

The Role, Responsibilities and Duties of the Homeroom Teacher in Albania Education System During the Communist Regime (1945 – End of '60-S)

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Abstract

Education is one of the most sensitive topics on a worldwide scale as it is one of the core components for a qualitative future generation. In Albania, education is always related and affected by the greatest political movements and events of the country's history. As such important, observation the history education evolution can serve as a great source of understanding different issues that today society is facing and by the quality and quantity of the actual education we can invest in a better future for the country. The emphasis in this research is put at the period in between 1945 until end of '60 as a timeframe snapshot of the evolution of the Albanian education. Extreme ideologization and politicization, are the key features of the role, responsibilities and duties of the homeroom teacher during the 50's but that doesn't mean that it continues the same for the homeroom teacher at the end of '60s. The ideologization and politicization expansion in Albanian schools comes intensified significantly based on the political and economic relations in between Albania and the Soviet Union. This is clearly expressed in the majority of articles and explication by the specialized pedagogical bodies in the periodicals of the time. Despite the fact that the model of the homeroom teacher had to be oriented toward the soviet model, some core features/functions are not changed as; The homeroom teacher been a key figure in the Albanian school, high school as well as seven grade education; He/she was responsible for the progress of his/her students, for order and discipline in class and the education of the class as a collective and each student of it; To achieve his/her role, the homeroom teacher must organize differentiated work as well as individual with students, to collaborate with other teachers with the pioneer and youth organization, with parents and with the school, where was obliged also to report periodically; In conclusion, although the Communist Party was inducting its models in the school and specifically in the role, responsibilities and duties of the homeroom teacher, this key role created some core values and competences inside the institution that would remain mostly untouched throughout different political changings.

Keywords: *Education, homeroom teacher, school, ideologization and politization, Communist Party*

For this period, is used an extensive literature review of mainly primary sources of the periodical press of the time. All the published materials in the periodical press that are related directly to the role, responsibilities and duties of the homeroom teacher are reviewed. A particular importance for our study have been the published articles in specialized educational bodies of the time such as pedagogical magazines, Magazine "National Education" and the "Teacher" Journal (today "Teacher" magazines). Thousands of pages and hundreds of articles are read and reviewed. To analyze the role responsibilities and duties of the homeroom teacher for this period are carefully selected over 50 articles. In these bodies many directors of the Ministry of Education, other educational institutions, inspectors, field experts, school principals, teachers, etc., have been contributing with articles.

1. The role, responsibilities and duties of homeroom teacher in the 50s

Through all the articles of this period the emphasis is put on the role of the homeroom teacher in the framework of the overall goal of the school. The main purpose of the school in that period was "... to equip the younger generation with a qualitative education, courageous, to possess the fundamentals of science, be equipped with features of will to overcome

beyond the difficulties faced in the job, love the people and fatherland, love the Soviet Union, be passionate partisan of peace. (Magazine "National Education", 1950, no. 8, page 6).

The ideological and political indoctrination of Albanian school, its direction, the work of homeroom teachers, education of students with this spirit, the support and influence of the Soviet school in all its aspects, are constant features throughout this decade. "To our new School - notes the Ministry of Education and Culture of the time - is assigned the duty to teach and educate both children with communist morality, fatherland's next generation" (magazine "National Education" 1957, no. 6, page 27).

These two requirements are a central feature of the work of the homeroom teacher of this period.

Within this framework it is defined and the role of the homeroom teacher, who has to deal with the education of the young generation. "Our school - stated in the press of the time - based on the principles of Soviet pedagogy, does not conduct educational work on special hour" (Magazine "National Education" 1958, no. 12, page 53); it is spread across the educational system. The homeroom teacher has a special responsibility to coordinate and direct all educational work. (Magazine "People's Education" 1958, no. 12, page 53).

