

THE LEADING ROLE OF THE SCHOOL DIRECTOR IN IMPLEMENTING THE NEW CURRICULUM

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ABSTRACT

The leading role of the school principal in the implementation of educational policies at the school is irreplaceable, but also a legal obligation. One of the main policies after the law on pre-university education is the curriculum framework and core curriculum. With the Curriculum Framework (revision, 2016), the responsibilities of the school principal both as an administrator and as a teacher education professor are increased.

The importance of research - Given the requirements arising from the implementation of the 2011 Curriculum and leadership training, it is necessary to make the leading role of the director in implementing these changes in the school essential. Specifically, we were determined to explore its role and impact in implementing the changes envisaged by the New Curriculum Framework in Kosovo schools.

Based on the results of the research it can be seen that school directors encounter difficulties of different nature. Given the research data it appears that they are not sufficiently informed with the content of curriculum, so that they can support the teachers in this process.

Other challenges, according to the directors, are: poor school infrastructure; weak supply of schools with basic tools and materials, ineffective IT cabinet, lack of inter- net access, which makes it difficult to implement the new curriculum successfully in schools, lack of textbooks, lack of appropriate training for curriculum,for teachers,school directors and for other staff, lack of information for additional clarifications, great difficulty in preparing the daily plan and their ambiguities are mainly on day-to-day outcomes and criteria, the administrative part of the diary, and an important challenge for it is the assessment and approach based on the new curriculum where the student should be evaluated in VP1 (with three or more components and VP2, which is considered to take much time.

Through this research we aimed to assess the current situation in pilot schools and those that expect the implementation of new curriculum with a focus on the leading role of the director in this important process for education.

Keywords- Role of Leadership, School Directors, Curriculum, Implementation, Schools.

Introduction

The school director is responsible and initiator for the processes that are being developed at school. He is responsible for the implementation of legal and sub legal acts, on the quality of the educational process. As a director of the institution, the director has the opportunity to do various planning to improve the flow to increase the quality of school work. The school principal during the planning process should begin with the assessment of the current situation in the school, such as the impact of external factors on the processes in the school that it runs, the internal factors and the general social, regional and national conditions. Organization of teaching work always has been one of the most important problems in teaching theory and practice. As a result of the permanent development of science, the development of educational policies and the reformation of the education system, especially the theory of learning and teaching, the old ways of organizing can not be followed in their entirety in modern school but should be reformed so that to respond to the demands of the time. The research focused on the leading role of the director in the implementation of the New Curriculum. An educational institution must have the capacity to demonstrate its curriculum to others and to allow it to be analyzed by others. Director is directly responsible for the implementation of the curriculum in school policy. He or she must have full knowledge of the new curriculum and be able to guide the implementation process. However, based on the findings of the research we can not say that school directors are sufficiently informed about the content and implementation of New Curriculum. The curriculum provides extensive autonomy at the school level to plan and to act in the implementation of the curriculum in accordance with the specific conditions of teaching staff, the school infrastructure and location specifications in which schools operate. In this way each school is allowed to build its profile in the best interest of its students and the locality in which it operates. Schools consider the strengths and weaknesses of each teacher and in the best way organize the learning process. (MEST, 2011). School directors face various difficulties in implementing the New Curriculum, based on infrastructural conditions, lack of cabinets, lack of internet networks and didactic materials. Despite the training conducted by school teachers there are still many uncertainties about the curriculum implementation in school from teachers and taking into account the issue of some young directors / Acting, schools and their failure to inform this process shows that there is no effective support from the directors, to improve this process.

Review of literature

According Bazeley (2007) to start a study, first start by reviewing what is already known on the subject of research, as are examining the implications in relevant theories on the subject, and other methods that are used to investigate the matter . Thus, a comprehensive literature study was done to see what has been done so far in connection with the implementation of the curriculum in schools, and especially the role and influence of the school principal pursuant to New curriculum. Reviewed reports, international research and studies and national in order to see, good practices from other countries, the challenges faced and finding their solutions and look at similarities and differences about the role of the school principal in implementing Curriculum . It is important that the director must know how to manage and lead the process of change. Director must ensure that he / she has the necessary policy documents, legislation and administrative instructions. He / she should study these documents and adopt all the basics of curricular changes. Director as instructional leaders should lead the implementation of the curriculum in a school. According Mazibuko (2003), the main job of a school leader is to help teachers to change, correct, to create a positive climate in the school, to exercise effective management behavior and handle input from the community effectively.

