

The ICT-Empowered Pedagogy of Educational Supervisors and the Engineering of their Accompanying Role as Conductive to Quality Teacher Performance

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ABSTRACT

In a changing environment, inspectors face new responsibilities. While navigating in troubled waters, they must find innovative solutions to solve training problems, while making every effort to achieve the objectives set in coaching, resorting to a new status as a manager coach requires a scientific knowledge linked to knowledge such as coaching, continuous professional development, ICT literacy skills and management, in order to help teachers to overcome problems with pupils, and change the paradigm of the pedagogical team towards a new breath of expertise and professionalism and an innovative engineering of the accompanying mechanism, using an ICT (Information Communication Technology) platform for CPD (Continuous Professional development) as a lever for educational innovation.

Key words: Inspector, Manager Coach, Management, Continuous Professional Development, Accompaniment, ICT literacy skills, ICT, Engineering.

1. INTRODUCTION

The task of the accompanying inspector evolves in the course of history, we are now witnessing a strategic choice that gives the inspector the function he deserves, and this vision reflects a political decision translated by the reservation in the strategic vision 2015/2030 of the ministry, a section dedicated to the training of the inspection. We can never refrain from the important role of the supervisor, so the quality of the students' learning requires the involvement of teachers in training in action and tailor made, demonstrating the real need with a determination to have the positive spin-offs in teaching practices.

Today is the moment to mark the rupture of the history of Morocco to train inspectors who are no longer locked in a status of punishment and gendarme for teachers but rather towards a thorough search for an educational mission And a collaborative engagement that invites the speakers to the students, to be actors to make a change in the school long awaited. But the desire for meaningful change imposes a state commitment to an upheaval in the subjects taught either for inspectors or for professors, beyond the use of engineering and academic coaching. Thus an andragogical vision is a necessity if we think to translate our intentions towards a reflective practice. No one can deny the need for knowledge in work psychology to help the attendant solve everyday problems. Since classroom visits and meetings are work environments, where the teaching team has a life. It is not a mere juxtaposition of people, but rather a matter of complementarity rather than antagonistic conflicts. It is a social space in which individuals interact, communicate and organize an often complex network of conscious and unconscious affective relationships, something that causes difficulties for the worker who suffers from a lack of knowledge in the field of work psychology. I find myself in the pleasure of bringing a knowledge in coaching and management for a training in inspection, a marriage certainly succeeded if we think to translate an intention of the change of status via the establishment of a training device that envisages the development methodological and managerial skills as well as communication skills for our young coaches to change the school from a place where knowledge is transferred to a place where skills are acquired. The investment in human is capital, guides our trends for a new curricula inspectoral that forms an open minded supervisor with a faculty to be a mediator in the connotation of unifying the differences of the teaching teams. Knowing that solid knowledge makes sense in the

acquisition of new learning by professors, recourse to the development of group intelligence strengthens the relational aspect, but also and above all provides moments of exchange and sharing between the inspector and the teachers themselves [1].

Applying coaching in the accompaniment helps to increase the performances of the teaching teams, to make the environment less stressful, to favor the team work and the mutual aid and to diminish the power struggles which mark very repercussions positive effects on student achievement and even the educational system in general. In addition, the counselor must also know how to interview, that is to say to ask the right questions (open questions, closed questions, reflective questions) at the right time and to listen actively and even empathetically. In reality, he must know how to make good feedback to help his employees develop their capacities and performance. Finally, the inspector intends to change his status to a manager coach, it must imperatively accompany the success of the professional goals of each and everyone. It must also develop the potential of its employees and stimulate them in their daily actions, in order to move from a directive inspection to a collaborative inspection [2].

2. RESEARCH CONTEXT

The new vision of having a conceptual change, the way in which an accompanist interacts with teachers' teaching practices, creates an institutional and educational situation that is aimed at reforming the educational system since the inspection body is a stake holder. The search for effective integration of inspectors in the desired change within our school marks the education system through interaction and positive complementarily between supervisors and teachers to give a strong impetus to the reform of the school system education.

On one other hand, the exploitation of the accumulated knowledge, in the sense of the management in the field of the training of the inspectors, was a source of motivation to push the research in this direction. On the other hand, the positive reactions of the future inspectors and their enthusiasm for knowing more about coaching, andragogy and communication techniques as well as the training engineering ... clearly declare the interest granted to all Materials displayed.

The objective of our article is to no longer reproduce the image of a Cartesian inspector that his presence disturbs, but on the contrary an accompanist able to help and motivate and especially to listen to the comments of colleagues. The school is also a good place to base values of perseverance and seriousness associated with the pleasure of teaching and helping students progress [3].

3. OBJECTIVES OF THE RESEARCH

A conviction that clearly demonstrates a tendency towards professional and personal development of skills that can make the task of inspector more pleasant, in order to find a pledge of a meaningful commitment.

Then the other side of the choice of this article resides in a connotation of sharing with the accompanying inspectors in a perspective, to move from a traditional vision of a supervisor rejected by teachers in their minds despite his hierarchical power to a manager coach capable of helping and getting his team to success [4]. Another reason for the choice reflects a positive intellectual stimulation since my coaching task in the certainty that the content conveyed can be a source of change in my everyday life and even an impetus towards a quality career.

ISSUE

The movement in the educational sector marks the history of the Moroccan system, we are witnessing various reforms with a greater desire to bring about change, the challenge demonstrates a strategic 2015/2030 vision which declares the alarm bell to raise awareness the different components of the educational community (teachers, directors, parents, inspectors ...), to the obligation of a culture solution.

