



A CASE STUDY EXPLORATION OF ALBANIAN PRIMARY SCHOOL TEACHER EXPERIENCE WHEN VISITED BY SPANISH PRIMARY SCHOOL TEACHERS

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Abstract:

The Komisioni Kombëtar i Edukimit Katolik Shqiptar (KKEKSH) aims to reform education in Albania. In 2022 it established a relationship with Stella Maris College (SMC) in Madrid, Spain. As part of this relationship, a teacher exchange program was established between the SMC and the KKEKSH. This exchange aims to share good practices in the field of using active methodologies in the classroom and explore the impact of such an exchange program on the professional identity of Albanian primary teachers. In the first week of June 2023, a group of three SMR teachers visited three Albanian Catholic schools for a week. Based on this experience, three theoretical constructs are analysed to explore the experience of the Albanian teacher: transformative learning, agency, and hybridization. A mixed methodology was used, based on a case study of the experience of Albanian teachers during the visit of the Spanish teachers. Two questionnaires were designed and shared online with the Albanian teachers who participated in the experience to collect information about, 1) a qualitative *pre-visit* questionnaire sought to explore the views of initial teacher identity and agency, 2) a mixed qualitative with Likert style quantitative *post-visit* questionnaire sought to explore changes in teacher identify and agency as result of the Spanish teacher visit. A constant comparative analysis, a percentage frequency of mentions and a basic SPSS analysis of the data were performed. The results show that by providing teachers with a space for reflection in their daily practice, the way they conceptualize their pedagogical knowledge changes. Communication between Spanish and Albanian teachers created a space for the hybrid identity of the participants to be scrutinized and evaluated. The participants in this study, after having been exposed to different points of view and practices in education, begun to take steps to incorporate active methodologies, alternative assessment approaches in their educational practice and adaptation of the curriculum to make it more accessible to their students, so that students become the "focus" and

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"priority" of what they do. It is concluded that it is necessary to work in local dialogue, firstly within the school and through the creation of local communities, in both cases to allow different knowledge and experiences to promote the creation of collaborative pedagogical knowledge. We demonstrate that the tension that arises in the hybrid identities of the participants strengthens their individual agency within the neoliberal micromanaged education system the participants find themselves in.

Keywords: agency; teacher identity; teacher hybridity; teacher exchange programs

1. Background

The strategy for the development of preuniversity education for the year 2021 to 2026, 'Strategjia per Arsimin 2021-2026' (SA 2021-2026), proposed by the Albanian Ministry of Education, Sports, and Youth (MASR) aims to provide a framework to guide Albania's integration into Europe. There is however an issue not addressed in the report, the education system in Albania is highly political and corrupt, teaching staff are not selected based on merit but on 'who they know' and 'how much money they offer' as described by a headteacher of a secondary school north of Albania (Appendix 1).

1.1 The problem

In response student numbers are decreasing, according to the Albanian National Agency of Statistics (INSTAT 1), there is a 13.2% reduction in the number of pre-university students enrolled in education between the 2021 and 2022 academic years. In addition, the number of teachers in schools is decreasing with schools reporting an alarming 10% reduction in the number of teachers progressing from the 2021 school year into the 2022 school year (News report: top channel 2022). The teachers who remain in Albania feel undervalued, underpaid, unnecessarily stressed as well as unclear of their identity in education, and lack the freedom to act (Appendix 1).

1.2 Towards a solution

The Catholic church, through the overseeing body, the Komisioni Kombëtar i Edukimit Katolik Shqiptar (KKEKSH) aims to reform education in Albania in response to the call by Pope Francis who in 2021 established the 'global compact' in education (Wodon 2022).

KKEKSH in 2022 established a relationship with Stella Maris College (SMC) in Madrid Spain. As part of this relationship, a teacher exchange program was established between the SMC and KKEKSH. SMC is a private Catholic school run by a religious Catholic community of brothers and priests known as the Disciples of the Sacred Hearts of Jesus and the Immaculate Heart of Mary (DCJM). DCJM insists on a vision of education in which the end goal for students and teachers alike is seen as to flourish, and DCJM insists on the importance of an active approach to education with a clear teacher identity (Capo and Granados, 2023).

In the first week of June 2023, a group of three Spanish teachers visited three Albanian Catholic schools for a weeklong visit in a fraternal teacher exchange as a way of ameliorating, locally, the situation in education in Albania through shared professional development.

2. Exchange programs

On exchange programs, Aydin (2012) reports from his studies, that they significantly contribute to teacher professional development by raising teacher awareness of different educational policies and forms of inclusive teaching methods, in this way helping to raise teacher ownership of their profession (Hovland, 2009; Isabelli-García et al, 2018). According to Klein and Wikan (2019), the greatest benefit of a teacher exchange program is the growth in reflexive thought. This directly influences, as Dooley, Dooley, & Carranza (2008) highlight, the participant's beliefs and values, a consequence of which is that teachers who participate in exchange programs challenge educational philosophies (Trend, 2011) and teaching methodologies (Li and Edwards, 2013). SMC and KKEKSH through the exchange program aim to change the beliefs and the role of the teacher in the classroom, in doing so potentially forming/ reforming teacher identity and agency (Aydin, 2012).

Within the European Union, one international exchange program stands out, Erasmus, which aims to support developments in education by guiding participants in skill development (Dolasir & Tuncel, 2004; Pineda, Moreno, and Belvis, 2008).

2.1 Exchange programs and Albania

The participation of Albania in the Erasmus program, however, has always been with students at the undergraduate and postgraduate level and no records can be found of an Erasmus exchange having taken place with teachers at a preuniversity level.

To avoid the challenges highlighted by Vande Berg, Paige, and Lou (2012) and Klein and Wikan (2019) relating to the length of the exchange program and meaningful engagement, the schedule for the weeklong Spanish teacher visit to Albania was planned to allow the Spanish teachers to firstly observe teaching and then be given the opportunity to teach a series of lessons.

2.2 Aim of the study and research study

This study aims to explore the experience of catholic Albanian primary school teachers when visited by catholic Spanish primary school teachers, more specifically exploring the impact of such an exchange programme on the professional identity of Albanian primary school teachers.

To achieve the aim, two research questions guide this study:

- 1) As a result of the teacher exchange how do Albanian primary school teachers perceive their own identity and their approach to teaching?

- 2) What views do the Albanian primary school teachers hold on the approach that the visiting Spanish teachers take to teaching?

3. Theoretical background

This study is focused on three theoretical constructs to explore the Albanian teacher's experience: transformative learning, agency, and hybridity. We start by introducing the theory of transformative learning and then link this to the construct of agency and hybridity.

3.1 Transformative learning

Mezirow (1991) categorizes the habits and expectations that one forms because of experiences in life as either meaning schemes or meaning perspectives with Sifakis (2007) going on to explain that transformative learning results from transformations in those perspectives. Maciejewska, (2018) could show that their teachers appeared to have enriched their understanding of their world through new experiences they were exposed to. These new experiences lead to disorienting dilemmas- because of the critical reflection that the pre-service teachers went through on their assumptions and experiences. Could the Albanian teachers in my study as a result of the experience also be placed in such disorienting dilemmas, and what happens after? Mezirow (2000) explains that if the Albanian teachers meaning schemes and perspectives cannot account for the experience, he highlights that new perspectives and schemes could emerge, and those could be more inclusive and reflective (Mezirow, 2000).

3.2 Agency as means of transformative learning

In this study, the agency is seen through a Freirean vision in which autonomy and hope work hand in hand in helping to reinvent ourselves as educators. As Archer (2007) states, the agency is one's power to reflect on their own circumstances and act on them as a response to the circumstances they find themselves in. In this way reflexivity plays a key role in agency, as Freire (1998) explains reflexivity is an enabling power, allowing teachers to design and determine their own response to situations to act. However, Freire (1998) also reminds us that a teacher's agency is determined by the close relationship they have with educational structures that might oppress agency, in this way, teachers need to see themselves as capable of transforming oppression into their agency by being conscious of the interconnected world we live in. Freire (1998) and Archer (2007) both stress the individual and the collective nature of agency in both our relationships with others but also with the world. As a result, Ball (2016) like Emirbayer and Mische (1998) highlights the importance of beliefs in the agency, more specifically critical scrutiny of one's beliefs.

3.3 Teacher agency in the Albanian education system

Albania has adopted in recent years neoliberalism policy in relation to teacher competence. Schools are expected by MASR to report directly to them on all decisions, as a headteacher of a private college in north Albania highlights, *“everything is dictated to us”* and if the schools take decisions that go against the ideas of MASR, schools are seen as failures and very often have administrative consequences that follow. In a mini study we conducted looking at the number of times and why MASR, represented through the local education authorities, over the 2022/2023 academic year had emailed schools, we found an overwhelming 30 universal email communications with schools related to instructions and task completion. The deadlines for schools to complete the instructions in all cases had been a maximum of two working days. Appendix 2 shows communication by MASR to schools on numerous topics with direct involvement of MASR in the daily running of schools.

In the report compiled but KKEKSH in 2021, we see that there is very little collaboration between teachers (Appendix 1). In the same report the head teachers explain that there is very little reflection by teachers on methodologies used by them—rather classroom teachers have been reduced to technicians of implementing a curriculum based on the plans provided by them by the MASR, they are *“following instructions and political views to keep their jobs”* as described by another headteacher in the south of Albania. This from a Freirean perspective sees the social dimension of education in Albania as having failed. MASR is removing teacher autonomy, in doing so the professional identity of teachers, their professional development, their role in social justice, and their role to speak out and resist unconsumed educational reform are being destroyed (Buchanan, 2015, Hökkä et al., 2017). In this study, the focus is on the views of Albanian primary school teachers on the visit of their Spanish homologs, exploring whether Albanian teachers recognise opportunities (and limitations) provided by the visit in enhancing their agency through a transformation in their learning via professional development or is the neoliberalism approach employed by MASR so extreme that the Albanian teachers involved in this exchange don't partake in the transformative learning.

3.4 Hybridity

In the visit of the Spanish teachers, we have clearly two different cultures potentially colliding with each other. It is the formation of these collisions that Bhabha (1990) explains produces cracks within established approaches and thinking in relation to teaching, leading to potential transformations and the creation of new ways of thinking. Bhabha (1990) goes on to explain that transformations and new ways of thinking could enable the position of educators in relation to professionalism to emerge or potentially allow for power dynamics at play to be contested (Giroux, 2009). Hybridity is a way for educators to learn to create a dialogue between situations they find themselves in, in this way, educators can find space for change to occur through the ontology of difference described in Roth (2019). In searching for this, tensions presented as an opportunity are created, therefore with hybridity as Mayo (2019) argues the solution is neither a nor b,

but something else, a mix between a and b. A dialogue between what MASR sees as the practice of teaching and what is employed by the classroom teacher could emerge (Bazzul, 2020).

4. Methodology and methods

We have grown to see that there is no absolute universal truth or reality when it comes to research in education. However, we also believe that while there is no absolute truth and reality in education research, there is locally constructed truth and a local reality in education both being socially constructed, where culture and emotions play a huge part in their construction, a view supported by Guba and Lincoln (1983). The pragmatic nature of our thinking favours both the use of quantitative and qualitative approaches to data collection (Johnson and Christensen, 2012; Duffy and Jonassen, 1992).

4.1 Mixed methodology

This study made use of mixed-methodology sequentially embedded in the research design to answer the two research questions (Cresswell, 2015). To get a more complete understanding of the impact the exchange programme had on the Albanian primary school teacher identity this study then used the convergent design of mixed methodology (Doyle et al, 2015). As highlighted in Creswell et al. in 2011 and O’Cathain (2010) equal priority is assigned to quantitative and qualitative data.

4.2 Case study research

In this study, we focused on one instance of an experience hoping to gain local theoretical and professional insight by documenting the experience conducted in naturalistic settings (Yin, 2009). This study is therefore a case study of the experience of the Albanian teachers when visited by the Spanish teachers in a fraternal exchange. While there is no clear set of outcomes on how the Spanish teacher visit will affect the Albanian teachers, this case study will be used to fully illuminate, thus, describe the experience and present answers to our research questions based on the three main theories of transformative learning, agency, and hybridity (Yin, 2009).

