process. The research concluded that teachers of pre-university schools in the Anamorava Region of Kosovo do not sufficiently implement the New Curriculum although according to the Administrative Instruction of the Ministry of Education of Kosovo, the New Curriculum should be implemented in all educational institutions. The results of the study are useful for developing theories about the implementation of the New Curriculum to increase the quality of education. This encouragement is expected to provide opportunities and support for all teachers by creating trust among parties who share similar concerns. This study can also contribute to New Curriculum planners and contribute to teachers who have remained reluctant to implement it. The research focuses on the review and analysis of the implementation of the New Curriculum by teachers in this area and beyond. Through this research, real results have been achieved, revealing the truth that not all teachers implement the New Curriculum. We have also made a comparative analysis of the two age groups of teachers and concluded that young teachers implement the New Teaching Curriculum more than those of old age.

Keywords: new curriculum, old curriculum, contemporary teaching, training.

科索沃阿纳莫拉瓦地区学校预科教师实施新课程

摘要:

该研究旨在了解科索沃阿纳莫拉瓦地区学校的大学预科教师在多大程度上实施了新教学课程，因为怀疑该

Corresponding Author: Fatmir Agaj, Faculty of Social Sciences, Kolegji AAB, Prishtina, Republic of Kosovo; email: fatmir.agaj@universitetiaab.com

地区的教师没有充分实施新课程。该案例研究是在科索沃阿纳莫拉瓦地区的大学预科学校进行的，该地区由三个城市组成。数据是通过定量方法收集的，而研究的主要目的是影响课程学习过程的质量。研究得出的结论是，科索沃阿纳莫拉瓦地区大学预科学校的教师没有充分实施新课程，尽管根据科索沃教育部的行政指示，应在所有教育机构实施新课程。研究结果有助于发展有关实施新课程以提高教育质量的理论。这种鼓励有望通过在有类似担忧的各方之间建立信任，为所有教师提供机会和支持。这项研究还可以为新课程规划者做出贡献，并为那些仍然不愿实施它的教师做出贡献。该研究的重点是回顾和分析该领域内外教师实施新课程的情况。通过这项研究，取得了实实在在的成果，揭示了并非所有教师都实施新课程的真相。我们还对两个年龄组的教师进行了比较分析，得出的结论是，青年教师比老年教师实施新教学课程的更多。

关键词：新课程、旧课程、当代教学、培训.

1. Introduction

The notion Curriculum in education means a system composed of several elements with educational goals that enable the education system to be oriented and function through educational and administrative plans.

Innovative teachers, according to the New Curriculum, do not make unilateral decisions, which violate the rights of the other party, regardless of age and abilities; otherwise, he/she conflicts with the motives, interests, and needs of students (Zajazi, 2003).

Thanks to the will, skills, and professional training they have, most of the pre-university teachers of the Anamorava Region of Kosovo, are following the contemporary trends and give priority to the New Curriculum being in accordance with the characteristics of their students. But, from the data possessed by the Regional Inspectorate of Education, the vast majority of teachers in this area have attended the basic training of the New Kosovo Curriculum, but according to the information on honest students and teachers, they are not sufficiently implemented by teachers in this area, especially by older teachers.

Solving problems and facing new challenges impose the need for the generations that are currently at school desks and future generations to be equipped with new knowledge, skills, abilities, and values that are challenging for the times to come.

The problem in question is critical to discuss substantiating the discussions of numerous opinions about the implementation of the New Kosovo Curriculum by pre-university teachers of the Anamorava Region of Kosovo, that in some form, its non-implementation is an obstacle or barrier to the normal development of education in the region and beyond.

This paper will contribute, at least in that it will help teachers in this area to implement the New Teaching Curriculum during the teaching process, to increase the quality of pre-university education because it is the only way to progress safely in the development and establishment of quality in education.

The problem in question can be solved through stimulation or additional organization of professional training of teachers, where according to the authors Beukes et al. (2018), it is said that the value of learning

a contemporary simulation is more useful than traditional methods of teaching.

The development of the school in the Anamorava Region of Kosovo has always changed, keeping pace with the times and with the needs of society, therefore teachers as the main people for the school must change in the general issue of teaching organization.

A school is an educational institution that trains the individual in mastering information, processing it, and solving various problems (Peshkopia, 2012). According to the author in question, educational institutions have a moral and legal obligation to continuously prepare new teachers for a contemporary teaching, according to the New Kosovo Curriculum, to increase the quality of education. It is for this reason that the 2011 Curriculum Reform in Kosovo was greatly influenced by the key competencies for lifelong learning, recommended by the European Commission (OJEU 2006).

2. Literature Review

Kosovo's New Curriculum does not tolerate stereotyping but requires transparency to innovations, methods, forms, and tools that encourage the development of students' creative skills. Every teacher, according to the contemporary curriculum, must work at the right pace to seek and find the best tools and ways to apply the theory to everyday teaching practices (Vuji, 2015).