Mason (2004), states that a school leader must ensure implementation of the curriculum to inspire and empower staff, motivated and mediated between staff and educational policy, mentoring and support and monitor progress. In addition, he says that in providing school leadership, the director should also oversee curriculum planning at school, help develop learning activities, develop and manage evaluation strategies, ensure that teaching and learning time is used in effectively, ensure that classroom activities are with the student at the center, etc. Another challenge is related to the curriculum change management is motivated staff to accept change envisaged. According to Mason (2004, p 4) motivation must be understood as a management strategy to convince people to accept change and alternation. But in advance, directors should be well informed about the change that will happen and only then will he be able to inform, schedule, monitor and support the process of changing the school. Aspect of the implementation of changes in the school's study analyzed by many scholars of international education, as matter of great importance in raising the quality of work in schools. In terms of implementation of modern changes in student learning engage in a comprehensive manner on school work, he sees the purpose and importance of what works, is aware of his abilities and opportunities and motivated to maximum effort. (Jones, 2008 pg.16)

For changes in education and education are some basic criteria, such as the study of any problem of educational activity starts from a positive assessment of the progress in the science of pedagogy and other scientific disciplines close to the (research education and schooling must be interdisciplinary), in order to apply it to investigate, it is safe and will give positive effects and enable positive processes for the development of educational institutions. Another criterion includes surveys of selected problem in the pedagogical practice of other countries in order to see how it is studied in other circumstances, as the problem is solved paved and what has given effects. The revolutionary changes in society that are developing towards the democratization and humanism of our society condition the gradual change of the school's position in society, bring about radical changes in internal relations, put the student's position in the process more active and objective educational, and affect the greatest affirmation of the humanistic values in which the whole life and work of the school is based. "Under the scheme for pedagogical innovation studies at school are three main levels that form a continuous progress, as assimilation (holding), change and transformation levels. Each level is supposed to be more advanced than the previous ones "(Dr.Mandiq, 1985, p 32).

In the second half of the 20th century, innovations arise from the need to develop students' creative abilities as important elements of their creative activity as valuable factors that make it possible to control the works of modern civilization, subjugate them to their own human needs, create new values, and change their society and relationships according to human needs. The role of the Director in the implementation of Curriculum - One of the tasks of school leaders, which directly affects the quality education and the best school is the continued support of teachers and other relevant factors to the school in the implementation of strategic documents, such as : curriculum, school programs and curricula and standards of school-based assessment. (Zylfiu H., H. Devetaku, L. Shala, 2013, p.41) The Director must inform teachers, and others, with the constant changes dealing with school and learning process, should make them part of the change and must also support them in their implementation. Forms to support and sustain teachers are numerous, such as through school-based workshops, through regular consultations, through mentoring teachers from the school principal and teachers through cooperation between themselves. The role of the director in this regard in the creation of a common concept for curriculum, standards, plans and programs, school curriculum planning and evaluation. Regarding curriculum, the focus of the director and teachers should be the achievement of teaching competencies, such as: (MEST, 2011):

- Communication and expression competence (MEST, 2011) • Thinking competence • Learning competence • Competence for life, work and work and the environment • Personal competence and • Civil competence.

Research questions

1. How are school principals informed about the implementation of the New Curriculum at School?
2. What is the role and accountability of the director in implementing the New Curriculum at School?
3. What is the director's influence on implementing the New Curriculum at School?
4. What are the requirements for successful implementation of the New Curriculum at School?
5. What are the challenges faced by school principals in implementing the New Curriculum at School?
6. What are the activities the director has to undertake to implement the New Curriculum in the school?
7. How can the findings of this research contribute to strengthening the role of the director in implementing the new curriculum?

METHODOLOGY

Research model - The research is mixed quantitative and qualitative, descriptive and evaluative.

Population and Sample - All the school directors in Kosovo comprise approximately 900, excluding professional schools that are not included in the sample. I select it from this population sample of 30 school principals who have piloted and implemented curriculum and 70 principals from other schools who will start the implementation of the curriculum in September 2017. Pilot School where applicable of curriculum in Kosovo there are approximately 96 schools of secondary education. In the sample are included directors from the 9-year schools, high schools from the village and from the city from different municipalities in Kosovo

Instruments and methods

- Method of resource analysis- For the purposes of this research and in accordance with the object and purpose used, all theoretical sources of resources, mainly of external authors but also of local ones, which take on the role and impact of the school principal should have this in implementing the New curriculum in the school.
- Survey Method - Using this method I have sought to provide the data collection with the opinions of directors and deputy directors.
- Statistical processing - Standard statistical procedures were used for processing the research results. The obtained data is presented in percentages, graphs and tabular form. The processing of the results was done with the SPSS (Statistical Package for the Social Sciences) package.