The main duties of the homeroom teacher are (Magazine "National Education" 1950, no. 8, page 7-12) to ensure the development and implementation of school rules, to monitor progress of students of his/her class on behavior and how they use their free time. It is the duty of the homeroom teacher to recognize the characteristics of the class in general and each student in particular. He/she should aim at creating a healthy collective spirit in the class, but not based on orders from above, but through promoting student initiatives from below. He/she is also responsible for the health of each student, as for the patriotic education of students of his class. It is his/her task is to empower students not only to plan learning activities, but also the way of using their free time.

To achieve these objectives, he/she designs a specific plan of activities, documenting the implementation of this plan by holding a special diary and reports on the implementation with a report to the Director. He/she has to coordinate work with other teachers of the school, the pioneer or youth organization.

Special role is given to the cooperation with the parents of each child, but previously he/she is required to get to know the conditions of each student's family.

Some forms of work that are recommended to the homeroom teacher (Magazine "Popular Education" 1950, no. 8, page 7-12) are: organization of scientific circles, the class wall journal, organizing excursions and visits to in production and work centers, publishing the school literary newsletter, organization of meetings with personalities from different sectors. It is considered as responsibility of the homeroom teacher to make it possible for every student in his class to engage in useful social work, especially in the organization of patronage, the form of work in which most advanced students contribute towards pupils with lower performance or students of higher classes students take on the patronage students of the lower grade classes.

The homeroom teacher must make differentiated work especially with the lower performance students. He/she was asked to organize separate meetings with the parents of these students in the school, but also to organize visits to the families of these students. (Magazine "People's Education" 1950, nr. 7, page 50). For the lower performance he/she had to organize in school study sessions through a specific work plan based on the subjects, as well as with all those students who did not have suitable working conditions in their homes. (Magazine "People's Education" 1951, no. 8-9, page 51). He/she was also responsible for organizing the morning study or morning consultation. (Magazine "People's Education" 1951, no. 8-9, page 52).

Organizing visits in the student's family are recommended especially during exam season. (Magazine "People's Education" 1951, no. 8-9, page 52). Especially during these seasons he/she was asked to coordinate the work with the parents committee. (Magazine "People's Education" 1950, nr. 7, page 50).

When it comes on the collaboration of the homeroom teacher with parents, he/she is recommended organizing meetings with parents last Sunday of each month, during which he/she had to present not only the grades of students, not just the state of their behavior, but it was required by him/her to come prepared to develop an educational lecture. (Magazine

"People's Education" 1950, nr. 7, page 49). To the school it was asked that through the homeroom teachers to organize "Teacher's Service" to welcome the parents to come for consultation. (Magazine "People's Education" 1958, no. 12, page 58). Also in school is required the creation of the school parents representation corner. (Magazine "People's Education" 1958, no. 12, page 58).

The importance of teacher visits in the families, as well as the organization of meetings with parents, are mentioned in many articles of this period. (Magazine "People's Education" 1951, no. 8-9, page 51); (Magazine "People's Education", 1953, no. 5, pages 35-36).

Particular authors, consider as an important "front" for the education of students the cooperation between the school and families. (Magazine "People's Education", 1953, no. 5, page 35). The same thing happens with emphasis on the role of the wall newspaper and the development of working visits in to the production centers. (Magazine "People's Education" 1951, no. 8-9, pages 53-54)

In the press are brought concrete examples of the homeroom teacher's work in high school as well as in the seven grades education. It underlines the need for connecting the homeroom teacher with other teachers, coordination of the work of teachers with students, organization of their free time and especially the creation of collective within each class. (Magazine "People's Education" 1957, no. 6, page 27).

However, there are also critical writings as well as the presentation of problems that schools and homeroom teachers face of the time. One troubling problem of the time that involved the homeroom teacher, in high school as well as at seven grade education, was in school discipline and regime. Indicator concerns in this regard were: the worst grade evaluating student behavior, school expulsions, unsubscribing and a number of other disciplinary actions. (Magazine "People's Education" 1957, no. 6, page 28). Among their main causes are identified as: lack of internal regulation of the school, the homeroom teacher's indifference, lack of educational plans, significant concessions to enforce regulations, poor work with parents and students, etc. (Magazine "People's Education" 1957, no. 6, page 28).