The New Kosovo Curriculum stipulates that throughout all levels of education, students should be prepared to learn about the world of work throughout their lives (MEST, 2011). The issue of the impact of the Curriculum in the pedagogical aspect is an issue of education of students compared with the changes that are occurring, then "School has been and remains today the central factor for the formation and preparation of students according to society" (Krasniqi; Deva-Zuna, 2012).

In every country of the contemporary world, as in ours, reforms have been made and are constantly being made in education to change what is considered old, and does not keep pace with the demands and needs of society.

According to the New Curriculum of pre-university education in Kosovo, teachers must make an annual, bi-

monthly, weekly, daily plan and determine it according to the field or subjects. The New Kosovo Curriculum allows teachers to access creative forms of planning learning activities in their classrooms to achieve competencies by students at the general level of competence (MEST, 2013).

In this regard, Brada (2010) says that in the contemporary school, teachers must select and elaborate scientifically proven, current and useful content, which can be mastered by students.

Education in Europe enables the development of teachers' competencies to stimulate and engage them in career learning, appreciating their development, which provides appropriate and relevant learning opportunities for all future teachers (European Commission, 2014). Additionally, in the Anamorava Region of Kosovo by the teachers of this area, the issue of implementation or non-implementation of the New Curriculum of pre-university education is still being discussed. The New Curriculum and the Old Curriculum are two different documents that have great differences not only in teaching and learning but also in the preparation of lesson plans and their implementation in the classroom. The New Curriculum is an awareness-raising concept that affects the improvement of the quality of education and group learning (Lubin, 2016; Hazar, 2019). Curriculum design and the provision of knowledge and skills of future professionals in teaching methods, learning outcomes, and cooperation between academia and industry, affect the career development of professionals in the labor market (Anicic et al., 2017; Coskun, 2015).

From the results of the respondents about the implementation of the New Curriculum in the pre-university schools of the Anamorava Region of Kosovo, we have drawn the final concluded that young teachers implement the New Curriculum sufficiently to obtain the best results in the lesson. The old teachers did not implement the New Curriculum as much as needed. Consequently, the results of the PISA assessment are unsatisfactory. PISA started in 2000 and to date seven assessments have been made of the achievement of 15-year-old students in mathematics, reading and writing, science, etc. (Thien, 2016). Recently, researchers have been intrigued by the link between teacher quality and student performance achievement (Cordero & Gil, 2018). Additionally, there is a positive relationship between principal behavior and overall student performance (Osagie & Momoh, 2016; Dussault et al., 2008). Meanwhile, Nir and Hameiri (2015) found that perceived risk measures are positively related to transactional and passive leadership. Transformational and transactional leadership levels are positively related to the climate of innovation and collaborative activity at both the teacher and school levels (Oterkiil and Ertesvåg, 2014; Groves, 2013; Li, 2020). Improving the professional knowledge and skills of teachers, updating textbooks and providing schools with new technologies are necessary conditions for fundamental educational reforms in the Balkan

countries (Sahlberg & Boce, 2010; UNESCO, 2009).

3. Research Methodology

Since the Anamorava Region of Kosovo consists of three Municipalities (Gjilan, Kamenica, Viti) and since the population of this research is numerically large and unable to include all teachers in research we have selected a representative group of pre-university education teachers in schools in the Anamorava Region of Kosovo. Unable to survey all teachers, through questionnaires, we took our research sample of 270 teachers. We conducted the survey in 9 pre-university schools (3 schools in Gjilan with 90 teachers surveyed, 3 schools in Kamenica with 90 teachers surveyed, and 3 schools in Viti with 90 teachers). To make it easier to come to a much-talked-about truth, we used questionnaires to measure the opinions of teachers regarding the implementation of the new education curriculum in Kosovo. In this regard, we thank all the principals of these schools for their assistance in both the distribution and collection of questionnaires. Since the questionnaire required that the age be completed, then we divided all respondents into two groups: young age 23 - 43 years old and old age 44 - 65 years old. Teachers retire at the age of 65 according to the law of the Republic of Kosovo.

We also used the inductive method through which we collected the necessary data from the respondents. We also used the comparative method, through which we managed to make numerical comparisons about teachers' statements about the implementation of the New Curriculum and the results that it brings to students. While, through the statistical method, we have collected the required data by analyzing and classifying them by age, and finally we have interpreted them.

4. Analysis and Interpretation of Research Results

To prove whether the pre-university teachers of the Anamorava Region of Kosovo implement the New Curriculum or the Old Curriculum, from the data collected from 270 surveyed teachers, we have divided them into two groups (135 + 135), according to ages 23–43 and 44–65, and then we analyzed and compared the results through statistical-tabular calculations.

The data to which we have come are statistically processed that will show the required truth. The questions we addressed the teachers during the survey are presented through tabular calculations with numbers and percentages.

The research includes teachers in equal numbers of the two age groups, to verify which of the teacher age groups implements the New Curriculum the most and which age group implements the Old Curriculum.