Research Instruments – Questionnaire

For the basic research tool we used the questionnaire for school principals. The questionnaire contains open questions, multiple-choice and closed questions and was anonymous.

Analysis and data collection procedure

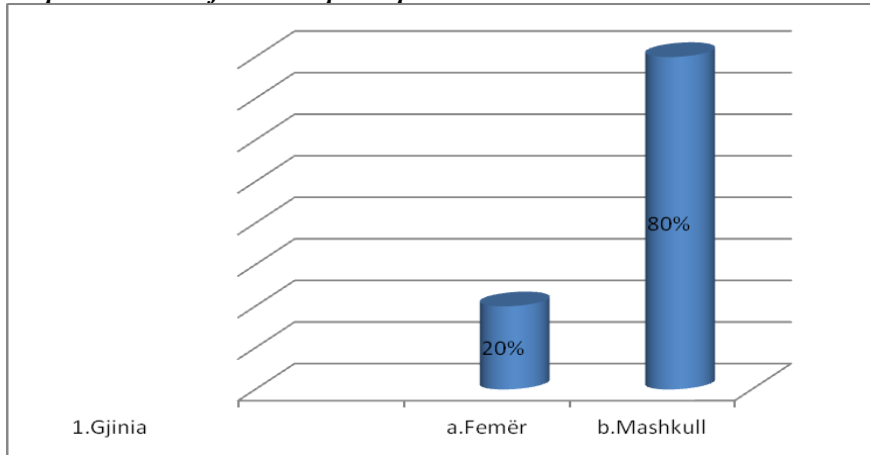
The school directors were informed, the date, time and day when the questionnaire was completed with them, as well as in some schools after contacting a responsible MED of the questionnaire distribution electronically, the relevant officer sent the school directors in his municipality and returned it to us. The data obtained were analyzed and processed in the SPSS program

RESULTS AND ANALYSIS OF DATA

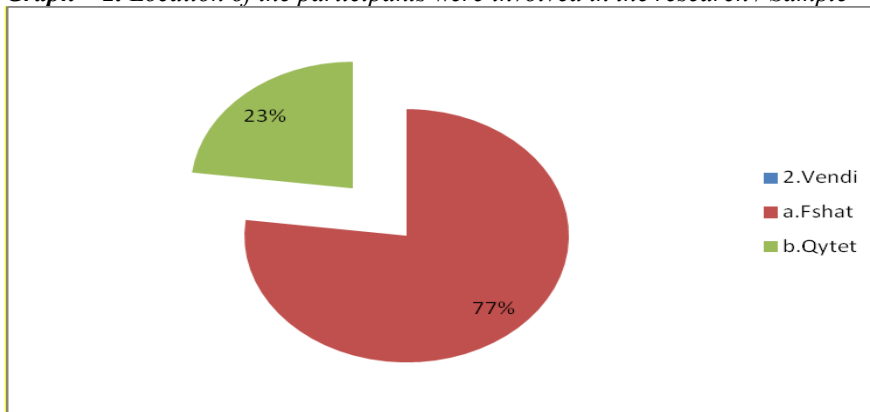
Research, analysis, processing of the data obtained was done in order to have a clear picture of the information, requirements arising from the directors to the successful implementation of the curriculum, the challenges faced during the implementation, the role and influence of the director of the school in the implementation of New Curriculum. The findings of this study contribute to strengthening the role of director in implementing the New curriculum.

Sample structure see in the chart below.