To address and resolve these concerns, importance is given to the designing and implementing internal regulations of the school. According to the Ministry of Education and Culture "Drafting of internal regulations is a responsibility: where participants need to be not only the school director and deputy director, but also the secretary of the base organization of the party, youth secretary, the chairman of the professional committee as well as experienced class tutors... The regulation project is reviewed in the pedagogic council meeting and approved by the director of the school. (Magazine "National Education" 1957, no. 6, page 29).

One of the homeroom teacher working forms with his/her classmates should be the weekly class meetings. The topics of these meetings was to be different, interesting and useful. They should be used as forms for creating the behavior of cultured and courteous speech and general cultural education of the students. (Magazine "People's Education" 1958, no. 12, page 55- 56).

The homeroom teacher was required to combine the stimulation and encouragement form, with criticism and sanctions. Even in this direction there are provided concrete examples. (Magazine "People's Education" 1958, no. 12, pages 56-57).

The most important article on the role, duties and responsibilities of the homeroom teacher for the second half of the '50 and early '60, we believe that is the article Nos Delianës, Director of the Institute of Teacher's Perfecting in Tirana. (Magazine "People's Education" 1958, no. 4, page 25- 38).

In his article the author interprets the regulation of the tutor's class, drafted and sent by the Ministry of Education and Culture in November 1956.

In this article there are many new responsibilities and tasks that are added to the homeroom teacher, as there are repetitive duties that belonged to the homeroom teacher before the release of this regulation.

The role of teachers is generally seen as provider of knowledge and skills, and also as an educator.

The homeroom teacher should be subject teacher in his/her class and was responsible for all educational work developed with students in that class. He/she was considered the closest assistant to the director.

First, it was required of him/her ideologically, politically and educationally growth.

The homeroom teacher should draft a detailed plan of its educational work, which had to be coordinated with the general plan of the school, with the working plan of the pioneer or youth organization.

"The homeroom teacher's duty is to monitor the progress of the students of his class and student behavior, so he/should should keep records on the progress of enrollment and student behavior." (Magazine "People's Education" 1958, No. 4, page 25). For this purpose, he/she is obliged to assist in the classes of other teachers, talk with them, control of student notebooks, their cards and register of class. He/she should recognize his class students at school, outside of it and in the family. It is his/her task is to determine how united are the class students, which is the level and interest of each student towards the political life of the country and the international situation, and whether they evaluate them right or not.

The homeroom teacher studies and verifies the main characteristics of the class as a collective and those of each student as an individual. He/she should discover each student's family conditions, the past family's past as well as the relations among family members.

He/she should keep detailed records for each student at the end of the year and had to build a wider characteristic which was placed in the student's personal file.

A special responsibility of the homeroom teacher's work was considered the work with the lower level performance students, so he/she was asked to design a specific plan of concrete measures.

In the article is emphasize the special role of the wall newspaper class for progress and discipline in the classroom and also the creation of patronage teams for poor the lower level performance students.

In the framework of cooperation with other teachers, he/she had to regulate the student's homework load in all subjects, he/she was demanded to organize periodical meetings of teachers who teach in his/her class.

The aim of his/her work had to be the ensured of unity in the educative teaching work.

It was considered his/her duty to care for the cleanliness and hygiene of students and class.

In this article the emphasis is placed on the headmaster responsibility for organizing weekly class meetings and the implementation of "the rules of the students".

Also it is emphasized the responsibility of the homeroom teacher to organize thematic meetings on festive occasions or commemorations and particularly celebrations devoted to political events. He/she was asked to organize these meetings by including preferably all the students.