Out of 270 teachers surveyed, 76.29% of young teachers stated that they had attended many trainings, while 64.44% of older teachers stated the same. Whereas, 15.56% of young teachers stated that they had attended little training, while 21.48% of the old age for

the same question stated the same. In 8.15% of young teachers stated that they had not attended any training at all, while 14.08% of the old teachers stated the same for the same question.

This means that the differences in attending training for contemporary teaching according to the New

Kosovo Curriculum are in favor of the new generation. According to statistical data, it turns out that young teachers in pre-university schools in the Anamorava Region of Kosovo have attended vocational training for 11.85% more, than the old teachers.

Table 1. Teachers' attitudes toward attending vocational training

Results obtained by both age groups		23 – 43 yrs		44 – 65 yrs		Differences	
		Nr	%	Nr	%	Nr	%
Have you attended vocational training for teaching according to the New Kosovo Curriculum?	A lot	103	76.29	87	64.44	16	5.93
	A little	21	15.56	29	21.48	8	2.96
	Not at all	11	8.15	19	14.08	8	2.96
Total		135	100	135	100	32	11.85

Out of 270 teachers surveyed, 82.96% of young teachers and 58.52% of the old teachers stated that the training had a great impact on the implementation of the New Curriculum. Whereas 9.63% of young teachers and 25.18% of the old teachers stated that they have attended a few such trainings. In 7.41% of the young teachers and 16.30% of the old teachers stated that they had not attended any training at all.

Even in this case, the differences about the impact of training on the implementation of the New Curriculum are in favor of the young age group. According to statistical data, it turns out that young teachers in pre-university schools in the Anamorava Region of Kosovo have managed to implement the New Curriculum for 24.44% more than the old ones.

Table 2. Teachers' attitudes about the impact of vocational training on the implementation of the new curriculum

Results obtained by the two age groups of teachers		23 – 43 yrs		44 – 65 yrs		Differences	
		Nr	%	Nr	%	Nr	%
How much have vocational trainings influenced the implementation of the new curriculum?	A lot	112	82.96	79	58.52	33	12.22
	A little	13	9.63	34	25.18	21	7.78
	Not at all	10	7.41	22	16.30	12	4.44
Total		135	100	135	100	66	24.44

Out of 270 teachers surveyed, 107 teachers or 79.26% of young teachers stated that the New Curriculum brings more results, while to the same question 91 teachers or 67.41% of old teaches stated the same. Whereas 28 teachers of young age or 20.74% have stated that the Old Curriculum brings better results

than the New Curriculum, while for the same question 44 teachers of old age or 32.59% stated the same.

From these data, we understand that, compared to the old teachers, the young teachers for 11.86% stated that the New Curriculum brings more results in teaching.

Table 3. Teachers' attitudes regarding the expected results in teaching according to the new and old curriculum

Results obtained by the two age groups of teachers		23 – 43 yrs		44 – 65 yrs		Differences	
		Nr	%	Nr	%	Nr	%
Do you think that the New Curriculum or the Old Curriculum brings better results in teaching?	New Curriculum	107	79.26	91	67.41	16	5.93
	Old Curriculum	28	20.74	44	32.59	16	5.93
	Total	135	100	135	100	32	11.86

Out of 270 teachers surveyed, 71.85% of young teachers and 57.04% of old teachers stated that the New Curriculum is very attractive during the teaching and learning process. Whereas 19.26% of young teachers and 25.18% of the old teachers stated that the New Curriculum is a little attractive. Similarly, 8.89% of young teachers and 14.08% of the old teachers stated that the new curriculum was unattractive.

As far as the differences about the attractiveness of the new curriculum during the teaching and learning process are concerned, according to the statistical data, it turns out that young teachers, compared to older ones, by 14.81% have stated that the new curriculum brings more attractiveness during the teaching and learning process in the pre-university schools of the Anamorava Region of Kosovo.

Table 4. Teachers' attitudes regarding the attractiveness of the new curriculum during the teaching and learning process

Results obtained by the two age groups of teachers		23 – 43 yrs		44 – 65 yrs		Differences	
		Nr	%	Nr	%	Nr	%
How attractive is the New Teaching Curriculum in teaching and learning?	A lot	97	71.85	77	57.04	20	7.41
	A little	26	19.26	34	25.18	8	2.96
	Not at all	12	8.89	24	17.78	12	4.44
Total		135	100	135	100	40	14.81

To the next question: How much do you implement

the new Curriculum in the teaching process?

Out of 270 teachers surveyed, 67.41% of young teachers stated that they implement the New Curriculum a lot, while 51.85% of old teachers stated the same. Whereas, 20% of the young age stated that they implement the New Curriculum a little, while 26.67% of the old teachers for the same question stated the same. And, 12.59% of young teachers stated that they do not implement the New Curriculum at all, while

21.48% of old teachers the same question stated the same.

Differences about the truth about the implementation of the New Curriculum in the pre-university schools of the Anamorava Region of Kosovo, according to statistical data, results in the fact that 15.55% of young teachers implement more than the old ones.