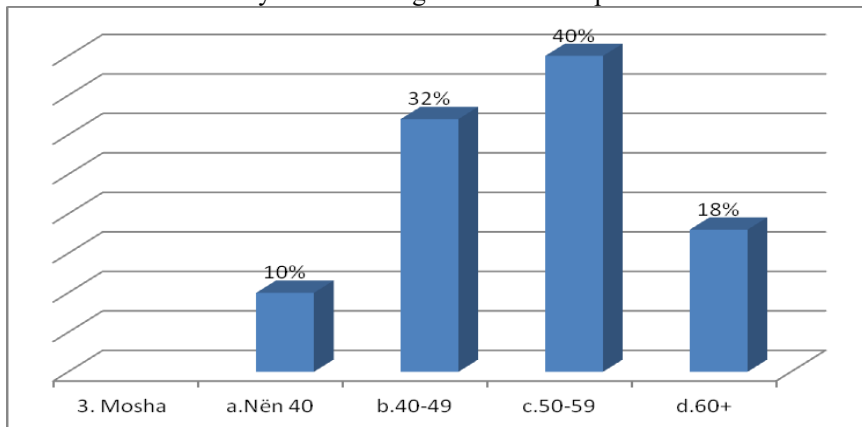
Graph 1. Gender of research participants.



Graph 2. Location of the participants were involved in the research / Sample

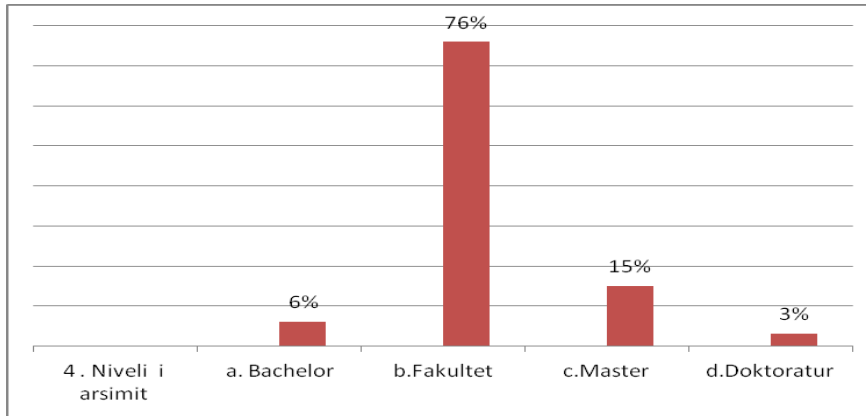


The research was conducted in different municipalities in Kosovo, where 23% of the cities, while 77% involved schools from the country's different regions. In the sample were included both sexes, as shown in the diagram.



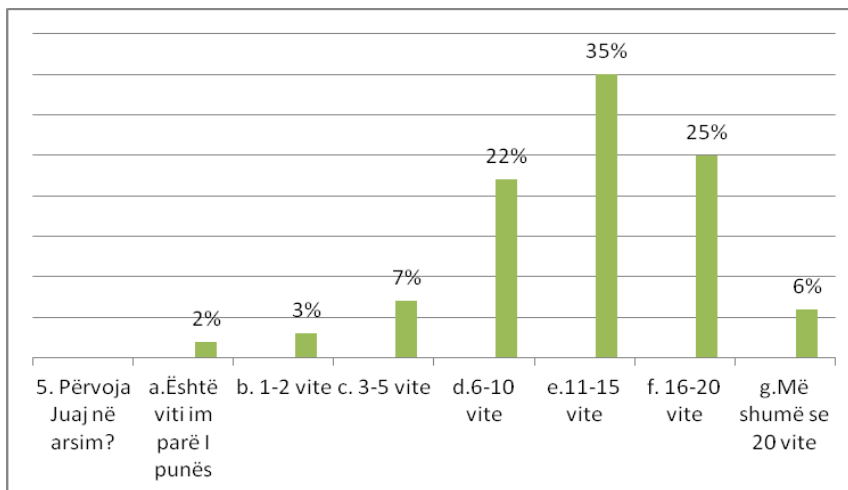
Graph 3. Age of participants involved in the research.

The average age dominates with 40% of 50 to 59 years old of schools have principals 18% of people over the age of 60, which means before retirement, and an average of 32% aged 40 to 49, and only young 10% of them under 40 years old.