Some consider case study research weak as a social science method with special reference to the fact that findings from case study research cannot be generalised with data collected being subjective (Yin, 2009; Gerring, 2006; Simons, 2015). In this study, we do not intend to make the assumption that the findings can be applied to the general. My pragmatic view holds tight to the importance of holistic and meaningful characteristics of singular real-life events without an actual need for generalisation. Furthermore, in this single case study, the focus is on the local, local view of the visit, local transformative learning, local agency, and hybridity- this is what we consider as one of the main strengths of case study research that it can be a greater representation of reality than any large-scale study (Yin, 2009; Donmoyer, 2000; Flyvberg, 2011).

4.3 Participants

KKEKSH and SMC in their joint working together have selected three schools to participate along with the teachers in each school that will be involved in the weeklong exchange.

The three schools that will participate in the weeklong exchange are private and managed by two Catholic religious' communities and are in two distinct areas of Albania. The schedule for the weeklong exchange can be found in Appendix 3.

The three Spanish teachers that had been selected to partake in this exchange included Andres, Carla, and Marta, all three are primary school teachers, a short biography about each teacher's teaching experience was shared with the three participating schools. Please note that the names 'Andre', 'Carla', and 'Marta' are pseudonyms.

4.4 How the data was collected

To meet the aim of the study and answer the two research questions, two online questionnaires were designed. The first questionnaire, a Google Form that the participants have used before, was emailed (the link and pdf) to the directors of the three schools prior to the arrival of the Spanish teachers. This *pre-visit* questionnaire consisted of a series of eight qualitative questions exploring teacher agency and identity. Examples of questions included can be found in Appendix 8.

The lessons that Carla, Marta, and Andres taught in the three schools formed part of the final topic set by MASR to be taught to year 5 and 6 students during the last term. Lesson plans by Carla, Marta, and Andres can be found in Appendix 16.

After the visit, a Google form questionnaire with a mix of qualitative and quantitative questions, was emailed to the directors of the three schools for distribution (link and pdf). The themes for the five qualitative *post-visit* questions are in Appendix 9. The seven quantitative questions were Likert-scale in format, with one being the lowest value and five the highest, which can be found in Appendix 10. Kosara (2016) informs us that Likert scales while not overburdening participants, in this case, full-time teachers, allow quantitative estimates of subjective traits to be collected and they can be summarised and visualised to strengthen qualitative data collected (Jamieson, 2004).

To ensure that the *pre-visit* and *post-visit* questions were understood by the Albanian teachers- a check-up on my translation of the questions into Albanian was performed by the agency 'Altalingua'. The quality of each question and the translation was then pretested on two Albanian language speakers who were asked to speak out the thoughts that came into their minds relating to the questions they had just read. Using the input from the Albanian speakers the questions were fine-tuned and finalised in the Google Form (Appendix 4).

4.5 How the data was analysed

The responses to each question on the *pre-visit* questionnaire were first simplified (Appendix 5). To aid with data handling and data analysis, the *pre-visit* questionnaire

data was ordered into the number of years of experience the teacher had. The simplified responses were then grouped using open coding into key themes which emerged such as 'professionalism', 'passion', 'methodologies', 'children', 'lesson', and 'curriculum'.

After this first round of analysis, a constant comparative analysis was performed (Glaser, 1965) and commonalities were identified, these were developed into eight main themes enriched by the theoretical framework for the agency. A good example includes, 'communication' and 'restriction' which were linked to the main concept of autonomy since they involve the Albanian teachers' desire for freedom of expression in their profession. Appendix 11 shows the coding product.

For each question, a percentage frequency mention of the eight themes that emerged in the first round of coding of the answers had to be worked out. Appendix 12 shows the percentage frequency mention of the themes that came up from the *pre-visit* responses for each of the questions, while Appendix 13 shows the percentage frequency mention of the themes that came up from the *post-visit* responses. In the *post-visit* response, the Likert-scale question responses were analysed using basic SPSS descriptive statistics. Appendix 14 shows the SPSS analysis (graphs) of the *post-visit* Likert-scale questions.

4.6 Ethics and positionality

We remained conscious, critical, and transparent about our own political and epistemological alignment with the participants in this study to address the trustworthiness of the data collected (Denzin, 2017). We kept pragmatic and held on to the belief that there is not one single view that will emerge but many. Similarly, we kept in mind our role as researchers in this study, where Harding (1993) brings our attention to the process of conscientisation. It was key to have reflected on our beliefs and biases and reframed them with the participants through a process of firstly checking the questions to avoid bias and later in the meaning-making process to encourage the problematisation of my assumptions. In addition to the above, a list of a few points that had to be ethically considered can be found in Table 1.

Ethical point to consider	Solution	Communication
Impact partaking in this study might have on the schoolwork of staff,	No impact on staff schoolwork,	Staff informed in the introduction letter- optional to partake in study, (see appendix 17)
Completion of questionnaire might be time consuming,	No more than five minutes to complete each questionnaire,	Staff informed in the introduction letter- optional to complete, (see appendix 17)
Albanian teachers might feel that refusing to take part will have a negative impact on their relationships or their role in school,	There was no obligation to take part and that their refusal was accepted positively,	Explained in the information letter and at the start of the pre-visit and post-visit questionnaire, (see appendix 17)
Teachers might feel that their answers to the questions along with their names will be shared with their directors and with the Commission, therefore they might feel concerned about their performance being viewed and judged,	KKEKSH were informed that the raw data would not be shared with them- the teachers were also informed of this. It was explained that the research is focused on their evaluation of their experience and not in their ability to teach.	Explained in the information letter and during the meetings with the teachers, (see appendix 17)
The Albanian teachers might feel 'lesser' compared to the Spanish teachers,	I made clear that this is 'fraternal experience where both sides will aim to benefit from it through the sharing of the experience'.	In the information emails that went to the Albanian teachers, (see appendix 17)

Table 1 shows a list of ethical points that had to be considered and a solution formed.

5. Findings

In this study we organise the findings into four themes, 1) Albanian catholic primary school teacher identity; 2) tensions that arise through hybrid positioning because of the Spanish teacher visit; 3) the creation of learning spaces; and finally, 4) the role of the relationships and community in building hope in the Albanian education system. Through these themes, we aim to answer the two specific research questions and identify the impact the exchange programme had on the professional development of Albanian primary school teachers. All quotations presented in the sections to follow come from the *pre-visit* and the *post-visit* questionnaire results and the themes generated from the data analysis (Appendix 11, 12, and 13 for the themes generated).

5.1 Albanian catholic primary school teacher identity

From the responses gathered from the *pre-visit* questionnaire we see that in more than 70% of the responses (n33), participants associate 'professionalism' and 'passion' with their identity as a teacher, with both 'professionalism' and 'passion' being identified as two themes that make them unique in their profession, themes that set them apart from other teachers and themes that are therefore identified as strongpoints that the participants possess.

Professionalism by the Albanian teachers is seen as a form of 'sincerity' in which to be a professional, you need to be 'serious' in the profession and therefore 'win the respect though seriousness'. An underlying message that is clear is that to be 'successful' in their profession, leads to the participants feeling 'valued' in their profession, therefore leading to the establishment of a teacher identity that is unstable, where if a teacher is not being 'successful', what this means for them is not explained, they are not valued.

The focus of MASR is on results and micro-control of schools and teachers, it's evident that for a school and a teacher to be valued as a professional by MASR they need to allow themselves to be micromanaged and therefore allow themselves to be graded by MASR as a success or failure. It appears that in part the Albanian teachers have accepted this identity bestowed on them by the requirements of MASR. Yet we see, in Albanian teachers identifying 'professional development' and a desire for 'change' and 'to learn' a conflict between the MASR-bestowed teacher identity and personal teacher identity, that is deeply rooted in each teacher. A second dominant theme that emerges with respect to Albanian teacher identity is 'passion'. Albanian teachers express that they see their profession as a 'mission' in which 'values' play a critical role and its these values, especially 'faith' that give them 'encouragement' in their profession. 'creativity' sits in the realm of passion and is closely related to 'simplicity' and it's in the 'simple' approach to 'creativity', often restricted by resources available to them, in which they aim to encounter the 'fun and enjoyment' in their profession. Through this, we strengthen our view of hybridity in the Albanian teacher profession, 1) passion as a driving force for their professional identity in which teachers crave 'professional development' and 2) the desire to 'change' and 'learn' versus the 'success or failure' vision coming from the micromanagement of schools by MASR.

5.2 Tensions that arise through hybrid positioning

Tension could be identified between the participants' professional identity as well as constraints to their growth in their practice, with the participants identifying tension within pedagogical knowledge and the resources and curriculum that they have access to. The tension in the pedagogical knowledge is seen with reference to teaching methodologies and with reference to lesson organisation. The Albanian teachers identify clearly that there is a desire on their part to move away from 'traditional' teaching methodologies which they identify as 'textbook driven' to the use of more hands-on 'active approaches' of teaching with a special desire on their behalf to have professional development on 'gamification', 'group work' and use of 'projects'. The tension arises

because the understanding of 'group work' and 'project work' and 'gamification' as required by MASR to be delivered by them, is not the same as what they observe 'group work', 'project work', and 'gamification' to be from the Spanish teachers- the Albanian teachers explain that the Spanish teachers have helped them better understand 'group work' and 'projects'. Giving an indication of confusion as to what their understanding of 'active methodologies' is, this is also recognised in part by the Albanian teachers themselves. The Albanian teachers identify from the observations of active approaches used by the Spanish teachers, a 'personal aspect' that is missing from the forms prescribed by the MASR, in that the emotions of the children in the active approach employed by the Spanish teachers take priority in which as they also explain it appears that 'virtues are also developed' and so the role of the teacher changes in contradiction to that prescribed by MASR, from authoritarian to one driven by 'emotions and creativity'.

Tension arises additionally regarding the inflexibility of the curriculum; the Albanian teachers question why private schools in Spain can modify the curriculum in response to the needs of their students while in Albania as a private school, they are bound by the curriculum and the book editorials prescribed by the MASR. This questioning is seen as an internal conflict between what they as educators see as important in education and what MASR tells them to be important in education, what they as teachers have been led to believe 'project work', 'group work', and 'gamification' entails and what the alternative view on those that they themselves observe in action.

There is evidence that the Albanian teachers are trying to challenge such tensions through their agency, with a number identifying in the *post-visit* questionnaire that after the Spanish teacher visit, they had made 'changes to the curriculum' to make it more accessible for their students so that the children become the 'focus' and the 'priority' of what they do.

5.3 The creation of learning spaces

The participants see a need for dialogue regarding their local school community and the wider community their schools belong to, KKEKSH and MASR, with reference to the resources available to them as teachers but also regarding the curriculum and their focus on their students. They explain that they can offer richer opportunities, through a change in their approach to methodologies if technology, specifically Information Communication Technology (ICT), was available to them for use in their classroom, identifying the need for projectors and internet access, stressing the importance of creating 'special laboratories' be it for the sciences or for modern foreign languages. This is of special interest because the lessons delivered by the visiting Spanish teachers did not use technology as such and this was recognised with teachers commenting on the 'simplicity' of the lessons delivered by the Spanish teachers, with reference to the resources that they used. Why is technology then a focal point for the development of a learning space?

It looks like technology or lack of technology is a point to focus frustration with the system- an identifiable solution or a quick fix, that does not ease the conflict in their hybrid identity but places the responsibility for the fix on someone else. Of special interest is that the quick fix solution is mentioned by teachers who have had more than 12 years of teaching experience and this view is not shared by the rest of the teachers who have a clear desire for reflection on their practice. Most teachers with one to 11 years of teaching experience comment on the necessity for reflection on their teaching practice with specific reference to the lesson organisation. The desire for 'reflection' is highlighted in both the pre- and post-visit responses, suggesting that through reflection a positive working atmosphere is generated, allowing for growth in creativity and innovation in their pedagogical knowledge.

Participants identify that by providing space for reflection in their daily practice, the way they conceptualise their pedagogical knowledge changes, communication between staff creates space for the hybrid identity of the participants to be scrutinized and evaluated. The stress caused by the restrictions, inflexibility, and ongoing external demands makes it difficult for the creation of a learning space. This recognition can mean that, on the part of the Albanian teachers, the presence/development of a sense of belonging to their professional community and alongside that the development of a sense of agency in their profession, a possible movement towards a clear identity in education and them not being seen as empty vessels to be filled with instructions.