Table 5. Teachers' attitudes regarding the implementation of the new curriculum

Results obtained by the two age groups of teachers		23 – 43 yrs		44 – 65 yrs		Differences	
		Nr	%	Nr	%	Nr	%
How applicable is the new curriculum in the teaching process?	A lot	91	67.41	70	51.85	21	7.78
	A little	27	20.00	36	26.67	9	3.33
	Not at all	17	12.59	29	21.48	12	4.44
Total		135	100	135	100	42	15.55

5. Discussion

Our findings show that teachers especially should raise awareness on the implementation of the New Curriculum on issues of improving the quality of teaching in preschool institutions and to provide teachers with the resources they may need to properly implement the New Curriculum. To increase the awareness of teachers in the implementation of the Curriculum in pre-university education of the Republic of Kosovo, MEST (Ministry of Education of Kosovo) has created the official document – Kosovo Core Curriculum to assist teachers in its implementation. Moreover, even though teachers are now provided with such a manual for the correct implementation of the new teaching curriculum, it still happens that they do not implement it sufficiently in their schools.

6. Limitations

Regarding the limitations of our research, one of them is the self-reported data of teachers. Although all questionnaires were anonymous, people could give unwanted answers because they could not be identified. Since there is no means of disclosure about the anonymity of the questionnaire survey carries uncertainty in itself. This means that this questionnaire can be completed more than once. Also, a possible bias caused by the self-election of teachers by the principals exists, as the questionnaires were given for completion by the principals of the respective schools. Some cases included teachers are concerned about bad situations in their schools and that require a change, they have completed the questionnaire and used the opportunity to write a comment.

7. Conclusion

We accept the reality of the education system in Kosovo that it is unfair in the observance and implementation of the New Teaching Curriculum by teachers. From a practical viewpoint, in the Anamorava Region of Kosovo, although continuous reforms have been made and are being made, however, there are still difficulties in the successful implementation of the New Curriculum.

Some of the pre-university teachers of the Anamorava Region of Kosovo implement the New Curriculum with elements of the traditional school, although in the Republic of Kosovo, the Curriculum for Advancement and Retraining of Teachers (Azemi et al., 2016).

Pre-university teachers from the Anamorava Region of Kosovo, are based on the fact that students today should not learn in the traditional conditions and methods with which their parents were taught, but there are some, especially old teachers who for many years have implemented the Old Curriculum, and unfortunately, still continue to implement it.

As a result, some teachers still fail to properly understand the New Curriculum in education and thus more and more superficial reforms prevail, which make things even worse than they are.

The new contemporary curriculum always tends to characterize the attributes of effective teachers and, in particular, the development of values, knowledge and skills to support reflection in practice (Frick et al., 2010). The author Simo (2000) makes it very clear when he says "The New Curriculum is very promising."

According to the New Curriculum Implementation Guide, teachers in their schools have full autonomy in planning and implementing their methods (MEST, 2017a).

According to the authors Deci & Ryan (1985), the challenges of future teachers are, in appearance, similar to the challenges of today's teachers, or are the challenges that generations have always faced. Apparently, a genuine combination and cooperation of these factors lead to distinct student achievement (Shala & Grajcevci, 2017). Author Pilakolli (2016) very well explained that to provide a contemporary teaching, in pre-university education there should be an appropriate teaching curriculum.

In accordance with the Framework for Quality Assurance of School Performance in Kosovo, teachers should keep pace with the latest achievements in the field of knowledge. Considering the chronology of education, in the Republic of Kosovo, Competency-Based Education (CBE) since the 1990s, three main developments have been distinguished as critical to

understanding the spread of CBE internationally. The first one is the Definition and Selection of Key Competencies of the 1990s; second, the introduction of the OECD PISA in 2000; and third, the adoption of the European Commission Recommendations on Key Competences in 2006 (Tahirsylaj and Sundberg, 2020).

Generally, we find the truth that in the pre-university schools of the Anamorava Region of Kosovo, the New Curriculum is not sufficiently implemented, especially by the old teachers.

Therefore, the hypothesis of the paper has been confirmed, when it is stated that: the New Teaching Curriculum is not sufficiently implemented by teachers in pre-university schools of the Anamorava Region of Kosovo.

In such a situation, the deceptive behavior of teachers is seen to be a natural response and not reporting these cases is a national risk toward destroying the quality of education. Regardless of the reasons, there is no doubt that the New Teaching Curriculum may not work and teachers are unlikely to achieve the desired educational outcomes.

The aim of this paper was not only to better understand how non-implementation of the New Curriculum by teachers deceives students and other communities, in relation to this concern, we should recommend to policy makers and teachers to intervene as soon as possible to reduce the damage caused not only to students but also to the entire Kosovar society. Since in this case the students suffer the most, the study has shown us that the main culprits of this disaster are the unstable teachers in the way they treat the students.