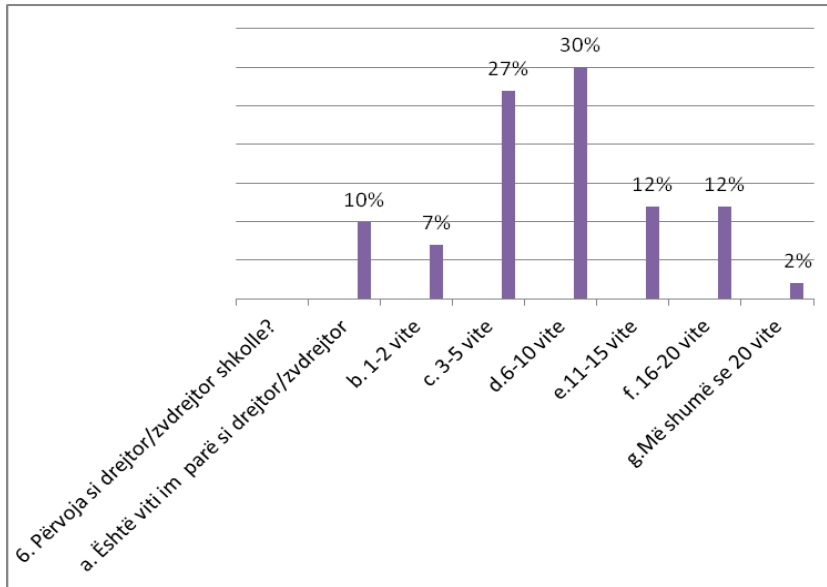
Graph 4. Level of education of the participants involved in the research.

From 94 school directors involved in the research, 76% of them have completed the faculty and meet the criteria for school management, we have a 15% master and 3% doctoral degree, while 6% have a bachelor degree or in the continuation of the faculty, having in mind that with the bachelor level they are not entitled to be a school principal.



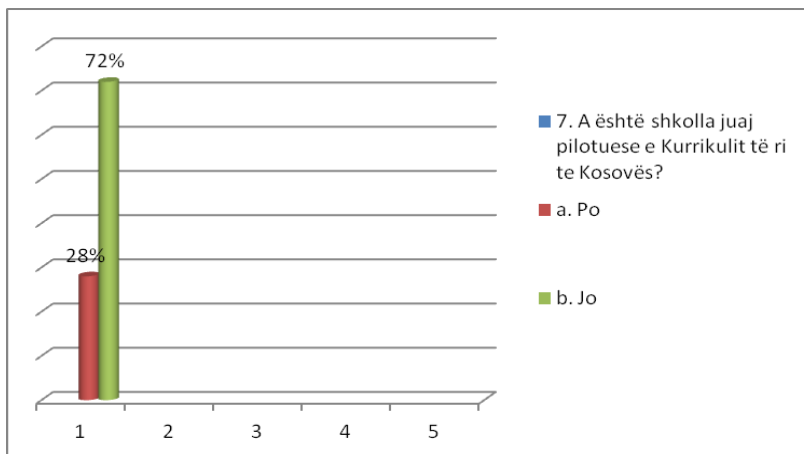
Graph 5. Experience of participants involved in research in education

Based on AI no. 08/2014 MEST for selection of primary school principals is a three year experience in education / educational institutions, and from the data we see that we have a 2% those with the first year of work in education but also with concern is 3% who have 1 to 2 years of work experience in education who drops a percentage of about 5% do not meet the primary criteria for selection of school directors.



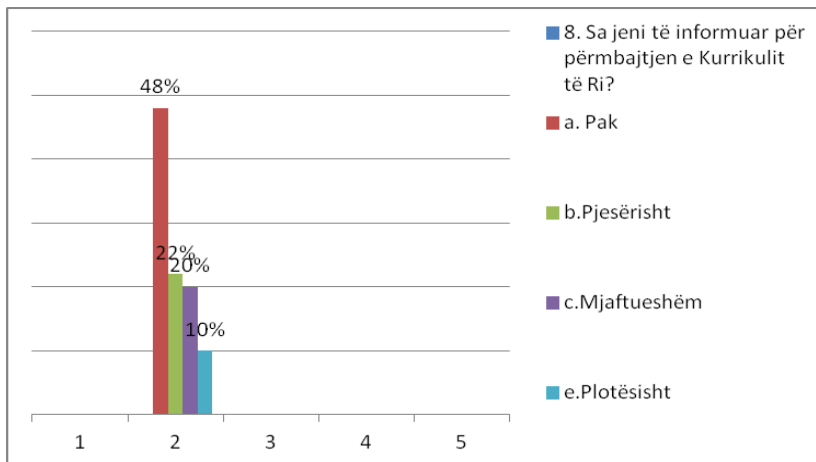
Graph 6. Experience as deputy director and school principal,

In Graph 6, the data show that 10% of them have their first year of work as a school principal, while the biggest difference is from 6 to 10 years of experience with 30% of them. All respondents involved in the survey have experience in leadership.