5.4 The role of relationships and community in building hope in the Albanian education system

One of the participants explains that 'there is a desire for us to move away from the rigid structure of teaching in quantity, towards a focus on quality', a quality that another explains must have a focus on the correct use of active methodologies and a clear focus on 'values'. Another participant gives hope in that by 'continuing steadfastly on the path we have observed, with time we will have it just as easy to deliver an active education', here we see the determination on the part of the Albanian teachers to continue 'steadfast', the word used in Albanian is 'kembengulje', which also signifies a degree of going against the 'generally accepted norm'. We also see in such responses, the participants writing in plural pronouns and in possessive plurals, particularly in the post-visit response showing community vision in their responses-highlighting a desire for collegial working, where the members have an active role and voice. This challenges the current ontological status of relationships in education in Albania moving away from the banking dynamics of the micromanagement of schools employed by MASR to creating a relationship grounded on collegiality and a desire to work toward change as a community, especially in curriculum reform. The visit by the Spanish teachers has given the participants hope that education in Albania can be different, valuing their community as a place for learning and development in personal identity and pedagogical knowledge.

“New experiences always bring change...As teachers, we have a few moments to reflect on what happens in our schools. Their experience and the last moment when they presented themselves to us regarding the pastoral plan made us reflect a lot on the importance of the cooperation of our school community together with KEKSH for clarity in the future. We are all together and not alone.” (Post visit response from one of the teachers)

By valuing the importance of their position in their local community and as part of KEKSH the Albanian teachers are opening themselves to transformation, changing what it means to be a teacher in Albania- they have been made aware that differences are key to an education system.

“The visit was a special experience in many ways... Interested because each of the teachers had variety in the way they taught, yet all three worked in the same direction and passion. They had no barriers in the dialogue about their experiences in education.” (Post visit response from one of the teachers)

By having space to openly dialogue, without barriers, with colleagues professionally, the Albanian teachers have therefore identified a practice that may contribute to the development of a collective agency to challenge monolithic acting and ways, what is clear is not individual acts will not bring significant change but rather community efforts.

6. Discussion

Our aim was to explore the impact of an exchange program on the professional identity of Albanian primary school teachers. Holloway and Brass (2018) inform us that in neoliberal cultures the identity of a teacher is always defined and limited by others- in this study, we have shown that MARS plays a significant part in relation to teacher identity. The participants in this study with reference to their identity adopt hybrid positioning, and this itself is evidence of their desire for agency. The participants identified themselves in their approach to their profession with criteria used by MASR, while at the same time clearly seeking to adopt a uniqueness in their profession that went beyond the requirements of MASR, thus encountering tension with the boundaries MASR implements around the education system. What we see is a desire, as Moura (2021) describes, for the participants to transgress those boundaries, a desire to disrupt the unclear logic of the hierarchies of MASR and build relationships.

From the *pre-visit* results, we see that the participants are aware of their own hybridity, aware of what their identity is in relation to MASR and what their identity is as part of the catholic community KKEKSH. However, just like in Maciejewska, (2018) the participants in this study have enriched further the understanding of their identity which has led them to disorienting dilemmas and just as Mezirow (2000) explained new perspectives and schemes emerged appearing to be more open, reflective, and capable of

change (Mezirow, 2000). This form of hybridity shows, as Moore (2008) highlights, that identity and agency are social constructs that complement each other and can result in social change. Dynamics that came into play in our participants can act as a guide for them to advance toward justice-orientated education. Our participants desire pedagogies reflecting the current cohorts of students that they are educating, to address the current unstable socio-political situation in their country that is resulting in an exodus of Albanians from their homeland. In doing so our participants creatively seek to move the boundaries. The participants through their *pre-* and *post-visit* responses, offer a clear desire for discourse in relation to teaching methodologies where they and future teachers can negotiate their ideas on teaching pedagogies without restrictions. Ball (2016) explains that notions such as these are a sight of power, therefore our participants through the study start to engage with practices that go against governing ideas on education, developing counternarratives that are based on dialogue and collaboration.

For the participants, the local community, their school, has started to serve them as a place for the creation of culture, where collegiality and dialogue replace orders. The desire for this community to flourish, confirms our participants' hope to challenge the individualistic neoliberal micromanagement that institutions such as MASR have sought to embed in our participants as their core identity.

The participants in this study, having been exposed to different views and practices in education, have aligned themselves further with those views and practices disrupting hegemonic practices by demonstrating a desire to and that indeed they have taken steps to incorporate active methodologies, assessment approaches, and curriculum adaptation, to name a few. The participants see that teaching means helping the student to flourish in the various stages of life. Education is seen as more than just filling empty vessels but as a dynamic and integral process, which starts from a received origin and points to an end greater than oneself.

There is an alliance at hand, the participants have seen through the visit that education is never given alone. The teacher educates the alliance; what he educates is living, and acting together. Our participants realise, like Bakx et al. (2016) that there is flexibility in their local community that allows them to live out their agency and vision of education. These localized changes are essential to ensure that the teachers do not lose focus on the potential of the activity to transform, Shor and Freire (1987) confirm that it's through daily acts that culture is changed. Individual agency is not enough and can lead to stress, for this reason, the focus should be on the local community, or the alliance formed between the members within it.

The fear that the Spanish teachers would in some way be put on a pedestal by the Albanian teachers with them seeing themselves as 'lesser' when compared to the Spanish teachers, was proved wrong. Rather than seeing themselves 'lesser' to the Spanish teachers, the Albanian teachers take pride in their aspirations of where they would like to be in the future, knowing the state of the Albanian education system was left by the fall of the dictator Hoxha in 1993. The Albanian teachers see hope as one of the key gains from the experience - hope that through dialogue and the building of local community,

they can break the hold that MASR has on their profession. This way they very much in the manner described by Freire in the pedagogy of the oppressed, can liberate their profession and gain the agency that is required for the education that they deliver to touch on and address the key issues in Albania.

7. Conclusions, limitations, and the future

The first fruit of this study is to attempt to address the gap in our knowledge of Catholic Albanian primary teacher identity and to briefly show the opportunities for identity development that a teacher exchange program offers. From this case study, we demonstrate that the tension that arises in the hybrid identities of the participants strengthens their individual agency within the neoliberal micromanaged education system they find themselves in. For these schoolteachers, there is a need to work on local dialogue firstly within the school and by creating local communities, in both cases to allow different knowledge and expertise to promote the creation of collaborative pedagogical knowledge. The participants in this study need to act on their agency and insist on their right to do so to strengthen their unique identity.

The limitation of this study is primarily the overall scope, this is a single case study looking at one unique experience across three private Catholic primary schools. Although generalisation was never the purpose of the study, it could be of benefit to broaden our picture, to look at replicating this experience in the Albanian public education sector. In doing so, a more comprehensive picture of the situation can be built up. Nevertheless, this case study gives hints that for Catholic schools in Albania, it is imperative to provide professional formation focusing on the key aspects of professional identity and building up agency.

Future research on this area needs more time, and a longer exchange, as well as relying on different methodologies for data collection, *post visit* group discussions and possibly interviews could further enhance such studies, and confirm the effectiveness of such a visit, *post-visit* observation would be ideal. Questions that presented themselves during this case study relate to the viewpoints of students and parents about teacher identity and pedagogical knowledge. In aiming to answer these further questions I would hope to contribute to making education pedagogy in Albania more inclusive, social, diverse, and just.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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- INSTAT 2: <https://www.instat.gov.al/al/temat/tregu-i-pun%C3%ABs-dhe-arsimi/arsimi/>
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50 Po	dhenia dhe te nxeht, etike dhe komunikim, Zhvillimi i orëve	Tematika qe i shprehin mesimshenies	Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen	Leksione;Ushtrim e ne grupe	Ne ambientin e shkolles	Ne platforme zoom	Eksperte trajnimi ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Slides;Filmate	Nxenesi, eksperience, produkt, bashkepunim	Asnje veshitresi	Asnje veshitresi
48 Po	Mbi mesimshenjen dhe edukimin	Formulimi i testeve	Metodat e menaxhimit te stresit qe lidhet me punen dhe te komunikimit te brendshem;Metodat e menaxhimit te stresit qe lidhet me punen;identiteti i shkollave katalike dhe formimi shpirtor;Varfele edukative dhe	Role playing	Online	Me video	Ekspert ne formimin shpirtor	Slides	Ekspierence	Kuptohemi mire	Presionin nga familja
34 Po	Kornizae vleresimit ne arsimin parashkollor, klasa	Pershembull vleresimit ne arsimin parashkollor, klasa	Strategjite pe trajtimin / menaxhimin e konflikteve;Motivimi dhe kohezioni ne grup brenda ekipit te punes	Lojra interaktive;Ushtrim me ne grupe	Ne grupe te vogla	Te jete sa me praktik	Eksperte trajnimi ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Slides;Filmate	Arrijte ose ecje perpara	Nuk kam ndonje veshitresi deri tani pare i punes,ndoshta eshte ideja qe duhet te jem akoma me e	Punoj ne ciklin e mesem
22 Po	Te shprehurhurit raxes mesues	Femijet me aftesi te kufizuar	Konfliktet;identiteti i shkollave katalike dhe formimi shpirtor;Varfele edukative dhe	Lojra interaktive	klase me parametra normale, koha eshte ne varesi te temes	me orar te percaktuar	Eksperte te soft skills (aftesi ndepersonale dhe komunikuese)	Slides	trekendeshi femije-mesues-prind	nuk ka, jo me kot quhen "grupi i vjete"	
26 Po	Profesione dhe menytrat e vleresimit te kompetencave. Prgatitja e	Komunikimi i cilesor nepermjet disiplinave dhe moduleve	Konfliktet;identiteti i shkollave katalike dhe formimi shpirtor;Varfele edukative dhe	Ushtrime ne grupe	Ne hapesire dhe koha 40 minuta	Me imashje pastaj pushim 10 m.	Ekspert ne punen ne rrjet	Libra	Intelektual	Zakonisht nuk has ne ndonje veshitreso	Se sa te ndryshem jane ne mendime
37 Po	Psikologji, edukim, "perdorimi i teknologjise ne mesimshenjen dhe vleresimit e"	Edukim	studentet;identiteti i shkollave katalike dhe formimi shpirtor menaxhimin e konflikteve;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH	Lojra interaktive;Shikimi i filmave	Seminar, 45minuta	45 minuta pastaj pushim 10 m.	Eksperte trajnimi ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Slides;Libra;Filmate	edukim, shqerizim etj.	Skam veshitresi.	Nganjehet e kam te veshtir te pranjoj tekat e tyre.
24 Po	Metodologji e mesimshenjes	Kompetenca digjitale ne mesimshenien	menaxhimin e konflikteve;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi dhe konsolidimi i rrjetit territorial (agjencie arsimore) dhe komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konflikteve;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH	Lojra interaktive;Ushtrim me ne grupe	Ne grupe te vogla	Shpjegim leksione dhe detyra	Eksperte trajnimi ne fushen didaktike/pedagogjike	Slides;Libra	Modul formimi	Zilla me kolegeve Botekuptimi dhe menytrat e ndryshme te qajses reth mesimshenies	Nuk jane te perqendruar ne mesim
36 Po	Profesione dhe menytrat e vleresimit te kompetencave. Prgatitja e	Komunikimi i cilesor nepermjet disiplinave dhe moduleve	menaxhimin e konflikteve;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi dhe konsolidimi i rrjetit territorial (agjencie arsimore) dhe komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konflikteve;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH	Lojra interaktive;Ushtrim me ne grupe	Ne grupe te vogla	Ne dhoma te ndryshme	Eksperte trajnimi ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Slides;Bibliografi	Person	mesimshenies	Diferenca e moshes dhe te kuptuarit e problematikave bashkekohore
43 Po	Sherbimi psikologjik ne shkolle	Deshiroj te trajtohen temat mbi fushat psikologjike te femijeve	menaxhimin e konflikteve;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi dhe konsolidimi i rrjetit territorial (agjencie arsimore) dhe komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konflikteve;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH	Leksione;Lojra interaktive;Simulimi;Ushtrime ne grupe;Role playing	Klasa digjitale ne oraret pas punes	I ndare ne disa esenca	Eksperte trajnimi ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Slides;Dispensa;Libra; Filmate	Zhvillim i vazhdueshem	Nuk kam veshitresi	Nuk kam veshitresi
47 Po	Mesimshenja e me qender nxenesin	Bashkepunimi mesues nxenes	dhe te komunikimit te brendshem;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenieve te brendshme qe lidhet me punen;Varfele edukative dhe marredheniet me familjet	Lojra interaktive;Ushtrim me ne grupe;Shikimi i filmave	Duke respektuar rregullat e distancimit , ne mbrojte te shendetit	Zoom pyetje shkembi eksperience	Eksperte trajnimi ne fushen didaktike/pedagogjike	Slides;Dispensa;Libra; Filmate	Zhvillim, persosmeri	Mirekuptohemi shume mire e kemi bashkepunim	Mungese perqendrimi
43 Po	Edukimin Motivimin etj	Te mesojme te degjojme tjetrin / tjetren deri ne fund	dhe te komunikimit te brendshem;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenieve te brendshme qe lidhet me punen;Varfele edukative dhe marredheniet me familjet	Lojra interaktive;Ushtrim me ne grupe	ne kushte fizike	platforma qe e dime	Ekspert ne rrjet;Ekspert ne fushen didaktike/pedagogjike;Ekspert ne formimin shpirtor	Libra	i hapur menderisht , fizikisht, psikologjikisht	skemi veshitresi ne informacion	pasivitet
49 Po	Rrjetet profesionale	Tematika te shfaqes te bullizmit	metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes;Varfele edukative dhe marredheniet me familjet	Lojra interaktive;Ushtrim me ne grupe	llonj e kl	metodologji te ndryshme	Ekspert ne formimin shpirtor	Slides;Dispensa	psikologjikisht	informacion	perqendrimi dhe interesi
50 Po	Kam patur shume. Se fundi metoda e mesimit online.	-	Strategjite pe trajtimin / menaxhimin e konflikteve	Lojra interaktive;Simulimi;Ushtrime ne grupe;Shikimi i filmave;Role playing	Ne klase	-	Eksperte trajnimi ne fushen didaktike/pedagogjike	Slides;Filmate	-	Nuk kam probleme	Nuk kam probleme
48 Po	Mesimshenja e me qender nxenesin	Nuk kam dicka konkretisht,ndoshta me shume ne lidhje me komunikimin	Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes;Varfele edukative dhe marredheniet me familjet dhe te komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konflikteve;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes;Varfele edukative dhe marredheniet me familjet	Lojra interaktive;Ushtrim me ne grupe;Role playing	Mjedis i hapur	Me pare te rregullat qe te kene mundesi te perfishihen te gjithe.	Ekspert ne punen ne rrjet;Ekspert ne formimin shpirtor	Libra;Filmate	(Formim)shpirtor ,profesional, perqendrim, m e vlera njerezore.	Sineriteti. Sineriteti shpesh japes dikta te re se duhet te riperfshes ato qe ke thene disa here.	Nuk punojne sa duhet ne shtepi qe te perforcjne informacionin e marre ne klase ,qe qe sjell veshitresi ne pervesetimin e programit mesimor .Nuk ke kohe te mjaftueshme te Sineriteti shpesh japes dikta te re se duhet te riperfshes ato qe ke thene disa here.
47 Po	Mesimshenja e me qender nxenesin	Zoom	metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenieve te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes;Varfele edukative dhe marredheniet me familjet	Lojra interaktive;Ushtrim me ne grupe	Duke respektuar rregullat e distancimit , ne mbrojte te shendetit	Zoom	Eksperte trajnimi ne fushen didaktike/pedagogjike	Slides;Dispensa;Libra; Filmate	Zhvillim, persosmeri	Mirekuptohemi shume mire e kemi bashkepunim	Mungese perqendrimi