Based on the data obtained from the anonymous questionnaires, as well as from the scientific literature, we propose measures aimed at addressing the non-compliance of teachers with the sufficient implementation of the New Teaching Curriculum in educational institutions, to organize professional training for all teachers who do not know or are reluctant to implement the New Teaching Curriculum in the educational institutions where they work.

The way out of this unfavorable situation for pre-university education in the Anamorava Region of Kosovo, is the possibility of implementing the New Curriculum by all teachers by organizing additional training for teachers in this area, close professional cooperation between schools and Municipal Directorates of Education (MDE), and the possibility of pre-retirement of teachers aged 60–65.

From the final statistical data from the surveyed teachers, the truth is revealed that the implementation of the New Curriculum in the pre-university schools of the Anamorava Region of Kosovo is respected by 15.55% more by the young teachers than the old ones. Generally, based on the Pre-University Education Curriculum Framework of the Republic of Kosovo (August, 2011) we can conclude that teachers do not sufficiently implement the New Teaching Curriculum because it now, nationwide, must be 100% applicable.

References

- [1] ANICIC, K.P., DIVJAK, B., & ARBANAS, K. (2017). Preparing ICT Graduates for Real-World Challenges: Results of a Meta-Analysis. *IEEE Transactions on Education*, 60(3), 191–197. <https://doi.org/10.1109/TE.2016.2633959>
- [2] AZEMI, B., BUJARI, R., & BUJARI, A. (2016). *Pedagogical research – Summary of works*. Kosovo Pedagogical Institute.
- [3] BALIU, D. (2018). *New Curriculum, difficult to implement*. Kallxo. Retrieved from <https://kallxo.com/gjate/analize/kurrikula-e-re-veshtire-e-zbatueshme/>
- [4] BEUKES, B., KIRSTEIN, M., KUNZ, R., & NAGEL, L. (2018). Innovators to Laggards—How South African Students Adopted and Perceived Technologically Enhanced Learning. *Accounting Education*, 27(5), 513–530. <http://dx.doi.org/10.1080/09639284.2017.1417875>
- [5] BRADA, R. (2010). *Cybernetic didactics*. Dukagjini.
- [6] CORDERO, J.M., & GIL, M. (2018). The effect of teaching strategies on student achievement: An analysis using TALIS-PISA-link. *Journal of Policy Modelling*, 40(6), 1313–1331. <https://doi.org/10.1016/j.jpolmod.2018.04.003>
- [7] COSKUN, Y.D. (2015). Promoting Digital Change in Higher Education: Evaluating Curriculum Digitalization. *Journal of International Education Research*, 11(3), 197–204. <http://dx.doi.org/10.19030/jier.v11i3.9371>
- [8] DECI, E.L., & RYAN, R.M. (1985). *Intrinsic motivation and self-determination in human behaviour*. Springer. Retrieved from <https://link.springer.com/book/10.1007/978-1-4899-2271-7>
- [9] DURLAK, J.A., & WELLS, A.M. (1997). Primary prevention programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25, 115–152. <https://doi.org/10.1023/a:1024654026646>
- [10] DUSSAULT, M., PAYETTE, D., & LEROUX, M. (2008). Principals' transformational leadership and teachers' collective efficacy. *Psychological Reports*, 102(2), 401–410. <https://doi.org/10.2466%2Fpr0.102.2.401-410>
- [11] Educational plans. (2018). Wikipedia. Retrieved from https://sq.wikipedia.org/wiki/Plani_arsimor
- [12] EUROPEAN COMMUNITY COMMISSION. (2005). *Towards a European qualification framework for lifelong learning*. ENCoRE. Retrieved from http://www.encore-edu.org/ENCoRE-documents/consultation_eqf_en.pdf
- [13] EUROPEAN UNION. (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/ EC). *Official Journal of the*

