



THE EFFORT TO GO BEYOND THE TRADITIONAL DESIGN OF TEACHING AND THE IMPLEMENTATION OF CURRICULUM REFORM IN KOSOVO

The changing reality in the education system has brought demands for ensuring effective teaching practice. Today, teachers' duties and responsibilities are not limited to teaching and mastering a subject well (Hargreaves et al., 2010; Schratz, 2014). The focus has shifted to developing student competencies through the implementation of alternative teaching and learning models (Fullan, 2007; Day & Gu, 2010; Van der Heijden et al., 2015; Day, 2017). However, in the era of standardization, teaching practice relies heavily on externally determined teacher standards that limit teachers' autonomy and empowerment to make judgments about the most appropriate and effective teaching practice (Hilton et al., 2013). Such a problem reflects on several aspects related to the professionalism of teachers, which should be examined in depth such as (i) the agency (power to act) of teachers, (ii) the identity of teachers, and (iii) the development of continuous professional development of teachers

This research will aim to study the reality of working and being a teacher in Kosovo as well as the challenges of implementing the curriculum reform and the reform in the teaching profession in Kosovo from the perspective of the developments of the last two decades. This research will be the basic research which will be completed with the study of the reality of the school as an organization and the organization of the education system. The reality of the development of the teaching profession, related to the curriculum reform, in Kosovo will be analyzed through the prism of the VUCA concept (Volatile, Uncertain, Complex and Ambiguous) to understand the work of teachers in Kosovo alongside a complex context which will not allow it is easy for the situation to settle in a phase of stability in case the modality is not found for the transition to be passed in a well-supported, well-planned and well-managed form and with the proper motivation and preparation of teachers in the system.

Expected results from the research

The research will be carried out in a series of independent but interrelated works and will be published in the form of a monograph. The papers/chapters that will be divided within this research are:

1. Balancing the philosophy, skills and professional context in the implementation of the curriculum reform.
2. Possibilities and limitations of abandoning the traditional teaching paradigm in Kosovo.
3. The organization of the school and the education system in function of the development of the new teaching practice in Kosovo.
4. Preparation of new teachers in Kosovo as creators and not implementers of curriculum reform.