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30 Po	kimbetar dhenjohja e kulturve. Kommunikimi me prinderit dhe bashkepuni mi me komunitetin, shkolla qender komunitare. Kurrikulare Planifikimi dhe trajtimi i nderlendorë	Aftesim mbi te degjuarit aktiv dhe te komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konfliktit;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Krijimi dhe konsolidimi i rrjetit territorial (agjencive arsimore) dhe komuniteteve;identiteti i shkollave katolike dhe formimi shpirtor	Lojra interaktive;Ushtri me ne grupe	Nuk e di varet Planifikimi i temes dhe qellimi i projektit. percaktimi i burimeve te informacionit dhe metodave prezantimit permbajtja. plani i veprimtarise formati i komunikimit me;Role playing	Me pyetesore te shpeshta ne menyre qe te behet me terheqes Eksperte trajnimi ne fushen didaktike/pedagogjike	Libra;Filmate	Asgje	Asgje	
52 Po	Trajnimi online Perdorimi i platformave online ne mesimdheni - COVID-19 situata te ndryshme.	Metodologji te reja didaktiko- pedagogjike ne proccsin mesimor ne situata te ndryshme.	Lojra interaktive;Simuli me;Role playing	Lojra interaktive;Ushtri me ne grupe	Ãfjare duhet te mesojne personat pjesmarres? cfare duhet te perdor per ta mesuar ato? Cilen metode perdor?	Eksperte trajnimi ne fushen didaktike/pedagogjike;E ksperte te soft skills mesuar ato? (aftesi ndepersonale dhe komunikuese);Ekspert ne formimin shpirtor	Slides;Libra;Filmate	njoftim, shpjegim, njohtje te rrejtin qellin.	Nuk hasim veshtiresi pasi jemi te gjithë per te rrejtin qellin. veshtiresi ne te nxene.
31 Po	Menaxhimi i klases, mesimi në shtet	Shtjelljen me në shtet	Lojra interaktive	Ne shkolle, pasditeve	Ne oret e pasditeve.	Eksperte trajnimi ne fushen didaktike/pedagogjike	Slides	Edukim	Asnje veshtiresi. Interesimin e paket ndaj lendëve dytesore.
48 Po	metodave te ndryshme didaktiko- pedagogjike te mesimdheni es kryesisht me ne qender në shtet 2.Njohje me zhvillimin psikomotori k te moshave te ndryshme 3.Roli i institucioneve e te Krinimin e ngjashme ne marredhenie në shtet mesimor ku ndodhen (shkolla si deshtes per te qender komunitare)	Aftesim mbi te degjuarit aktiv dhe te komunikimit te brendshem;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenie te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes	Lojra interaktive;Ushtri me ne grupe;Shikimi i filmave	Hapesirat /te bollshme ne lidhje me nre e rrejtëve pshemaris sipas standartit 1.5m largesi dhe kubatura per sasine e duhur te oksigenit Lloji i klases/mesuesi te grupohen sipas profileve shkenor apo shqeror (sapes kuptimi, analizimi reagimi ndaj situatave kane shpejtesi dhe kendveshtrim te ndryshem) Koha/te ta zgjedhin trajnuesit jeme me te okupuar	No koment jam e mendimit dhe shpreshoj te mos jete online duke qene larg nj- tj smund te jemi aq shqeror sa na kerkon prezent profesioni	Eksperte trajnimi ne fushen didaktike/pedagogjike ne punen ne rrjet	Slides;Filmate	Dije, komunikim, vetebesim, tolerance	Zakonizht asnje veshtiresi Ne klasat numerke...te me ndjekin te gjithë me rendiment
43 Po	kane lidhje me mesimdheni en dhe metodat e sajsi dhe menaxhimi i rasteve te konfliktit ne klase dhe komunikimi i	menaxhimin e konfliktit;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenie te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te dhe te komunikimit te brendshem;Strategjite pe trajtimin / menaxhimin e konfliktit;identiteti organizativ dhe pekatesia (brenda institucioneve te rrjetit KKEKSH);Krijimi i marredhenie te brendshme midis mesuesve te shkollave brenda rrjetit edukativ	Lojra interaktive;Simuli me;Ushtrime me grupe;Role playing	Trajnimi te zhvillohej ne klase njediseve shkollore .	shtrire ne nje kohe maksimumi deri 2 dite jo me shume, si dhe te jete i koordinuar me slider,diskutim	Eksperte te soft skills (aftesi ndepersonale dhe komunikuese);Ekspert ne punen ne rrjet fushen didaktike/pedagogjike;E ksperte te soft skills (aftesi ndepersonale dhe komunikuese);Ekspert ne punen ne rrjet;Ekspert ne formimin shpirtor	Bibliografi;Filmate;Sit ogradi	{Formim } shpirtor,profe sinalJ pergithshem.	Ndonjehere komunikimin. Mosbindjen dhe komunikimin jo te pershtashem edhe pse sporadik.
37 Po	#NAME?	Femijet me aftesi te vecanta	Lojra interaktive;Ushtri me ne grupe	Prane shkolles ku jam e punuesar aktualisht gjate fundjavës.	Nepermjete lekzioneve dhe me pas punës praktike.	Eksperte trajnimi ne fushen didaktike/pedagogjike;E kspert ne formimin shpirtor	Slides;Filmate	Dije,aftesi,botek uptim	Duhet me shume mbeshtetje gjate veshtiresive qe hasim. Mungesa e inernetit
50 Po	Motivimi në shtet, Empatia, Klima pozitive ne shkolle, Nënesit me aftesi ndryshe, Plani afatmesem e plani vijtor i shkolles, Kurrikulare lendore dhe nderlendorë 2.Perdorimi i teknologjise ne mesimdheni e 3.Drejtimi i shkolle zhvillimi professional i mesuesve 4.Aftesia social dhe KOMUNIKIM Nënesit dhe afatesi ndryshe ne kurrikulare; Mesimedhen online	Metodologji te reja didaktiko- pedagogjike ne marredheniet me studentet;Krijimi dhe konsolidimi i rrjetit territorial (agjencive arsimore) dhe komuniteteve	Leksione;Shikimi i filmave	Mjedis me hapesire te njafueshme, Koha e pershtashese nese eshte e mundur, fundi qershorit ose fillimi i shtatorit.	Ligjerate dhe pune ne grupe	Eksperte trajnimi ne fushen didaktike/pedagogjike;E kspert ne formimin shpirtor	Slides;Dispensa;Filmat e	Ndryshim, Dije, Perkushtim	Veshtersia ndaj risive Angazhim jo maksimal ne pergatitja ditore
32 Po	1.Ne ekip me trajnerve lidhur me risite kurrikulare; Mesimedhen online	Strategjite pe trajtimin / menaxhimin e konfliktit;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e menaxhimit te stresit qe lidhet me punen;Krijimi i marredhenie te brendshme midis mesuesve te shkollave brenda rrjetit edukativ KKEKSH;Motivimi dhe kohezioni ne grup brenda ekipit te punes	Ushtrime ne grupe;Shikimi i filmave	Hapesira te jete e madhe, koha 2 ore	Me ane te platformes Meet.	Eksperte trajnimi ne fushen didaktike/pedagogjike;E ksperte te soft skills (aftesi ndepersonale dhe komunikuese);Ekspert ne punen ne rrjet;Ekspert ne formimin shpirtor	Slides;Filmate	Trajnim, seminare profesionalizem, qytetari, motivim per t'u rritur nga ana intelektuale	Mungesa e dakortesisë mbi tema te caktuara Mosperqendrimi
49 Po	Trajnerve lidhur me risite kurrikulare; Mesimedhen online	Metodat e menaxhimit te stresit qe lidhet me punen menaxhimin e konfliktit;Metodologji te reja didaktiko-pedagogjike ne marredheniet me studentet;Metodat e	Lojra interaktive;Shiki mi i filmave;Role playing	Ne grupe jo me shume se 10 pjesemarres	Interaktiv/	Eksperte trajnimi ne fushen didaktike/pedagogjike;E ksperte te soft skills didaktike/pedagogjike;E dhe komunikuese)	Slides;Filmate	Veshtiresi per te dale nga korntizat	Ujja e vemendjes gjate ores se mesimit
41 Po	Tik	Teknologjia dhe mesimdhena	Leksione;Simulim e	Pyetje pergjigje	Leksione	Eksperte trajnimi ne fushen didaktike/pedagogjike;E dhe komunikuese)	Libra	Perpjekje	Zbatimi i orarit Kur nuk pergatiten aq sa duhet gjate procesit mesimor

Appendix 2: Universal Email communication from MASR to school giving instructions on tasks for completion or direct interference on daily running of school