On the same time, the homeroom teacher was required to organize the "amusement" of the students. These evenings are known by the term "thematic-amusement" which aimed to combine education with entertainment. It is recommended that these evenings should be organized in the premises of the school (Education and Popular Culture 1955, No. 11, p 58).

Also, the homeroom teacher can also organize student's birthday celebrations, but only of those who had very high scores. It was recommended these celebrations to be organized in the homes of students "... so that the celebration might have a familiar character and serve to better recognition of them and for further strengthen of their friendship" (Education and Popular Culture 1955, No. 11, pp 58-59).

For excellent students it was recommended that "... The homeroom teacher in cooperation with the pioneer and youth organizations can organize symbolic gift, certificates of merit, etc." (Education and Popular Culture, 1955 No. 11, p 59).

The homeroom teacher duty for creating different clubs and different liaising with parents, was highlighted.

The homeroom teacher's work was monitored directly by the school principal, who provided this not only through the asked documentations but also by organizing separate meetings with the homeroom teachers, he was even asked to organize methodical meetings with the homeroom teachers; and for this purpose it was recommended translated literature from the Soviet school.

At the end of the article it is given the educative work plan of the homeroom teacher as well as a concrete work plan for the homeroom teacher of the sixth grade. (Magazine "People's Education" 1958, no. 4, pages 25-38).

If we generalize what was said above, we can conclude that:

- The homeroom teacher during the '50 has been a key figure in the Albanian school, high school as well as seven grade education.
- He/she was responsible for the progress of his/her students, for order and discipline in class and the education of the class as a collective and each student of it.
- During this period, special importance was given to ideological and political education of students relying on the experience and the Soviet school.
- To achieve his/her role, the homeroom teacher must organize differentiated work as well as individual with students, to collaborate with other teachers with the pioneer and youth organization, with parents and with the school, where was obliged also to report periodically.

2. The role, responsibilities and duties of homeroom teacher in the 60s

Based on the legal, political and administrative perspective, the 60s are distinguished for some important moments that affect the Albanian school in general and the role and responsibilities of homeroom teacher in particular.

In the 1960 was published a number of decisions known as the "*Theses of the Central Committee of the PPSH and the Council of Ministers for the reorganization of schools and for the further development of national education*", which "*aimed to link more closely the school with life, to give the young generation general polytechnic education and prepare them for manufacturing work, without reducing the level of knowledge of students*". (National Education, 1960, No. 7, Page 28).

In the 1963 was compiled the new law "*On the organization of the education system in the RPSH*".

- According to this law "*The education system in the National Republic of Albania has as objective the general education of the young generation and their preparation to take active part in the construction of the socialist society. Its duty is to equip the young generation with genuine knowledge, to build the Marx-Lenin outlook, to provide vocational training and jobs, to educate youth in the spirit of socialist patriotism and proletarian internationalism and to provide their moral, physical and aesthetic education*". (Article 1)
- It also stated that: "*The fundamental principle of work in schools and in institutions of higher education is the connection of learning and education with life, production, the socialist mode of the construction of the country*". (Article 4)

In enforcement of the law, in 1964 was compiled for the first time "*The Educational Work Program*" and in 1966 was compiled "*The Regulation of General and Vocational Schools*."

The strongly emphasized idea in all these documents and in the press of the time, was the need to combine "*the teaching work with educational work in one process of comprehensive training and education of children and youth*". (National Education 1964, No. 1, Page 128).

A special role in this direction was needed to be carried on by the homeroom teachers. This was limited not only by the fact that their responsibility in the education process was crucial, but also because until that moment, there were emphasized problems in their performance. In the press of the time it is highlighted that "Our teachers (homeroom teachers) many times they fall into formalism in their educative work with the students. This responsibility is reduced into some formal meetings

of the class, into compiling of standard education working plans in the class, in a “*campaign*” way of work, mainly superficial, without specific goals, without actual content... In most of the times the educational work is done in a spontaneous way, randomly, many times it becomes uniform and same despite the different ages of the students” (National Education, 1964, No. 1, Page 128).