- European Union*, 394, 10-18. Retrieved from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>
- [14] Framework for Quality Assurance of school performance in Kosovo. (2016). Kosovo Pedagogical Institute.
- [15] FRICK, L., CARL, A., & BEETS, P. (2010). Reflection as learning about the self in context: mentoring as catalyst for reflective development in pre-service teachers. *South African Journal of Education*, 30, 421–437. Retrieved from http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002010000300006
- [16] FULLAN, M. (2010). *The new meaning of change in education*. Center for Democratic Education. Retrieved from <http://mehr-mohammadi.ir/wp-content/uploads/2019/07/The-New-Meaning-of-Educational-Change.pdf>
- [17] GARULI, L. (2018). *Learning disorders and difficulties in reading, writing*. Toena.
- [18] GROVES, K.S. (2013). Examining leader-follower congruence of social responsibility values in transformational leadership. *Journal of Leadership & Organizational Studies*, 21(3), 227–243. <https://doi.org/10.1177%2F1548051813498420>
- [19] HAZAR, E. (2019). A Comparison between European Digital Competence Framework and the Turkish ICT Curriculum. *Universal Journal of Educational Research*, 7(4), 954-962. <http://dx.doi.org/10.13189/ujer.2019.070406>
- [20] HIEN, L. M. (2016). Malaysian Students' Performance in Mathematics Literacy in PISA from Gender and Socioeconomic Status Perspectives. *Asia-Pacific Education Researcher*, 25, 657–666. <https://doi.org/10.1007/s40299-016-0295-0>
- [21] KOSOVO NEW CURRICULUM FRAMEWORK. (2001). *White Paper on Discussion*. Dukaxhini.
- [22] KRAJA, M. (2012). *Teacher, pedagogue, personality, their ethics*. Vllamasi.
- [23] KRAJA, M., MUSTAFA M., ÇELA V., & KRAJA E. (2013). *Pedagogy (Albanian school with additional program)*. EXTRA-R.
- [24] KRASNQI, I., & DEVA, A. (2012). *A school without violence*. Textbook.
- [25] LI, Y. (2020). A review of empirical research on transformational school leadership in China (2010–2019). *ECNU Review of Education*, 10. <https://doi.org/10.1177%2F2096531120942242>
- [26] LUBIN, I. A. (2016). Intentional ICT: Curriculum, Education and Development. *IBE Working Papers on Curriculum Issues*, 17. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf000024408_1
- [27] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2013). *Kosovo Curriculum Framework and core curricula*. MASHT.
- [28] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2017a). *Catalog of accredited and approved programs for professional development of teachers and education leaders in Kosovo – Second Edition*. Ministry of Education, Science and Technology.
- [29] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2017b). *Guide to implementing the new curriculum 2016–2021*. MASHT. Retrieved from <http://masht.rks-gov.net/uploads/2017/03/udherrefyjes-per-zbatimin-e-kk-2016-2021final.pdf>
- [30] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2017c). *Guide for the implementation of the new curriculum*. MASHT. Retrieved from <https://masht.rks-gov.net/uploads/2017/03/udherrefyjes-per-zbatimin-e-kk-2016-2021final.pdf>
- [31] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2017d). *Curriculum Framework of Pre-University Education of the Republic of Kosovo (revised)*. MAHT. Retrieved from <https://masht.rks-gov.net/uploads/2017/03/korniza-kurrikulare-finale.pdf>
- [32] MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY. (2018). *Subject Curriculum, lesson plans: Sixth*. MASHT.
- [33] NIR, A.E., & HAMEIRI, L. (2015). Coping with perceived role risk as an expression for school leaders' accountability. *Journal of School Leadership*, 25(1), 4–23. <https://doi.org/10.1177%2F105268461502500101>
- [34] ORGANIZATION FOR SECURITY AND CO-OPERATION IN EUROPE MISSION IN KOSOVO. (2009). *Kosovo Non-majority Communities within the Primary and Secondary Educational Systems*. OSCE. Retrieved from <https://www.osce.org/files/f/documents/4/8/36978.pdf>
- [35] OSAGIE, R.O., & MOMOH, U. (2016). Principals' leadership and student performance in senior secondary schools in Edo state, Nigeria. *Educational Planning*, 23(3), 17–28. Retrieved from <https://eric.ed.gov/?id=EJ1208421>
- [36] OTERKIL, C., & ERTESVÅG, S.K. (2014). Development of measurement for transformational and transactional leadership in schools taking on a school-based intervention. *Educational Management Administration & Leadership*, 42(4), 5–27. <https://doi.org/10.1177%2F1741143214523011>
- [37] PESHKËPIA, V. (2012). *Teaching and learning, their relationship with European integration*. Fan Noli. Retrieved from https://www.academia.edu/35291006/The_Effect_of_Teacher_Professional_Development_in_Raising_the_Quality_of_Teaching_Pilot_Research
- [38] PLLAKOLLI, Z., & ALIU-GASHI, M. (2016). *Educator-parent cooperation in Kosovo preschool Institutions*. Kosovo Pedagogical Institute.
- [39] REÇICA-HAVOLLI, S. (2016). *Teachers' attitudes towards the implementation of the philosophy of inclusion in educational institutions in Kosovo*. Kosovo Pedagogical Institute.