Communication	Date on email	Subject of email	Deadline for completion of task
1	24/08/22	IA table to complete	ASAP
2	29/08/22	Plan for teaching for 22/23	ASAP
3	30/08/22	School performance data	03/09/22
4	27/09/22	Democratic education school plan 22/23	30/09/22
5	27/09/22	Complete table	End of day
6	30/09/22	Plan for anti-human-trafficking for 22/23	ASAP
7	30/09/22	School performance values-modification	5/10/22
8	30/09/22	Basic school statistics	3/10/22
9	30/09/22	Covid school plan	3/10/22
10	7/10	School September school data	10/10/22
11	21/10	School health index	22/10/22
12	27/10	Re-enter student information SMIP 21/22	ASAP
13	28/10	Teaching plans hand-delivered to ministry	31/10/22
14	31/10	School intersectoral strategy	1/11/22
15	31/10	Information from private schools	4/11/22
16	31/10	School gender equality strategy 21/30	ASAP
17	2/11	Antibullying strategy 22/23	ASAP
18	2/11	Intersectoral Strategy	3/11/22
19	3/11	Foreign Language Planning 22-23	7/11/22
20	4/11	Anti-violence strategy 22/23	-
21	8/11	School educational project plan 22/23	10/11/22
22	9/11	Curriculum Economic development	-
23	9/11	SMIP data entry otherwise no certification	ASAP
24	10/11	Olympiad education registration	11/11/22
25	10/11	SMIP data entry	ASAP
26	12/06/23	Complete report on abuse	End of day 12/06/23
27	13/06/23	PKAB 2023	Next day 14/06/23
28	14/06/23	Yearly Report on Environmental Education	16/06/2023

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Appendix 3: Weeklong schedule for the Spanish teacher visit

Time	Days	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	Location		Tirana with KKEKSH	Travel to South of Albania <i>Driver will pick up teachers from hotel after breakfast</i>	South of Albania <i>Reside with religious community</i>	South of Albania <i>Travel to north of Albania Driver will pick up teachers from hotel after lunch.</i>	North Albania <i>Reside with religious community.</i>	North Albania <i>Reside with religious community.</i>	Albania
7:00					Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00		Breakfast		Breakfast	Lesson observation <i>Marta, Carla, Andres.</i>	Lesson observation <i>Marta, Carla, Andres.</i>	Lesson observation <i>Marta, Carla, Andres.</i>	Lesson observation <i>Marta, Carla, Andres.</i>	Lesson observation <i>Marta, Carla, Andres.</i>
9:00		Meeting with KKEKSH the Albanian education system <i>Introduction to virtue education and ethics with a focus on pastoral support to students and to teachers</i>		Travel to south of Albania, Stop over at key city. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>	Reflection together as a group. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>	Reflection together as a group. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>	Reflection together as a group. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>	Reflection together as a group. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>	Reflection and meeting with headteacher. <i>Communication with students, Lesson planning, Methodology used, Resources used,</i>
10:00		Tourism			Teaching lesson <i>Marta- English 1 Carla- Math's 1 Andres - Science 1</i>	Teaching lesson <i>Marta- English 1a Carla- Math's 1a Andres - Science 1a</i>	Teaching lesson <i>Marta- English 1 Carla- Math's 1 Andres - Science 1</i>	Teaching lesson <i>Marta- English 2a Carla- Math's 2a Andres - Science 2a</i>	Preparation for flight
11:00					Reflection as a group <i>Discussion with teachers who observe on the lesson plan and why?</i>	Reflection as a group <i>Discussion with teachers who observe on the lesson plan and why?</i>	Reflection <i>Discussion with teachers who observe on the lesson plan and why?</i>	Reflection <i>Discussion with teachers who observe on the lesson plan and why?</i>	
12:00					Teaching lesson <i>Marta- English 2 Carla- Math's 2 Andres - Science 2</i>	Teaching lesson <i>Marta- English 2a Carla- Math's 2a Andres - Science 2a</i>	Teaching lesson <i>Marta- English 2 Carla- Math's 2 Andres - Science 2</i>	<ul style="list-style-type: none"> Meeting with the coordinator of science in the school- Andres, Meeting with the coordinator of Math's in the school- Carla, Meeting with the coordinator of English in the school- Marta, <i>The department and how it functions, Programming the year, Assessment, Building a team,</i>	
13:00				Meeting with the director and subdirector of the school. <i>Introduction to virtue education and ethics with a focus on pastoral support to students and to teachers</i>	Meeting with staff <i>Lesson planning, Assessment,</i>	Meeting with staff <i>Teachers' treatment of student- professionalism, Teachers' emotions, Behavior control, Pastoral support,</i>	Reflection as a group <i>Justification to teachers who observe on the lesson plan and why?</i>		Travel to Tirana airport.
14:00		Lunch		Lunch	Lunch	Lunch	Meeting with staff <i>Teachers' treatment of student- professionalism, Teachers' emotions, Behavior control, Pastoral support, Lesson planning,</i>	Lunch	
15:00		Tourism		Tourism	Meeting with the director regarding the vision of the school.	Travel to north of Albania	Lunch	Tourism	
16:00									
17:00					Tourism		Tourism		
18:00								<ul style="list-style-type: none"> Introduction to virtue education and ethics with a focus on pastoral support to students and to teachers 	Flight to Madrid
19:00		Return to the hotel,					Assessment,		
20:00		Dinner		Dinner	Dinner	Dinner	Dinner	Dinner	
21:00		Flight to Tirana- arrive at Tirana at 00:20	Free time,	Free time	Planning time	Free time	Free time		
22:00						Free time			

Carla
 Matematike K6: Ora 1- Trupat gjeometrike dhe elementet e tyre. Ora 1a- Trupat gjeometrike dhe hapja e tyre.
 Matematike K5: Ora 2- Përdorimi i faktoreve për të shumëzuar. Ora 2a- Shumezimi me 19 dhe 21.

Marta
 Anglight K8: Ora 1- Food and sport. Ora 1a- Travel.
 Anglight K9: Ora 2- Technology. Ora 2a- Technology 2.

Andres
 Shkence K7: Ora 1 edhe Ora 1a Microorganisms and disease/ Plant cell.
 Shkence K6: Ora 1 edhe Ora 1a Acid rain and its effects.

Appendix 4: Pre-visit and Post-visit questions

Pre-visit questionnaire

4. Gjinia *

Mark only one oval.

- Mashkull
 Femer

5. Shkolla në të cilën punon *

Mark only one oval.

- [Redacted]
 [Redacted]
 [Redacted]

6. Lënda që ju jepni: *

7. Grupmosha e nxënësve tua: *

8. Numri i viteve në mësimdhënie: *

Mark only one oval.

- 1-2
 3-4
 5-6
 7-8
 9-10
 11-12
 13-14
 14-15
 15 dhe sipër

9. Adresa e emailit: *

10. Numri i telefonit: *

17. Çfarë shpresoni të përfitonit nga vizita e mësuesve spanjoll? *

18. Sipas jush, a ka ndonjë fushë në të cilën shkolla duhet të përmirësohet? *

11. Identifikoni tre pika të forta në praktikën tuaj të mësimdhënies: *

12. Identifikoni tre fusha në praktikën tuaj të mësimdhënies që dëshironi të zhvillon më tej *

13. Çfarë ju bën një profesionist unik në mësimdhënie: *

14. Ndërsa shikoni mësuesit spanjoll që japin mësimet që kanë planifikuar, a ka ndonjë fushë të mësimdhënies së tyre ku do të fokusoheshit? *

15. Në takimet që mësuesit spanjoll do të kenë me të gjithë stafin e shkollës suaj, a ka ndonjë çështje në të cilën dëshironi që ato t'ju mbështesin. *

16. Nëse mund t'u bëni një pyetje mësuesve vizitorë, cila do të ishte ajo? *

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4. Gjinia *

Mark only one oval.

- Mashkull
 Femer

5. Shkolla në të cilën punon *

Mark only one oval.

- [REDACTED]
 [REDACTED]
 [REDACTED]

6. Lënda që ju jepni: *

7. Grupmosha e nxënësve tua: *

8. Numri i viteve në mësimdhënie: *

Mark only one oval.

- 1-2
 3-4
 5-6
 7-8
 9-10
 11-12
 13-14
 14-15
 15 dhe sipër

9. Adresa e emailit: *

10. Numri i telefonit: *

11. Përkrahja me pak fjalë se si shkoi vizita e mësuësve të spanjoll në shkollën tuaj. *
Ju lutemi përmendni këtu se çfarë shkoi mirë dhe çfarë mund të kishte qenë më mirë.

12. A i përbushi vizita pritshmëritë tuaja? *
Shpjegoni pse?

Mark only one oval.

aspak

1

2

3

4

5

krat

13. Pas vizitës ka një ndryshim në motivimin e nxënësve *

Mark only one oval.

aspak

1

2

3

4

5

shum

14. Pas vizitës ka një ndryshim në mënyrën se si i vlerësoni studentët në klasën tuaj *

Mark only one oval.

aspak

1

2

3

4

5

shum

16. Pas vizitës ka një ndryshim në mënyrën se si e kontrolloni sjelljen e nxënësve në klasën tuaj *

Mark only one oval.

aspak

1

2

3

4

5

shum

15. Pas vizitës ka një ndryshim në mënyrën se si i mësoni nxënësit me nevoja të veçanta arsimore *

Mark only one oval.

aspak

1

2

3

4

5

shum

17. Pas vizitës, a ka ndonjë ndryshim në mënyrën se si promovoni kreativitetin në klasë *

Mark only one oval.

aspak

1

2

3

4

5

shum

Appendix 6: Short biography on the visiting teachers

Prezantimi i mësuesve vizitorë



Clara

Është diplomuar në 'Universidad Pontificia de Comillas' ne Madrid me një diplomë në arsimin fillor të specializuar në metodologjinë angleze, më vonë ajo ka kryer edhe një certifikim pasuniversitar në 'Pedagogji Terapeutikë'. Ajo ka një master në Inovacion, metodologji të re, motivim dhe kontroll në klasë nga Universiteti 'Camilo José Cela'. Ajo gjithashtu bëri një kurs në 'metodologji dhe inovacioni ne matematikë'.

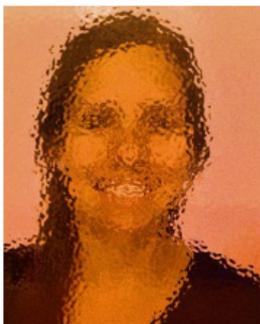
Ajo ka punuar si mësuese e anglishtes dhe gjithashtu si mësuese për nxënës me nevoja të veçanta. Aktualisht punon në Kolegjin 'Stella Maris' në Madrid për më shumë se 5 vjet si mësuese matematike dhe mentorë. Është përgjegjëse për departamentin e matematikës në 'Stella Maris'.

Clara ka një interes të fortë për motivimin e studentit dhe marrëdhëniet mes nxënësit dhe mësuesit përmes lëndës se matematikes.

She graduated from the 'Universidad Pontificia de Comillas' in Madrid with a degree in primary education specializing in English methodology, later she also completed a postgraduate certification in 'Therapeutic Pedagogy'. She has a master's degree in Innovation, new methodology, motivation and control in the classroom from the 'Camilo José Cela' University. She also did a course on 'methodology and innovation in mathematics'.

She has worked as an English teacher and also as a teacher for students with special needs. She currently works at Stella Maris College in Madrid for more than 5 years as a math teacher and mentor. She is responsible for the mathematics department at 'Stella Maris'.

Clara has a strong interest in student motivation and student-teacher relationships through mathematics.



Marta

U diplomua në 'Universidad Católica Andrés Bello' (Venezuela) me një diplomë në Arsimin Fillor. Marta punoi për 2 vjet në shkollën angleze "Kids&Us" në Madrid si mësuese e anglishtes dhe mori formimin për "mësimin dhe mësimin e anglishtes si gjuhë e dytë në të njëjtën mënyrë si mësohet gjuha amtare". Ajo gjithashtu punoi si koordinatorë në të njëjtën akademi për 2 vjet duke udhëhequr një grup mësuesish në zhvillimin e tyre si mësuese angleze.

Që nga viti 2020 ajo punon në Kolegjin 'Stella Maris' në Madrid si mësuese në departamentin e anglishtes, duke u dhënë mësim studentëve të kurseve të ndryshme nga viti 2 deri në vitin 6 të filllores.