Ascertain that in many cases the educational working plans were all almost the same (the “Teacher” journal. 1964, No.13, Page 4). Fundamental weaknesses were found even in the organization and development of weekly meetings with the class by the homeroom teacher, meetings that were mostly monotonous and non-relevant. In many cases the meetings of the class were even considered as a trial. (the “Teacher” journal, 1963, No.2, Page 3).

Special attention was given on the content of the educative work. Different authors strictly believed that the personality of the student is shaped during the whole process, activity and their social life: at school, at home, outside-outdoors. They emphasized that “*these factors must be driven in the best way in order to create an educative balanced unity*”. (National Education, 1964, No. 1, Page 129). For this purpose, it had to be compiled a system of the educative work in general.

Precisely to define better the content of the educative work in schools it was compiled the “*Educative Work Program*”. This document defined the basic characteristics of the educative work, the qualities that needed to be taught to the students; it recommended the activities that needed to be organized for each class and at the same time it had specific directives for the homeroom teachers. (National Education, 1964, No.1, Page 129).

It was recommended that this program needs to be executed in compliance with the concrete conditions of every school, but the main condition was that “*in the educative work, the teachers should be focused on the clear directives on education given by the party*”. (National Education, 1964, No. 1, Page 129).

In many schools, it was observed a gap in between the teaching work and the educative work. Therefore, in the new program it was demanded that the educative work and the teaching work must create a unity and together to aim the creation of the new man. (National Education, 1964, No. 1, Page 129).

The homeroom teacher was recommended to use a variety of methods, forms and activities in the educative work, starting with the class meetings, continuing with the educative work of all the class combined with the individual educative work with each student, to the “5 minutes” appointments with the class at the end of each lesson.

For the meetings with the class, it was recommended that the homeroom teacher should give special importance to the process of preparation as well as continuity of the work even after the meeting.

The homeroom teacher should give importance to the clarifying and convictive work with the student, taking organizational precautions to achieve the targeted goals, persistence and discipline for the accomplishment of specific duties as well as delegation of some responsibilities to the students. The homeroom teacher should be very careful in order to assist the students so they will be able to “*walk on their feet*”. (National Education, 1964, No. 1, Page 132-33).

The homeroom teachers should work systematically during all the scholastic year starting since the first grade.

The Educative work program gave special importance to the work “*in the psychologic front*”. “*This-stated there- is a working front that touches directly the content of the educative work*”. (National Education, 1964, No. 1, Page 136). Therefore, it was required psychologic preparation, high morale, persistence and patience.

Whereas the *Educative Work Program* has to do more on the content of the educative work in schools as well as some methods and forms of its organization, the other document, *Regulation of General and Vocational Schools*, addresses issues more based on the administrative character.

In article 12 of this regulation it is stated that: “*every class should be leaded by the homeroom teacher, who is assigned by the Director of the school. The home room teacher, continues article 12, is responsible to coordinate the educative work of the teachers, to collaborate with the pioneer or youth organization for the communist education of the students, to follow and take care of the behavior and their progress, to maintain closed relations with the parents and help them in their children’s education.*”

The homeroom teacher works based on a trimonthly or semester plan of education work. He/she organizes meetings with students of the class when needed. (Regulation of General and Vocational Schools, Tirana 1966, Page 10).

In regard to the actions undertaken for the student's promotion and punishment, in the power of the home room teacher is acknowledged only the right to accord the disciplinary action of remark in front of the class. (Regulation of General and Vocational Schools, Tirana 1966, Page 18).

In the periodic press of that period, especially in the education area, the discussion on the above decisions and documents, as well as the specific problems of the Albanian education, hold a considerable position. Many articles and texts are written before, during and after these decisions have been published. We will focus on those problematics that are tightly related with the role, responsibilities and duties of the homeroom teacher.