- [40] SAHLBERG, P., & BOCE, E. (2010). Are teachers teaching for a knowledge society. *Teachers and Teaching: Theory and Practice*, 16, 31–48. <https://doi.org/10.1080/13540600903475611>
- [41] SHALA, A., & GRAJCEVCI, A. (2018). Digital competencies among students populations in Kosovo: The impact of inclusion, socioeconomic status, ethnicity and type of residence. *Education and Information Technologies*, 23, 1203–1218. <https://doi.org/10.1007/s10639-017-9657-3>
- [42] SIMO, P. (2009). *Education technologies*. Dita 2000.
- [43] STATOVCI-SHALA, S. (2016). *School management in upper secondary education in Kosovo*. Kosovo Pedagogical Institute.
- [44] Strategic Framework for Teacher Development in Kosovo. (2017). Ministry of Education, Science and Technology.
- [45] TAHIRSYLAJ, A., & SUNDBERG, D. (2020). The Unfinished Business of Defining Competences for 21st Century Curricula – A Systematic Research Review. *Curriculum Perspectives*, 40(2), 131–145. <https://doi.org/10.1007/s41297-020-00112-6>
- [46] TAHIRSYLAJ, A., & WAHLSTRÖM, N. (2019). Role of Transnational and National Education Policies in the Realisation of Critical Thinking: The Cases of Sweden and Kosovo. *The Curriculum Journal*, 30 (4): 484–503. <https://doi.org/10.1080/09585176.2019.1615523>
- [47] VUJI, M. (2015). *Teaching vision and mathematical skills*. Mirgeeralb. <https://doi.org/10.1016/j.jpplmod.2018.04.003>
- [7] COSKUN, Y.D. (2015). 促进高等教育数字化变革：评估课程数字化。国际教育研究杂志, 11(3), 197–204. <http://dx.doi.org/10.19030/jier.v11i3.9371>
- [8] DECI, E.L., 和 RYAN, R.M. (1985). 人类行为的内在动机和自决。施普林格。从...获得 <https://link.springer.com/book/10.1007/978-1-4899-2271-7>
- [9] DURLAK, J.A., 和 WELLS, A.M. (1997). 儿童和青少年的初级预防计划：作分析综述。美国社区心理学杂志, 25, 115–152. <https://doi.org/10.1023/a:1024654026646>
- [10] DUSSAULT, M., PAYETTE, D., & LEROUX, M. (2008). 校长变革型领导与教师的集体效能。心理报告, 102(2), 401–410. <https://doi.org/10.2466%2Fpr0.102.2.401-410>
- [11] 教育计划。 (2018)。 维基百科。从...获得 https://sq.wikipedia.org/wiki/Plani_arsimor
- [12] 欧洲共同体委员会。 (2005). 迈向终身学习的欧洲资格框架。欧洲促进教育开放资源网络。从...获得 http://www.encore-edu.org/ENCORE-documents/consultation_eqf_en.pdf
- [13] 欧洲联盟。 (2006). 欧洲议会和理事会2006年12月18日关于终身学习关键能力的建议(2006/962/欧共体)。欧盟官方公报, 394, 10-18。从...获得 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>
- [14] 科索沃学校展示质量保证框架。 (2016)。 科索沃教育学院。
- [15] FRICK, L., CARL, A., 和 BEETS, P. (2010). 反思作为在环境中自我学习：指导作为职前教师反思发展的催化剂。南非教育杂志, 30, 421–437。从...获得 http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002010000300006
- [16] FULLAN, M. (2010). 教育变革的新意义。民主教育中心。从...获得 <http://mehrmoammadi.ir/wp-content/uploads/2019/07/The-New-Meaning-of-Educational-Change.pdf>
- [17] GARULI, L. (2018). 学习障碍和阅读、写作困难。托纳。
- [18] GROVES, K.S. (2013). 检查变革型领导中社会责任价值观的领导者与追随者的一致性。领导与组织研究杂志, 21(3), 227–243. <https://doi.org/10.1177%2F1548051813498420>
- [19] HAZAR, E. (2019). 欧洲数字能力框架与土耳其信息技术课程的比较。教育研究万能杂志, 7(4), 954-962. <http://dx.doi.org/10.13189/ujer.2019.070406>

参考文献：

- [1] ANICIC, K.P., DIVJAK, B., 和 ARBANAS, K. (2017). 让信息通信技术毕业生为现实世界的挑战做好准备,这是为了培养优势而分析的结果。电气和电子工程师学会教育汇刊, 60(3), 191–197. <https://doi.org/10.1109/TE.2016.2633959>
- [2] AZEMI, B., BUJARI, R., 和 BUJARI, A. (2016). 教学研究——工作总结。科索沃教育学院。
- [3] BALIU, D. (2018). 新课程, 难实施。卡尔索。从...获得 <https://kallxo.com/gjate/analize/kurrikula-e-reqeshtire-e-zbatueshme/>
- [4] BEUKES, B., KIRSTEIN, M., KUNZ, R., 和 NAGEL, L. (2018). 创新者到落后者——南非学生如何采用和感知技术增强的学习。会计教育, 27(5), 513–530. <http://dx.doi.org/10.1080/09639284.2017.1417875>
- [5] BRADA, R. (2010). 控制论教学法。杜卡吉尼。
- [6] CORDERO, J.M., 和 GIL, M. (2018). 教学策略对学生成绩的影响：使用教学国际调查-国际学生评估计划-链接的分析。政策建模杂志, 40(6), 1313-1331.