Graduated from 'Universidad Católica Andrés Bello' (Venezuela) with a degree in Elementary Education. Marta worked for 2 years at the English school "Kids&Us" in Madrid as an English teacher and received the training for "teaching and learning English as a second language in the same way as mother tongue is taught". She also worked as a coordinator in the same academy for 2 years leading a group of teachers in their development as English teachers.

Since 2020 she has been working at Stella Maris College in Madrid as a teacher in the English department, teaching students of different courses from Year 2 to Year 6 of primary school.



Andres

Andres u diplomua në 'Universitetin Evropian' të Madridit me një diplomë në Arsimin Fillor dhe gjithashtu në një 'Certifikatë në teknologjinë e informacionit dhe komunikimit' si dhe një 'Certifikatë në edukimin fetar' nga 'Centro de Educación Superior Don Bosco' në Madrid. Ai ka përvojë të konsiderueshme në mësimdhënien e shkencës, si dhe përvojë në mësimdhënien e gjuhës spanjolle dhe aktualisht është koordinator i departamentit të shkencës në 'Stella Maris college' në Madrid. Andres ka punuar gjithashtu si menaxher bibliotekë, si dhe koordinator për klubet spanjolle të pasdites për fëmijë.

Andres graduated from the 'European University' of Madrid with a degree in Elementary Education and also a 'Certificate in Information and Communication Technology' as well as a 'Certificate in Religious Education' from the 'Centro de Educación Superior Don Bosco' in Madrid. He has experience in teaching science as well as experience in teaching Spanish and is currently coordinator of the science department at 'Stella Maris college' in Madrid. Andres has also worked as a library manager as well as coordinator for Spanish afternoon clubs for children.

Appendix 7: *Pre-visit* questions

- *Three strengths in your own teaching practice,*
- *Three areas of teaching practice that you would like to develop further,*
- *What makes you a unique professional?*
- *An area that you will focus on as you observe the Spanish teachers teach,*
- *An area that you would like to discuss with the Spanish teachers,*
- *A question that you might have for the Spanish teachers,*
- *What do you hope to gain from this experience?*
- *The situation in your school,*

Appendix 8: The five themes for the qualitative *post-visit* questions

- *Evaluation of the visit- (what went well and what could have been better),*
- *Professional or personal changes following the visit,*
- *Differences or similarities between teaching approaches,*
- *Influence of the visit on professional outlook,*
- *Open observation,*

Appendix 9: The themes for the quantitative *post-visit* questions.

- *Meeting the expectations,*
- *Change in motivation of students,*
- *Change in teacher approach to assessment,*
- *Change in teacher approach to students with educational needs,*
- *Change in teacher approach to behaviour management,*
- *Change in teacher approach to creativity,*
- *Change in teacher approach to lesson planning,*

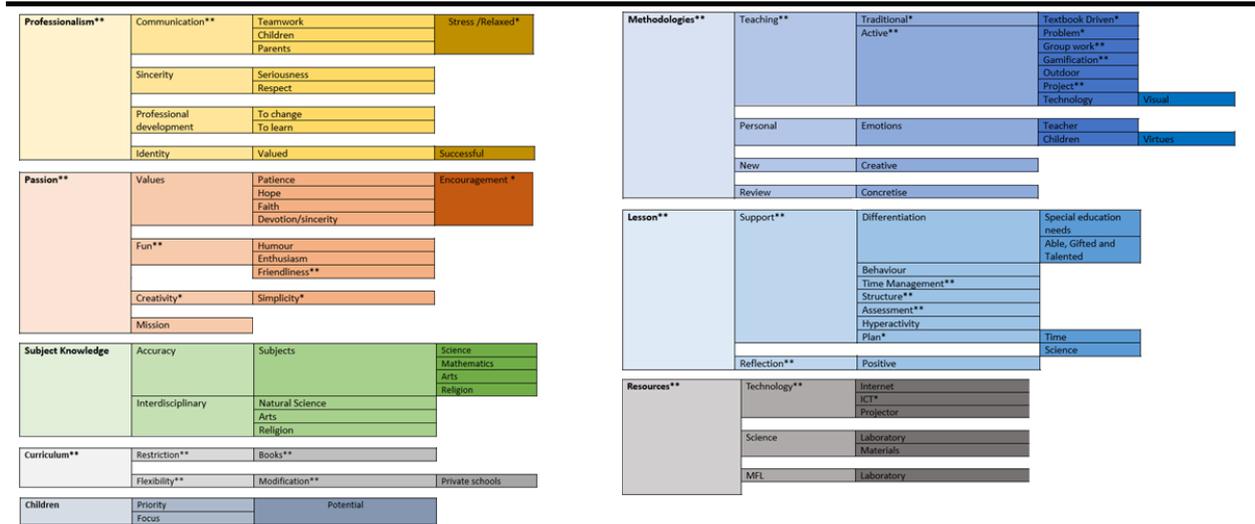
Appendix 10: The themes generated from the *pre* and *post* visit responses

* Code appeared in only *post-visit* responses

** code appeared in both *pre-visit* and *post-visit* response,

All other codes appeared only in *pre-visit* responses.

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Appendix 11: The percentage frequency mention of the codes for each of the pre-visit questions (Q1-8). *n* is the number in the sample

Q1 Strong point as a teacher <i>n</i> 33		Q2 Unique in teaching <i>n</i> 33		Q3 Areas for development <i>n</i> 33		Q4 Support from visiting teachers <i>n</i> 33	
Professionalism	70%	Professionalism	50%	Methodologies	94%	Methodologies	40%
Passion	70%	Passion	40%	Lesson	50%	Lesson	40%
						Professionalism	20%

Q5 Focus during observations <i>n</i> 33		Q6 Question to ask to Spanish teachers <i>n</i> 33		Q7 Hope to gain <i>n</i> 33		Q8 School improvement <i>n</i> 33	
Methodologies	48%	Methodologies	14%	Methodologies	68%	Resources	52%
Lesson	40%	Lesson	41%	Lesson	22%	Children	26%
Children, Resources, Professionalism	12%	Professionalism	31%	Professionalism	10%	Curriculum	22%
		Children	14%				

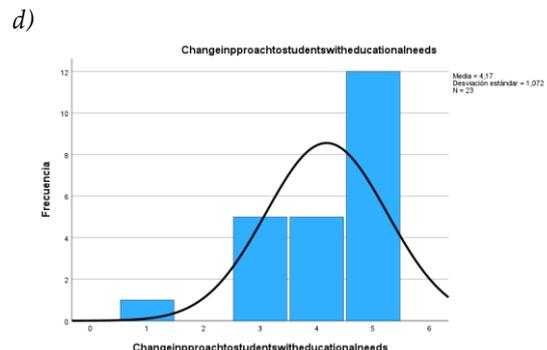
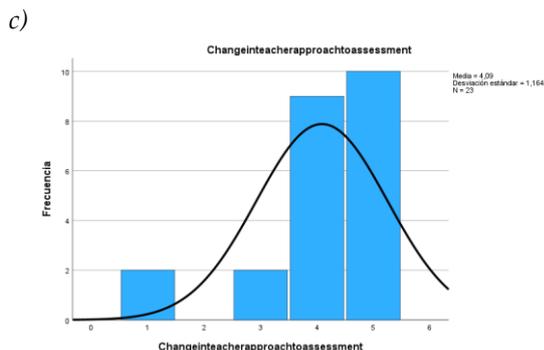
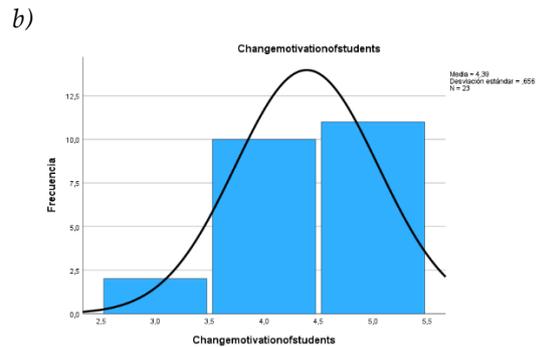
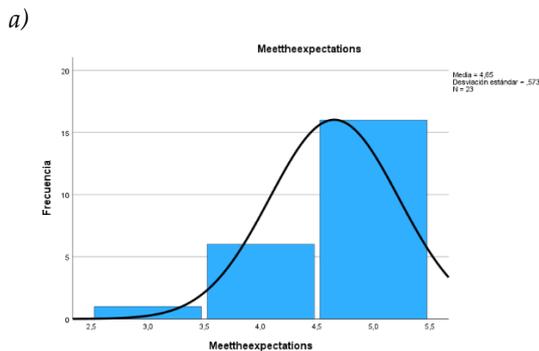
Appendix 12: Percentage frequency mention of the codes for each of the *post-visit* questions (Q12-25), *n* is the number in the sample

Q12 How was the visit? n17		Q19 Changes professionalism or personal n24		Q20/21 Approach of Spanish teachers n21	
Good	17%	Methodology	55%	Methodology	90%
Methodologies		Professionalism	20%	Resources & Lesson	10%
Professionalism		Passion	21%		
Very good	61%	Curriculum	4%		
Lesson					
Passion					
Unique & Fruitful	22%				
Methodologies					
Passion					

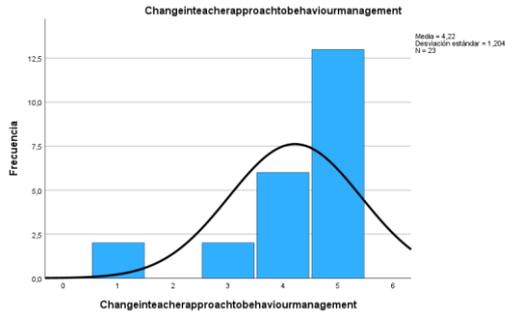
Q22/23 Differences in teaching n25		Q24 Change to teaching n20		Q25 General observations n14	
Yes	68%	Yes	100%	Methodology	28%
Methodology	68%	Methodology	60%	Resources	14%
Curriculum & resources	20%	Lesson & Passion	30%	Passion	44%
No	32%	Curriculum	5%	Lesson	14%
Methodology	16%	Professionalism	5%		
Professionalism & resources	16%				

Appendix 13: SPSS analysis of the *post-visit* Likert-scale questions

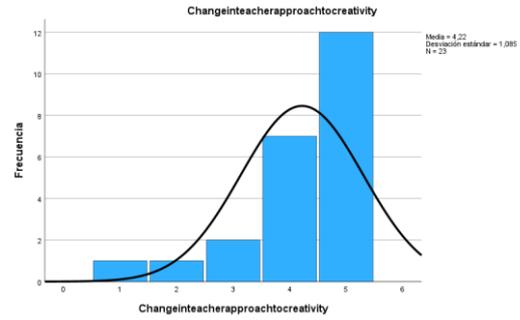
- a) did the visit meet your expectations,
- b) change in the motivation of students,
- c) change in your approach to assessment,
- d) change in your approach to SEN students,
- e) change in your approach to behaviour management,
- f) change in your approach to creativity,
- g) change in your approach to lesson planning,
- h) differences between your teaching and the Spanish teacher teaching.