Since the first year of the 6th decade (1960), it is reemphasized the role and responsibility of the homeroom teacher in the framework of the whole Albanian education system. There it is specially highlighted that the role of the homeroom teacher it is not limited in just producing statistics or evidences of the student's progress or just the organization of some class meetings. *"In the whole learning process – educative of a class, the homeroom teacher plays a very important role: he/she will unite and balance the work of the other subject teachers, will transmit to the class the directives from the School Directorate, will organize their implementation in collaboration with all the other teachers, the youth organization, parents and the School Directorate.* (National Education, 1960, No.6, Page 50).

Herein, the homeroom teacher work must be concentrated towards the student's progress in the learning process, as well as towards their education. He/she should know the group of the class as well as each individual separately. For this purpose, he/she should keep a special diary. (National Education, 1960, No.6, Page 51).

For the first time, importance is given to the work of the homeroom teacher with the classes compound by boarder students. It is a duty of the homeroom teacher that for these children he/she *"should keep closed relationships with the caretakers and vice director of the dormitory; he/she as well should keep continuous contact with the parents of the students by writing to them letters, to inform as well as guide them in relation with their child"*. (National Education, 1960, No.6, Page 55).

The homeroom teacher is advised to rely on the *"archives of the class"*, the group of students with high results and excellent behavior, to accomplish with a high quality the educative work and achieve great results in the class. (National Education, 1960, No.6, Page 50).

Special importance is given to the qualitative organization of the class's meetings, the better usage of the newsstand of the class, organizing patronage groups, etc. But special focus is put on the relationship and collaboration in between parents and teachers. *"The homeroom teacher informs on the student's behavior as well as on the progress, guides them on the ways of studying at home, on the entertainment time and ways, on the household, sleep, etc."* (National Education, 1960, No. 6, Page 54). It is required that this collaboration must be extended during the whole scholastic year, not just at the last month of the year.

The homeroom teacher is required to work with enthusiasm and coordinate his/her work with the neighborhood around the school and its organizations. (The "Teacher" journal, 1961, No.12, Page 2).

He/she is asked to organize together with the students, helpful/useful social works. In the press channels are given examples of these activities, among which are mentioned *the collection and delivery of medicinal herbs* (The "Teacher" journal, 1961, No.12, Page 2), *cleaning of the surroundings of the school, cleaning different areas of the neighborhood or the city etc.* (The "Teacher" journal, 1963, No.2, Page 3). Throughout these activities it was aimed the education of the students with the passion for work, the feeling of hygiene, as well as to save the state enough money. (The "Teacher" journal, 1963, No.2, Page 3).

The teacher possessed the "leverages" that could "use" for the successful execution of his/her responsibilities. Suchlike, was the student trustee, who had to be considered as the connection in between the class and the homeroom teacher. (The "Teacher" journal, 1961, No.12, Page 2). Furthermore, the homeroom teacher was recommended to "use" the active part of the class's parents, compound by 3-4 parents. The active part of class's parents constituted the core of the *Class's Parents Council*. This organization could help the homeroom teacher by becoming his/her coordinator in the relations with

the other parents. The members of this organization could pay visits in the families of the students with learning, discipline or frequentation problems, or even by helping the homeroom teacher in organizing general meetings with the class's parents. (The "Teacher" journal, 1961, No.12, Page 2).

By all means it was required that the work with the parents should be coordinated "*in order that the requests should be equal, adapted, according to the age and as much consequent as possible*" (The "Teacher" journal, 1963, No.2, Page 3). In the education press are given many positive examples on the successes or results of the homeroom teachers of the time. These are often used as models for the other homeroom teachers. According to a model presented by a group of teachers, at the beginning of the scholar year they group the class based on the weaknesses and based on this they build their educative plan for the whole year. In this direction they have in mind the "organizational measures, the ideological work, the out of the class work, working with parents as well as other thematic. (The "Teacher" journal, 1963, No.2, Page 3). Anyhow most important for these teachers remains the progress, discipline and attendance, besides the personal example of the teacher. For this there are used also proverbs as "Words teach you, examples educate you." (The Teachers Journal, 1963, No.2, Page 3).