- [20] HIEN, L. M. (2016). 从性别和社会经济地位的角度来看, 马来西亚学生在国际学生评估项目中的数学素养表现。亚太教育研究员, 25, 657-666. <https://doi.org/10.1007/s40299-016-0295-0>
- [21] 科索沃新课程框架. (2001). 讨论白皮书。杜卡希尼.
- [22] KRAJA, M. (2012), 老师, 教育家, 人格, 他们的道德。弗拉马西.
- [23] KRAJA, M., MUSTAFA M., ÇELA V., 和 KRAJA E. (2013). 教育学 (带有附加课程的阿尔巴尼亚学校)。额外的R.
- [24] KRASNQI, I., 和 DEVA, A. (2012). 没有暴力的学校。教科书.
- [25] LI, Y. (2020). 中国变革型学校领导力实证研究综述 (2010-2019)。华东师范大学教育评论, 10. <https://doi.org/10.1177%2F2096531120942242>
- [26] LUBIN, I. A. (2016). 有意信息通信技术: 课程、教育和发展。国际教育局关于课程问题的文件, 17. 从...获得 https://unesdoc.unesco.org/ark:/48223/pf000024408_1
- [27] 教育、科学和技术部. (2013). 科索沃课程框架和核心课程。教育、科学和技术部.
- [28] 教育、科学和技术部. (2017a). 科索沃教师和教育领导者专业发展认可和批准方案目录——第二版。教育科技部.
- [29] 教育、科学和技术部. (2017b). 2016-2021年新课程实施指南。教育、科学和技术部。从...获得 <http://masht.rks.gov.net/uploads/2017/03/udherrefyes-per-zbatimin-e-kk-2016-2021final.pdf>
- [30] 教育、科学和技术部. (2017c). 新课程实施指南。教育、科学和技术部。从...获得 <https://masht.rks.gov.net/uploads/2017/03/udherrefyes-per-zbatimin-e-kk-2016-2021final.pdf>
- [31] 教育、科学和技术部. (2017d) 科索沃共和国大学预科教育课程框架 (修订)。教育、科学和技术部。从...获得 <https://masht.rks.gov.net/uploads/2017/03/korniza-kurrikulare-finale.pdf>
- [32] 教育、科学和技术部. (2018). 学科课程、教案: 第六。教育、科学和技术部.
- [33] NIR, A.E., 和 HAMEIRI, L. (2015). 把应对感知到的角色风险作为学校领导责任的一种表达。学校领导杂志, 25(1), 4-23. <https://doi.org/10.1177%2F105268461502500101>
- [34] 欧洲安全与合作组织科索沃特派团. (2009). 科索沃小学和中学教育系统内的非多数族裔社区。欧洲安全与合作组织。从...获得 <https://www.osce.org/files/f/documents/4/8/36978.pdf>
- [35] OSAGIE, R.O., 和 MOMOH, U. (2016). 尼日利亚埃多州高中校长的领导力和学生表现。教育规划, 23 (3), 17-28。从...获得 <https://eric.ed.gov/?id=EJ1208421>
- [36] OTERKIIL, C., 和 ERTESVÅG, S.K. (2014). 在学校进行基于学校的干预时, 制定变革型和交易型领导的衡量标准。教育管理行政与领导, 42(4), 5-27. <https://doi.org/10.1177%2F1741143214523011>
- [37] PESHKËPIA, V. (2012). 教与学, 它们与欧洲一体化的关系。范诺丽。从...获得 https://www.academia.edu/35291006/The_Effect_of_Teacher_Professional_Development_in_Raising_the_Quality_of_Teaching_Pilot_Research
- [38] PLLAKOLLI, Z., 和 ALIU-GASHI, M. (2016). 科索沃学前机构的教育家与家长合作。科索沃教育学院.
- [39] REÇICA-HAVOLLI, S. (2016). 教师对科索沃教育机构实施了包容理念的态度。科索沃教育学院.
- [40] SAHLBERG, P., 和 BOCE, E. (2010). 教师是为知识社会教学吗? 教师与教学: 理论与实践, 16, 31-48. <https://doi.org/10.1080/13540600903475611>
- [41] SHALA, A., 和 GRAJCEVCI, A. (2018). 科索沃学生群体的数字能力: 包容性、社会经济地位、种族和居住类型的影响。教育和信息技术, 23, 1203-1218. <https://doi.org/10.1007/s10639-017-9657-3>
- [42] SIMO, P. (2009). 教育技术。迪塔 2000.
- [43] STATOVCI-SHALA, S. (2016). 科索沃高中教育的学校管理。科索沃教育学院.
- [44] 科索沃教师发展战略框架。(2017年)。教育科技部.
- [45] TAHIRSYLAJ, A., 和 SUNDBERG, D. (2020). 定义21世纪课程能力的未竟事业——系统研究回顾。课程观点, 40(2), 131-145. <https://doi.org/10.1007/s41297-020-00112-6>
- [46] TAHIRSYLAJ, A., 和 WAHLSTRÖM, N. (2019). 跨国和国家教育政策在批判性思维的实现中的作用: 瑞典和科索沃的案例。关于课程杂志, 30 (4): 484-503. <https://doi.org/10.1080/09585176.2019.1615523>
- [47] VUJI, M. (2015). 教授视觉和数学技能。幻影.