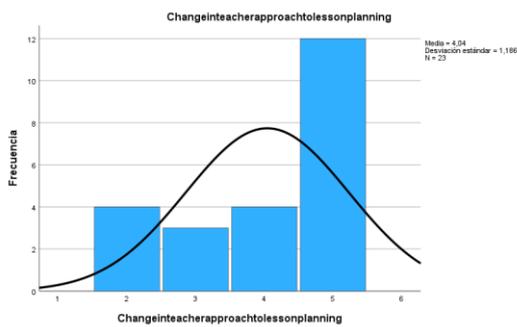
e)



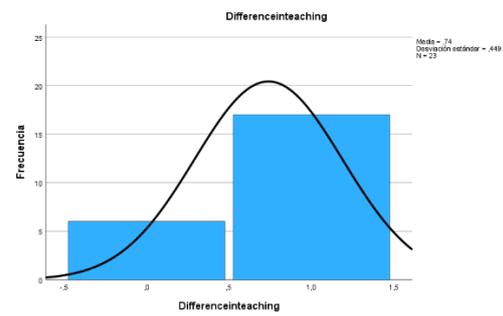
f)



g)



h)



Appendix 14: Lesson plans delivered by the Spanish teachers

Marta

Lesson 1	
Starter	INTRODUCCIÓN + CALCULO MENTAL
Main	Sentados en círculo explicar partes de figuras + Ficha análisis prismas
Plenary	Desarrollo plano: montario

Material:
 Cartas
 cálculo
 Figuras gigantes
 Ficha prismas
 Desarrollos planos

Lesson 1a	
Starter	¿Qué recuerdas?
Main	¿Qué figura has conseguido? ¿Cuántas caras/vértices/aristas tiene? + Dibujar desarrollo plano propio
Plenary	Montar desarrollo plano

Lesson 2	
Starter	Introduccion + calculo
Main	Juego en la pizarra de operaciones
Plenary	Ejercicios libro

Material:
 Cartas
 cálcula
 Operaciones plastificadas

Lesson 2a	
Starter	Calculo
Main	Juego por la clase: papeles en la espalda
Plenary	Ejercicios libro

Material:
 Cartas
 cálculo
 Carteles

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Carla

Lesson 1 Year 4	
Starter	OBJECT AND SUBJECT PRONOUN Review with flashcards. Ask them to put them in order on the board. Copy in notebook. And then examples.
Main	Worksheet in pairs, (optional) Object pronoun memory game
Plenary	

Material Memory game
Worksheet in pairs..

Lesson 1a ONE TIME LESSON	
Starter	MUST AND MUSNT Review its uses.
Main	Must and musn't - Classroom rules worksheet in pairs. Prepare 4 must and 4 must.
Plenary	

Material Worksheet
Object pronoun memory game

Lesson 2 ONE TIME LESSON	
Starter	Review the use of was and were. Some examples
Main	Was and were Group(3 students) they have to take all the cards and pill them in two: was or were in the gap. As a group review each of them to correct.
Plenary	

Lesson 2a	
Starter	Questions about the past. - What did you do yesterday? - Where was your mother on Saturday? - etc.
Main	Review the past of some verbs. Irregular verbs Verbs in Past tense board game trivia
Plenary	

Andres

Lesson 1 Microorganisms	
Starter	Presentation and questions
Main	Concept map - classification of living things: animals, plants, microorganisms. Characteristics of microorganisms
Plenary	Game - oficios de living organisms. Say what kind of organism is it: plant, animal, protist, fungi or monera

Lesson 1a Acid rain	
Starter	Ask what they know about acid rain. Low pH level. Examples
Main	Explain Scientific method
Plenary	

Lesson 2 Plant cell	
Starter	CELL: the building blocks of living organisms. Lego structures
Main	ACTIVITY 1: WorkACTIVITY 2: competition. Build a tree or a plant with pieces of lego
Plenary	Show construction and make conclusions. Identify organelles

Lesson 2a Effects of acid rain	
Starter	What do you remember? working as scientists
Main	Experiment -step by step
Plenary	Filling the worksheets

- MATERIAL
- vinegar
 - water
 - six jars
 - two eggs – use fresh eggs
 - two flowers – choose big flowers for easy observations
 - two 50 cent coins - the dirtier/older the coins are, the better results will be

Appendix 15: Letters to KKEKSH, school directors and to class teachers as well as the consent form

Dear [REDACTED]

How are you both?

As you would have been informed by father Carlos next week three teachers, [REDACTED] who work in Stella Maris, in Madrid Spain, will be visiting your school- a short biography of each visiting teacher has been attached to this letter.

The visit is to strengthen the fraternal bonds between catholic schools as called by Pope Francis in his 'concord in education'- which is much needed in catholic education.

The Spanish teachers will be meeting with be visiting the three of your schools, [REDACTED] and will share their experience in education through observations, teaching, and meetings with the teachers.

To make this exchange as useful as possible I would like to propose that the three schools participate in a small case study project in which the Albanian teachers who will be directly involved in the visit will have to answer a few questions before the Spanish teachers arrive to their school and after they leave their school.

I would really appreciate you reading below some information on the case study and let me know whether you think it would be possible for me to conduct this case study. I will be happy arrange an online meeting with you to discuss this further and if you think this would be something that would be beneficial to the schools you could invite the directs of the three schools to the online meeting.

Information on the case study:

Aim of the study is to explore the experience of the Albanian teachers when visited by Spanish primary school teachers.

Through the case study I aim to answer the following questions How do Albanian primary school Teachers perceive your own approach to teaching? and what views do they hold on the approach that the visiting Spanish teachers take to teaching?

The study consists of two online google form questionnaires- the pre-visit questionnaire and the post-visit questionnaire.

The participating teachers are asked to answer the questions as honestly as possible, it should not take more than 10 minutes to complete each questionnaire and should not interfere with their schoolwork. Their personal information given in this study will be confidential and all answers will be pseudonymised. The raw data will not be shared with either the commission for catholic education or with the directors of the schools.

This exchange is a fraternal exchange, the Spanish teachers just like the Albanian teachers are classroom teachers, they will share their experience on their profession openly and that the Albanian teachers too will also share their experience with them.

While their participation in answering the questions in the pre and post visit google forms is useful for us and to you, there is no obligation for them to do so, therefore they do not feel that you have to.

If at any point they decide to retract their data, they have four weeks after the return of the Spanish teachers to Spain to do so.

In September 2023, a report on the findings will be provided to you and the your teachers.

What next?

If after reading this information you feel that the participation in this study will benefit the you as the commission and also the three schools please respond to this email. Please provide me with the details of the directors of the three schools participating in the exchange so that I can contact them. We could also arrange an online meeting with you both and the directors so that they are informed.

If you have any questions at all please do not hesitate to contact me on the details below,

With my very best wishes and always at your disposal,

Joseph

Të nderuara [REDACTED]

Si jeni te dy?

Siç do të ishit informuar nga babai Carlos javën e ardhshme tre mësues, [REDACTED] të cilët punojnë në Stella Maris, në Madrid, Spanjë, do të vizitojnë shkollën tuaj - një biografi e shkurtër e çdo mësuesi vizitor i është bashkangjitur kësaj letre.

Vizita është për të forcuar lidhjet vëllazërore midis shkollave katolike, siç e quajti Papa Françesku në 'konkordin e tij në arsim' - që është shumë e nevojshme në arsimin katolik.

Mësuesit spanjollë do të takohen me të cilët do të vizitojnë tre shkollat tuaja [REDACTED] dhe do të ndajnë përvojat e tyre në arsim përmes vëzhgimeve, mësimeve dhe takimeve me mësuesit.

Për ta bërë këtë shkëmbim sa më të dobishëm, do të doja të propozoja që të tre shkollat të marrin pjesë në një projekt të vogël rasti studimor në të cilin mësuesit shqiptarë që do të përfshihen drejtpërdrejt në vizitë do të duhet t'u përgjigjen disa pyetjeve përpara se mësuesit spanjollë të mbërrijnë në shkollën e tyre dhe pasi të largohen nga shkolla.

Unë do të vlerësoja shumë që të lexonit më poshtë disa informacione mbi studimin e rastit dhe më tregoni nëse mendoni se do të ishte e mundur që unë të kryeja këtë studim rasti. Do të jem i lumtur të organizoj një takim në internet me ju për të diskutuar më tej këtë dhe nëse mendoni se kjo do të ishte diçka që do të ishte e dobishme për shkollat, mund të ftoni drejtuesit e tre shkollave në takimin online.

Informacion mbi studimin e rastit:

Qëllimi i studimit është të eksplorojë eksperiencën e mësuesve shqiptarë kur vizitohen nga mësues të shkollave fillore spanjolle.

Nëpërmjet rastit studimor synoj t'u përgjigjem pyetjeve të mëposhtme Si e perceptojnë mësuesit e shkollave fillore shqiptare qasjen tuaj ndaj mësimeve dhe çfarë pikëpamjesh kanë ata për qasjen që kanë mësuesit vizitorë spanjoll ndaj mësimeve?

Pyetja kryesore e këtij rasti studimor eksplorues është: Cilat sfida dhe mundësi u ofrohen mësuesve shqiptarë nga një program shkëmbimi mësues si ky?

Studimi përbëhet nga dy pyetësorë në formë google online - pyetësori i para-vizitës dhe pyetësori pas vizitës.

Mësuesit pjesëmarrës u kërkohet t'u përgjigjen pyetjeve sa më sinqerisht të jetë e mundur, nuk duhet të zgjasin më shumë se 10 minuta për të plotësuar çdo pyetësor dhe nuk duhet të ndërhyjnë në detyrat e tyre shkollore. Informacioni i tyre personal i dhënë në këtë studim do të jetë konfidencial dhe të gjitha përgjigjet do të jenë të pseudonimizuar. Të dhënat e papërpunuara nuk do të ndahen as me komisionin e arsimit katolik dhe as me drejtorët e shkollave.

Ky shkëmbim është një shkëmbim vëllazëror, mësuesit spanjoll ashtu si mësuesit shqiptarë janë mësues në klasë, ata do të ndajnë eksperiencën e tyre në profesionin e tyre hapur dhe se edhe mësuesit shqiptarë do të ndajnë përvojën e tyre me ta.

Përderisa pjesëmarrja e tyre në përgjigjen e pyetjeve në formularët google para dhe pas vizitës është e dobishme për ne dhe për ju, nuk ka asnjë detyrim për ta bërë këtë, prandaj ata nuk mendojnë se ju duhet.

Nëse në ndonjë moment ata vendosin të tërheqin të dhënat e tyre, ata kanë katër javë pas kthimit të mësuesve spanjollë në Spanjë për ta bërë këtë.

Në shtator 2023, një raport mbi gjetjet do t'ju ofrohet juve dhe mësuesve tuaj.

Next step?

Nëse pas leximit të këtij informacioni mendoni se pjesëmarrja në këtë studim do të përfitojë ju si komision dhe gjithashtu tre shkollat, ju lutemi përgjigjuni këtij emaili. Ju lutem më jepni të dhënat e drejtorëve të tre shkollave pjesëmarrëse në shkëmbim që të mund t'i kontaktoj. Ne gjithashtu mund të organizojmë një takim online me ju dhe drejtorët në mënyrë që ata të informohen.

Nëse keni ndonjë pyetje, ju lutemi mos hezitoni të më kontaktoni në detajet e mëposhtme,

Me urimet e mia më të mira dhe gjithmonë në dispozicionin tuaj,

Jozefi

Dear [REDACTED]

How are you?

As you would have been informed by [REDACTED] next week three teachers, [REDACTED] who work in Stella Maris, in Madrid Spain, will be visiting your school- a short biography of each visiting teacher has been attached to this letter.

The visit is to strengthen the fraternal bonds between catholic schools as called by Pope Francis in his 'concord in education' - which is much needed in catholic education.

The Spanish teachers will share their experiences in education through observations, teaching, and meetings with your teachers.

To make this exchange as useful as possible I proposed to [REDACTED] for the three schools participating in the exchange to partake in a in a small case study project which I have placed as part of my doctorate in education, in which the Albanian teachers who will be directly involved in the visit will have to answer a few questions before the Spanish teachers arrive to their school and after they leave your school.

I would really appreciate you reading below some information on the case study and let me know whether you think it would be possible for me to conduct this case study in your school. I will be happy arrange an online meeting with you to discuss this further and if you think this would be something that would be beneficial to your school.

Information on the case study:

Aim of the study is to explore the experience of the Albanian teachers when visited by Spanish primary school teachers.

Through the case study I aim to answer the following questions How do Albanian primary school Teachers perceive your own approach to teaching? and what views do they hold on the approach that the visiting Spanish teachers take to teaching?

The overarching question of this explorative case study is: What challenges and opportunities are on offer to Albanian teachers from a teacher exchange program such as this one?

The study consists of two online google form questionnaires- the pre-visit questionnaire and the post-visit questionnaire.

The participating teachers are asked to answer the questions as honestly as possible, it should not take more than 10 minutes to complete each questionnaire and should not interfere with their schoolwork. Their personal information given in this study will be confidential and all answers will be pseudonymised. The raw data will not be shared with either the commission for catholic education or with the directors of the schools.

This exchange is a fraternal exchange, the Spanish teachers just like the Albanian teachers are classroom teachers, they will share their experience on their profession openly and that the Albanian teachers too will also share their experience with them.

While their participation in answering the questions in the pre and post visit google forms is useful for us and to you, there is no obligation for them to do so, therefore they do not feel that you have to.