One of the ways that is still recommended massively in between the concrete examples, is the patronage form and the placement of the patrols; the first, to help weaker students; the second, to control the compliance of the daily regime decided in the class meeting. (The "Teacher" journal, 1963, No.12, Page 3).

The collaboration and relationship of the homeroom teacher with the other colleges that teach at the homeroom class, remains a very preferred way of the homeroom teacher work. He/she had to talk to them in regard to the weaknesses of each student, had to ask them on giving extra assignments if needed, to specific students, to activate them as much as they could during the lessons, etc. Most impressive are the visits of the homeroom teacher in specific teaching hours of other teachers, to observe the standing of the students, their behavior, the activation, the quality of the response, presence, etc. (The "Teacher" journal, 1963, No.12, Page 3). This was necessary so that all the teachers would have the same tactic with the students of the class." (The "Teacher" journal. 1964, No. 19, Page 3; No.8, Page 2).

The student's booklet is considered as important documentary way of the communication in between the homeroom teacher and parents. The booklet was specifically used to show the student's progress.

Many teachers practice successfully the visits in the families of the students with different problems, like low frequentation and absences, low results, absence long periods of time for medical reasons, as well as other joyful occasions. (The "Teacher" journal, 1963, No. 12, Page 3).

In this framework are seen also the conversations with the parents regarding different issues. Parents are invited in the class meetings, in order to know better the situation in the class, the level of progress, weaknesses, accomplishments, frequentation problems, behavior and discipline. (The "Teacher" journal, 1963, No. 12, Page 3).

In several special occasions and activities parents are asked to contribute voluntarily through their work, experience and knowledges, or even help with materials according to the type of the activity.

An interesting way how to mobilize the students on the preparations for different activities, have been the invitations for special guests during these activities in the class. The presence of these guests was used as a chance for the students to better clean the class, decorate it properly, prepare the activity with greater desire, passion and responsibility and be more active during its implementation. (The "Teacher" journal, 1964, No. 19, Page 3).

Inside the publications, it is stated that the students gradually start to appear with uniforms and "pioneer scarfs". One of the successes of the homeroom teachers is the fact that "boys and girls sit on the same bench together". (The "Teacher" journal, 1964, No. 13, Page 4).

The 60s of the XX century mark the intensification and enlargement of the role, responsibilities and duties of the homeroom teacher in the Albanian education system.

- This feature is part of the politic aspect (*The Thesis of the CC of PPSH and Council of Ministers of 1960*), as well as the legal one (*Law on the organization of the education system in the Republic of Albania 1963*), enriched

by other important documents with professional character (*The Educative Work Program 1964*) as well as administrative (*Regulatory of General and Vocational Schools 1966*).

- On an ideological outlook, it is evident for the first time the concept of “*the creation of the new man with the Marxism-Leninism outlook*”.
- As we have emphasized previously, during these years it was demanded that the educative and learning work in the school should create a sole unity.
- In this framework, the homeroom teacher duty was to coordinate the educative work of the teachers, to collaborate with the youth or pioneer’s organization, on the communism education of the students, to follow and take care of the behaviors and their progress, to maintain closed relationships with the parents and assist them in the education of their children.
- In the specialized media of the time there were offered models, forms, ways and examples on how the homeroom teacher must and could achieve an objective like this. Besides the already known ways from the 50’s, new ways were introduced also.
- The reliance on the soviet school, in the pedagogy and soviet model, are not mentioned anymore.
- Despite the ideologization and politicization of the Albanian education system, and specially the educative work in the Albanian school, the core of the homeroom teacher work on taking care for the progress of their students, on frequentation, discipline and holistic education, even in the 60s remains unchanged, constant.

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