Graph 7. Is a pilot or non pilot school implemented New curriculum

Graph 7 shows the difference between the schools involved in research, where 72% of them are schools that have not yet started piloting the New curriculum and will start this September(2017), while in 28% of them are schools that have started piloting / implementing of new curriculum in their schools.



Graph no.8. How much are informed about the content of New curriculum, school directors.

Although in September 2017 will begin the implementation of curriculum in all Kosovo schools, out of 94 schools involved in research, it turns out that 48% of school directors are very little informed about the content of curriculum, 22% consider it to be partially acquainted with curriculum content, while 20% sufficient and only 10% of them think that they know best / full content of curriculum. It is worrying the fact that there is insufficient information of school principals with the contents of curriculum, because they expect a professional support for teachers in implementation.

9. What is your role in the implementation of the new curriculum in school?

Regarding the role of implementing curriculum in school, school principals, generally said that schools should be managed well and have priority-setting of the learning process quality, by involving all relevant stakeholders with impact in this regard, students, parents, teachers and stakeholders and external partners to influence and serve as a connecting bridge of cooperation.

There are also opinions that the role of director in the implementation of the new curriculum in schools should be based on the basic documents included in the Core Curriculum and the beginning of the development of pre-university curriculum for each curriculum area, to implement them in the learning process.

The role of the Director in the implementation of the curriculum is the development of a common concept for curriculum, standards, plans and programs, school curriculum planning and evaluation. Regarding curriculum, the focus of the director and teachers should be the achievement of learning competencies, which are foreseen in New Curriculum, as:

- Competence of communication and expression
- Competence of thinking
- Learning competence
- Competence for life, work and work and for the environment
- Personal skills and
- Civic competence

While schools that have not yet started implementing the New Curriculum and are expected to start this year, they say they are not yet involved in this program and that the role of the director is very significant and has a significant impact on the quality of school work. This impact is reflected in all areas: in the process of teaching and learning, in cultural activities, extracurricular etc.

10. What is your impact on the successful implementation of the New Curriculum at School?

The impact of school principals for successful implementation at the school of New Curriculum according to respondents' responses is timely information to teachers on the demands and changes in the teaching process, cooperation with all stakeholders, to ensure how these changes are reflected, various debates with teachers, students and parents, about all the deficiencies and advantages of the curriculum, support and support of professional advice, consultations on curriculum areas, providing the tools needed for curriculum implementation.

Other responses to the impact of the school director on the implementation of New curriculum have the following: - Involvement of teachers in trainings organized exclusively for the New curriculum in cooperation with the MED in this regard.

We also have specific answers that make it clear that school directors are not well informed about the Curriculum and its implementation.

"My influence would be sufficient for implementing the New Curriculum at school if I was sufficiently informed about it."

11. What are the requirements for successful implementation of the new curriculum in school?

The requirements for successful implementation of MA in schools by the responses of school directors can be generalized based on data that are expressed as follows:

- Schools should have enough autonomy to access changes
- Appraising teachers' performance; the expansion of the students' spirit into the overall work of the school as well as the community; inclusion; development of student competencies, governance and financial autonomy of school accountability in all areas.
- Improving working conditions and successful implementation of the new curriculum, it requires more accurate information on curriculum teachers, trained teachers, changed texts, didactic materials for teachers related to the new curriculum, etc.
- Inclusion of teachers in training for the new curriculum
- Training of Director and Quality Coordinator
- Change the school textbooks based on curriculum
- Equipment with cabinets, computing, and cabinets for natural science
- Internet device to teaching classes
- Provision of the necessary cabinets school that will help improve teaching and learning.
- The vision and commitment of every teacher in the implementation of this program.
- Continuous supervision by Self evaluation team to successful implementation.
- Occasional control by external experts or MEDs
- Organization of training, seminars and various workshops for teachers and the school principal;
- Provision of professional staff (in this case for second foreign course);
- Provision and adaptation of textbooks according to the New Curriculum.
- Create conditions and circumstances for successful implementation.
- Teachers must take change seriously.
- In addition to theoretical knowledge of literature and training teachers to implement in practice.\
- Teachers to work standard curricula and programs according to the New Curriculum.
- Structure of lower secondary education.
- My request is that from the moment the team is called to the workshop to train, it was good for the trainers or trainers to be a curriculum expert to better understand the purpose of the training.
- Material conditions are Key Challenges starting from paper and to computers and video projectors with the Internet.
- Elaboration and explanation accurate and clear that the purpose of curricular change is for the good of establishment and Quality Assurance in pre-university education, after identifying the changing needs has come up to Curriculum changes are forwarded to global changes in terms of raising the quality of education. Then, the continued support etc ..