If at any point they decide to retract their data, they have four weeks after the return of the Spanish teachers to Spain to do so.

In September 2023, a report on the findings will be provided to you and your teachers.

What next?

If after reading this information you feel that the participation in this study will benefit your school, please respond to this email and I will then forward to you the first email that I would like to be passed to your teachers. If however you need more information we could also arrange an online meeting to discuss this further and we could also invite your teachers to participate.

If you have any questions at all please do not hesitate to contact me on the details below,

With my very best wishes and always at your disposal,

Joseph

E dashur [REDACTED]

Si jeni?

Siç do të ishit informuar nga [REDACTED] javën e ardhshme tre mësues, [REDACTED], të cilët punojnë në Stella Maris, në Madrid, Spanjë, do të vizitojnë shkollën tuaj - një biografi e shkurtër e çdo mësuesi vizitor i është bashkangjitur. kjo shkronje.

Vizita është për të forcuar lidhjet vëllazërore midis shkollave katolike, siç e quajti Papa Françesku në 'konkordin e tij në arsim'- që është shumë e nevojshme në arsimin katolik.

Mësuesit spanjollë do të ndajnë përvojat e tyre në arsim përmes vëzhgimeve, mësimdhënies dhe takimeve me mësuesit tuaj.

Për ta bërë këtë shkëmbim sa më të dobishëm, i propozova [REDACTED] që të tre shkollat pjesëmarrëse në shkëmbim të merrnin pjesë në një projekt të vogël rasti studimor, të cilin e kam vendosur si pjesë e doktoratës sime në arsim, në të cilin mësuesit shqiptarë. të cilët do të përfshihen drejtpërdrejt në vizitë do të duhet t'u përgjigjen disa pyetjeve përpara se mësuesit spanjoll të mbërrijnë në shkollën e tyre dhe pasi të largohen nga shkolla juaj.

Do të vlerësoja shumë që të lexonit më poshtë disa informacione mbi rastin studimor dhe më tregoni nëse mendoni se do të ishte e mundur që unë ta kryeja këtë studim rasti në shkollën tuaj. Do të jem i lumtur të organizoj një takim në internet me ju për të diskutuar më tej këtë dhe nëse mendoni se kjo do të ishte diçka që do të ishte e dobishme për shkollën tuaj.

Informacion mbi studimin e rastit:

Qëllimi i studimit është të eksplorojë eksperiencën e mësuesve shqiptarë kur vizitohen nga mësues të shkollave fillore spanjolle.

Nëpërmjet rastit studimor synoj t'u përgjigjem pyetjeve të mëposhtme Si e perceptojnë mësuesit e shkollave fillore shqiptare qasjen tuaj ndaj mësimdhënies? dhe çfarë pikëpamjesh kanë ata për qasjen që kanë mësuesit vizitorë spanjoll ndaj mësimdhënies?

Pyetja kryesore e këtij rasti studimor eksplorues është: Cilat sfida dhe mundësi u ofrohen mësuesve shqiptarë nga një program shkëmbimi mësues si ky?

Studimi përbëhet nga dy pyetësorë në formë google online - pyetësori i para-vizitës dhe pyetësori pas vizitës.

Mësuesit pjesëmarrës u kërkohet t'u përgjigjen pyetjeve sa më sinqerisht të jetë e mundur, nuk duhet të zgjasin më shumë se 10 minuta për të plotësuar çdo pyetësor dhe nuk duhet të ndërhyjnë në detyrat e tyre shkollore. Informacioni i tyre personal i dhënë në këtë studim do të jetë konfidencial dhe të gjitha përgjigjet do të jenë të pseudonimizuara. Të dhënat e papërpunuara nuk do të ndahen as me komisionin e arsimit katolik dhe as me drejtorët e shkollave.

Ky shkëmbim është një shkëmbim vëllazëror, mësuesit spanjoll ashtu si mësuesit shqiptarë janë mësues në klasë, ata do të ndajnë eksperiencën e tyre në profesionin e tyre hapur dhe se edhe mësuesit shqiptarë do të ndajnë përvojën e tyre me ta.

Përderisa pjesëmarrja e tyre në përgjigjen e pyetjeve në formularët google para dhe pas vizitës është e dobishme për ne dhe për ju, nuk ka asnjë detyrim për ta bërë këtë, prandaj ata nuk mendojnë se ju duhet.

Nëse në ndonjë moment ata vendosin të tërheqin të dhënat e tyre, ata kanë katër javë pas kthimit të mësuesve spanjollë në Spanjë për ta bërë këtë.

Në shtator 2023, një raport mbi gjetjet do t'ju ofrohet juve dhe mësuesve tuaj.

Hapi i parë?

Nëse pas leximit të këtij informacioni mendoni se pjesëmarrja në këtë studim do t'i sjellë dobi shkollës suaj, ju lutemi përgjigjuni këtij emaili dhe më pas do t'ju përcjell emailin e parë që do të doja t'u transmetoja mësuesve tuaj. Megjithatë, nëse keni nevojë për më shumë informacion, ne mund të organizojmë gjithashtu një takim në internet për të diskutuar më tej këtë dhe ne gjithashtu mund t'i ftojmë mësuesit tuaj të marrin pjesë.

Nëse keni ndonjë pyetje, ju lutemi mos hezitoni të më kontaktoni në detajet e mëposhtme,

Me urimet e mia më të mira dhe gjithmonë në dispozicionin tuaj,

Jozefi

Dear all,

My name is Joseph Xhuxhi, I am doctorate student with the University college London and I also work as teacher in the Stella Maric College in Madrid.

As you would have been informed by your directors next week three teachers, [REDACTED] [REDACTED] who work in Stella Maris, in Madrid Spain, will be visiting your school- a short biography of each visiting teacher has been attached to this letter.

The visit is to strengthen the fraternal bonds between catholic schools as called by Pope Francis in his 'concord in education' - this is an exchange program organised by the commission of catholic education in Albania and Stella Maris College in Madrid Spain.

The Spanish teachers will be meeting with you all to share their experiences in education through observations, teaching, and meetings with you all. Remember that this is an experience in which you as well as the visiting teachers will benefit.

To make this exchange as useful as possible for you and for the visiting teachers I would like you to participate in a small case study project in which you will have to answer a few questions before the Spanish teachers arrive to your school and after they leave from your school.

It's very important that you read the information below on the case study project and then before the visit of the Spanish teachers you complete the pre-visit questionnaire. The start of the pre-visit questionnaire has a consent section. You must complete the consent section prior to continuing with the rest of the questions.

Information on the case study:

Aim of the study is to explore your experience when visited by Spanish primary school teachers.

Through the case study I aim to answer the following questions How do you as a primary school teacher perceive your own approach to teaching? and what views do you hold on the approach that the visiting Spanish teachers take to teaching?

The study consists of two online google form questionnaires- the pre-visit questionnaire and the post-visit questionnaire.

Please answers the questions as honestly as possible, it should not take more than 10 minutes to complete each questionnaire and should not interfere with you schoolwork. Your personal information given in this study will be confidential and all answers will be pseudonymised. We assure you that raw data will not be shared with either the commission for catholic education or with the directors of the school.

We also remind you that this exchange is a fraternal exchange, the Spanish teachers just like you are classroom teachers, they will share their experience on their profession openly and that you too will also share your experience with them.

While your participation in answering the questions in the pre and post visit google forms is useful for us and to you, there is no obligation to do so, therefore do not feel that you have to.

If at any point you decide to retract your data, you have four weeks after the return of the Spanish teachers to Spain to do so.

In September 2023, a report on the findings will be provided to you.

What next?

If after reading this information you are interested to participate in this study, please complete the pre-visit questionnaire:

.....

If you would like more information, we have arranged an information online meeting for the on the following link.

If you have any questions at all please do not hesitate to contact me on the details below,

With my very best wishes and always at your disposal,

Joseph

Të dashur të gjithë,

Unë quhem Joseph Xhuxhi, jam doktorant në Kolegjin Universitar në Londër dhe gjithashtu punoj si mësues në Kolegjin Stella Maris në Madrid.

Siç do të ishit informuar javën e ardhshme tre mësues, [REDACTED], të cilët punojnë në Stella Maris, në Madrid, Spanjë, do të vizitojnë shkollën tuaj - një biografi e shkurtër e çdo mësuesi vizitor i është bashkangjitur kësaj letre.

Vizita ka për qëllim forcimin e lidhjeve vëllazërore mes shkollave katolike siç e quajti Papa Françesku në 'konkordin e tij në arsim' - ky është një program shkëmbimi i organizuar nga komisioni i arsimit katolik në Shqipëri dhe Kolegji Stella Maris në Madrid, Spanjë.

Mësuesit spanjollë do të takohen me ju të gjithë për të ndarë përvojat e tyre në arsim përmes vëzhgimeve, mësimdhënies dhe takimeve me ju të gjithë. Mos harroni se kjo është një përvojë në të cilën do të përfitoni ju, si dhe mësuesit vizitorë.

Për ta bërë këtë shkëmbim sa më të dobishëm për ju dhe për mësuesit vizitorë, unë do të dëshiroja që ju të merrni pjesë në një projekt të vogël studimi në të cilin do t'ju duhet t'u përgjigjeni disa pyetjeve përpara se mësuesit spanjoll të mbërrijnë në shkollën tuaj dhe pasi ata të largohen nga shkolla juaj.

Është shumë e rëndësishme që të lexoni informacionin e mëposhtëm për projektin e studimit të rastit dhe më pas përpara vizitës së mësuesve spanjollë të plotësoni pyetësorin e para-vizitës. Fillimi i pyetësorit të para-vizitës ka një seksion pëlqimi. Ju duhet të plotësoni seksionin e pëlqimit përpara se të vazhdoni me pyetjet e tjera.

Informacion mbi studimin e rastit:

Qëllimi i studimit është të eksplorojë përvojën tuaj kur vizitohet nga mësuesit e shkollave fillore spanjolle.

Përmes rastit studimor synoj t'u përgjigjem pyetjeve të mëposhtme Si e perceptoni ju si mësues i shkollës fillore qasjen tuaj ndaj mësimdhënies? dhe çfarë pikëpamjesh keni për qasjen që mësuesit vizitorë spanjoll kanë ndaj mësimdhënies?

Pyetja kryesore e këtij rasti studimor eksplorues është: Cilat sfida dhe mundësi ju ofrohen nga një program shkëmbimi mësues si ky?

Studimi përbëhet nga dy pyetësorë në formë google online - pyetësori i para-vizitës dhe pyetësori pas vizitës.

Ju lutemi, përgjigjuni pyetjeve sa më sinqerisht të jetë e mundur, nuk duhet të zgjasë më shumë se 10 minuta për të plotësuar çdo pyetësor dhe nuk duhet të ndërhyjë në detyrat tuaja shkollore. Informacioni juaj personal i dhënë në këtë studim do të jetë konfidencial dhe të gjitha përgjigjet do të pseudonohen. Ju sigurojmë se të dhënat e papërpunuara nuk do të ndahen as me komisionin e arsimit katolik dhe as me drejtuesit e shkollës.

Ju kujtojmë gjithashtu se ky shkëmbim është një shkëmbim vëllazëror, mësuesit spanjoll ashtu si ju jeni mësues në klasë, ata do të ndajnë eksperiencën e tyre në profesionin e tyre hapur dhe se edhe ju do të ndani përvojën tuaj me ta.

Ndërsa pjesëmarrja juaj në përgjigjen e pyetjeve në formularët e google para dhe pas vizitës është e dobishme për ne dhe për ju, nuk ka asnjë detyrim për ta bërë këtë, prandaj mos mendoni se duhet.

Nëse në ndonjë moment vendosni të tërhiqni të dhënat tuaja, ju keni katër javë pas kthimit të mësuesve spanjisht në Spanjë për ta bërë këtë.

Në shtator 2023, do t'ju ofrohet një raport mbi gjetjet.

Hapi is pare?

Nëse pas leximit të këtij informacioni jeni të interesuar të merrni pjesë në këtë studim, ju lutemi plotësoni pyetësonin para vizitës:

.....

Nëse keni ndonjë pyetje, ju lutemi mos hezitoni të më kontaktoni në detajet e mëposhtme,

Me urimet e mia më të mira dhe gjithmonë në dispozicionin tuaj,

Jozefi

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