12. What are the challenges you have faced with the implementation of the New Curriculum at School?

Challenges faced by schools under the MA, from the responses of school directors are:

- Poor school infrastructure; poor supply of schools with basic, non-functional IT tools, basic materials, non-Internet classes, and so on. disables the successful implementation of the New Curriculum in schools.
- Insufficient staff rate
- Lack of textbooks for teachers, labs, lack of appropriate teacher training, lack of sufficient information for additional clarification ..
- Most had challenges from teachers, who have a lot of things were unclear, especially, the great difficulty they had in preparing the daily plan. Their uncertainties have been on the outcomes and criteria that are on a daily basis.
- Do not have the seriousness and lack of commitment of some teachers to work in this direction. Challenges and insufficient knowledge of the requirements foreseen by the curriculum as well as insufficient and initial experience in implementing this program.
- The administrative part of the diary
- The biggest challenge is presented in the assessment. When the student in VP1 (with three or more components and VP2) is evaluated, it takes a lot of time, and the directors form the school curriculum teams to share the work together. are a team. Support the Director in their role as a developer of the curriculum.
- Commitment and permanent cooperation between: the director, the school coordinator, curriculum coordinators and field staff as a whole.

- Organization of teacher trainings, provision of school material, and mutual cooperation with MEST and MED for curriculum development
- Maintaining a school-based training (which we have held) to get ahead, hold well-trained and well-trained trainings by MEST, change the textbooks, provide didactic terms, focus on supply with various tools of technology of information, etc.

13. What are the activities undertaken by the director / or intends to take to implement the MA in school?

- Activities undertaken by the director / or intends to take to implement the MA to school responses to the open question that the data are expressed as:
 - The organization of work with the teacher staff
 - Holding regular meetings for the successful implementation of the New Curriculum
 - Timely notification of the teachers, assignment of quality coordinator, reorganization of professional assets by curriculum areas
 - Daily working across school;
 - Notifying the teachers about the necessary training;
 - The provision of textbooks (whether they are derived from MEST);
 - Providing didactic material and other teaching aids;
 - Consultations with the teachers and the structures of the MED about problems or eventual ambiguities, etc.
 - Delegating responsibilities to relevant persons for the implementation of the curriculum,
 - Drafting of the development plan, the development of school regulations, the formation of the governing bodies within the school as SHC, the Parents Council, Student Council, professional assets, incl taught for everyone in implementing this process, the operation of all governing bodies and professional school, information on time, and the appointment of a working teams that will be taken directly to the realization of this process.
 - To require communication between teachers, especially those teachers who have in class successfully collaborate with teachers who have uncertainties, as well as mentoring director class teacher.
 - Evidence of stagnation and weaknesses and commitment to their successful improvement and advancement as well as inclusion in the relationship between student-teacher and parent.
 - To follow the work of teachers and evaluate how the new curriculum is influencing the quality, as students are feeling the change being implemented by teachers.
 - Directors form school curriculum teams to share works together. Professional assets with quality coordinator are a team.
 - Supporting the Director in their roles as curriculum developers.
 - Director shall establish conditions, all inclusive space. Ensure that schools be learning environment safe and entertaining for students, teachers and parents. Make school networking.

14. How do you follow the changes to the curriculum implementation at school?

Respondents say openly that changes to the implementation of the New curriculum are followed through meetings with relevant school stakeholders, with systematic observation; by measuring the results before implementation and with the entry into force of the New Curriculum; On the external school evaluations. . . by analyzing pupils' outcomes, talking to parents, and monitoring the work of teachers, hospitations, learning outcomes, focus group meetings etc.

Some say that in drafting the school development plan and annual action of that and calendar designed for preparatory activities for the implementation of Curriculum-are instruments through which they can redirect changes for implementing the new curriculum. Hiring in the classes, submission of two-month plans, student assessment, etc. Close cooperation with the quality coordinator, analysis and comparison of the results of the achievement test, curriculum monitoring.

Of course, in cooperation with all governing bodies ranging from MEST, MED with the school's governing board, parents council, the students' council, as well as the assignment of groups in certain areas of the new korrikulit, and obtaining information the teachers themselves, where they will have difficulties, we will talk together, only that the implementation of this program will be much more successful.

Notification and approval of curriculum or curriculum with the choice of the School governing board, holding meetings with the Parent Council for information, holding meetings with the pedagogical council of teachers, support in the implementation of the curriculum in focus or based on competence. Focus on learning and

accountability, integrating and coherent, focusing on accountability and accountability, and with the Quality Coordinator to actively engage in a continuous process to improve teaching methodologies based on different sources and not only on freedom, teaching materials in collaboration with MED, etc ...

Continuous supervision of the learning process, identification of needs for support and support of the implementation of the curriculum, development of monitoring and evaluation instruments, monitoring of student assessment process, etc.

15. In the given table - Rotate an answer

| How much do agree with your role in school management according to the following statements? Please sign set | Degree of compliance with: | | | |
|---|----------------------------|-----------|------------------------|-----------------|
| | No | Some what | Yes, for the most part | Yes, completely |
| 1.1 My job is to meet with changes in legislation and to convey that teachers and school staff | 0 | 0 | 64 | 30 |
| 1.2 Information and awareness of the school community about the possibilities and new curriculum requirements | 0 | 6 | 34 | 60 |
| 1.3 Analysis of the overall context of the school | 0 | 0 | 24 | 70 |
| 1.4 Self-evaluation of school performance in relation to the new curriculum expectations | 0 | 3 | 27 | 67 |
| 1.5 Determination of the common school vision and mission | 0 | 0 | 6 | 88 |
| 1.6 Compilation of the development plan for the implementation of the school curriculum | 12 | 6 | 22 | 54 |
| 1.7 Develop annual action plan for the implementation of the curriculum | 4 | 8 | 16 | 66 |
| 1.8 Possible calendar of preparatory activities for the implementation of the school curriculum | 6 | 5 | 23 | 60 |
| 1.9. From I depend to a large extent the quality of school work. | 0 | 5 | 19 | 70 |

CONCLUSIONS

The role of the Director in the implementation of Curriculum - One of the tasks of school leaders, which directly affects the quality education and the best school is the continued support of teachers and other relevant factors to the school in the implementation of strategic documents, such as : curriculum, school programs and curricula and standards of school-based assessment. (H.Zylfiu, H.Devetaku.L.Shala, 2013, p.28). The director should inform teachers and others with the ongoing changes concerning the school and the teaching process, should make them part of the change and should also support them in their implementation. Forms to support and sustain teachers are numerous, such as through school-based workshops, through regular consultations, through mentoring teachers from the school principal and teachers through cooperation between themselves.

The role of the director in this regard is the establishment of a common concept for curriculum, standards, plans and programs, school curriculum planning and evaluation.

Regarding curriculum, the focus of the director and teachers should be the achievement of learning competencies, which are (MEST, 2011):

- Competence of communication and expression (MEST, 2011) competence
- Thinking competence
- Learning competence
- to live, work and environment
- Personal competence and civic competence.

Conclusions

1. Regardless of the research were included 94 schools / pilot school principals and not pilot the implementation of curriculum, there is a lack of awareness of directors of schools where applicable new curriculum.

2. Necessity of involvement of directors in training / workshops to be familiar with the curriculum content, given that 48% of them declare that they are less informed em contents of curriculum.

3. Necessary need for additional training for teachers for drafting annual plan based on New curriculum
4. The school must have sufficient autonomy to approach the changes
5. Improvement of working conditions, equipment cabinets, computing, and cabinets for natural science, the Internet equipment, provision of teaching materials, etc.
6. Provision of textbooks based on New curriculum
7. Inclusion of all teachers in new curriculum training
8. Training of Director and Quality Coordinator for New curriculum
9. Continuous oversight by Self evaluation team for successful implementation.
10. Control / monitoring and advising by external experts or MEDs

Recommendation

- To provide detailed information to school principals with the contents of New curriculum.
- To organize special training for curriculum for director and quality coordinator
- Implement the Guidelines for Guidance on Curriculum Implementation in Schools
- Provide infrastructure conditions in schools in order to facilitate the implementation of New curriculum
- Provide school textbooks based on New curriculum.
- Promote the role of director in implementing the New curriculum as well as the added responsibility and his accountability in school processes in general and curriculum implementation in particular.

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