A major player (Inspector) is the link between the administrative vision and the professors to operationalize ministerial expectations in terms of teaching practice, but the new mission requires a change in the status of a person who evaluates the performance of a rigid hierarchical authority, to an accompanist and facilitator of access by pupils to new teaching techniques and approaches to learning.

In this respect, the inspector must demonstrate a threefold competence: to know himself (his strengths, limitations, management style), to know others (to understand his collaborators and to adapt to them), and understanding the situation (mastering relational and rational components).

Then, the pedagogical accompaniment is called to make a click in his status, in order to lead a team towards exploits and to help teachers for a professional change, at the service of a learner pole of attraction, placed at the center of the teaching process learning. But this trend requires mastery of management tools that help with planning, training and time management [5]. While an adoption of coaching techniques helps in the understanding of others and their accompaniment to change.

In addition, an inspector manager coach will be referred to when the supervisor is aware of the techniques he uses, supervises his co-workers and organizes the work in order to develop their skills and make them progress. It gives meaning to its action.

On the other hand, an attendant must be able to use methods to analyze situations (results and behaviors) in order to identify the progress to be made. This provides the opportunity to choose the appropriate intervention (training, support, development, delegation), to negotiate with the teacher the plan of progress and to choose the modalities of follow-up (supervision, control, balance sheet). Consequently, we provide guidance in action and offer the teacher the opportunity to choose his / her mode of operation in the presence of a training expert [6].

4. RESEARCH QUESTIONS

To better orient ourselves towards a response compatible with our problem, so many questions arise:

- What motivates the inspector to work with a tendency of sharing and exchanging with the professors?
- What are the skills of the coaches who motivate the teachers to get involved in a training project?
- How can the emotions experienced during interactions between the inspector and teachers be analyzed and interpreted?
- Are affective states susceptible to being felt in formation a brake or an engine of the construction of knowledge? What is the place for team coaching?
- To what extent taking into account the different communication and accompaniment techniques can contribute to the emergence of pleasure to experience joy in progressing, learning and transforming in teachers?
- Can coaching facilitate good access to change? How to successfully marry coaching and management to land in the profile of a competent coach manager?

5. METODOLOGY

Our methodology of approach is based on a qualitative research tool which is the "focus group". This is a maintenance technique of the "Expression and directed interview group", which makes it possible to collect information on a targeted topic. It is part of qualitative survey techniques, as opposed to quantitative surveys, based on a questionnaire. This technique helps to assess needs, expectations, and satisfactions or to better understand opinions, motivations or behaviors. It is also used to test or generate new and unexpected ideas for research.

Our focus group approach consists of grouping people according to their functions, i.e. professors, inspectors and future inspectors, in order to analyze our theme of several optics. An interview is intended (dedicated) to each category while respecting the particularity of each group [7]. Knowing that the nature of the questions encompasses similarities and differences in order to touch on several aspects that can explain the functioning modalities as well as the limits to be exceeded.

6. RESULTS

Following tables 1 to 5 figures 1 to 5 shows the detailed results of questionnaires with bar graphs.

Table 1: What do you think of the theme?

Interesting	Uninterestingly	disinterested
09	01	00

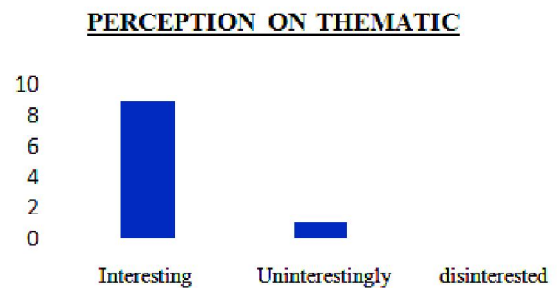


Figure 1: Have you ever studied?

Table 2: Do you think that speaking about the inspectorial skills requires training in management and coaching?

Yes	a little
06	04

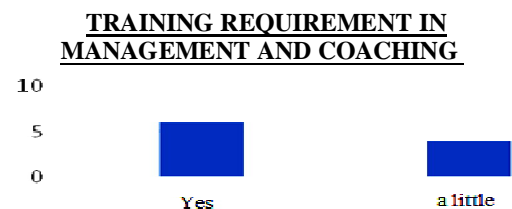


Figure 2: Have you ever had any difficulties to accompany and follow up?

Table 3: Do you use communication techniques in training?

Often	Sometimes	Never
07	02	01

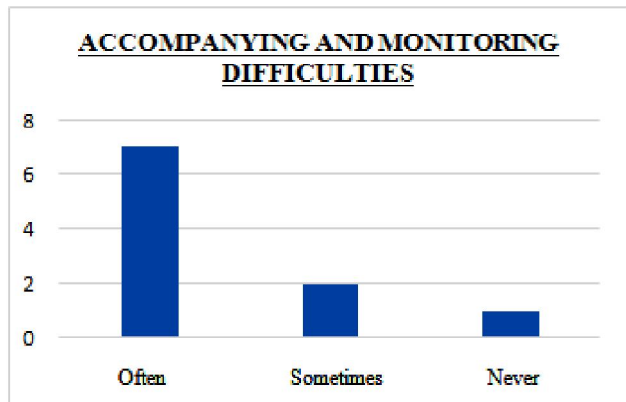


Figure 3: Accompanying and monitoring difficulties

Table 4: Have you ever studied?

Ask questions	Speaking	Reformulation
03	02	05

USING OF COMMUNICATION TECHNIQUES IN FORMATIONS

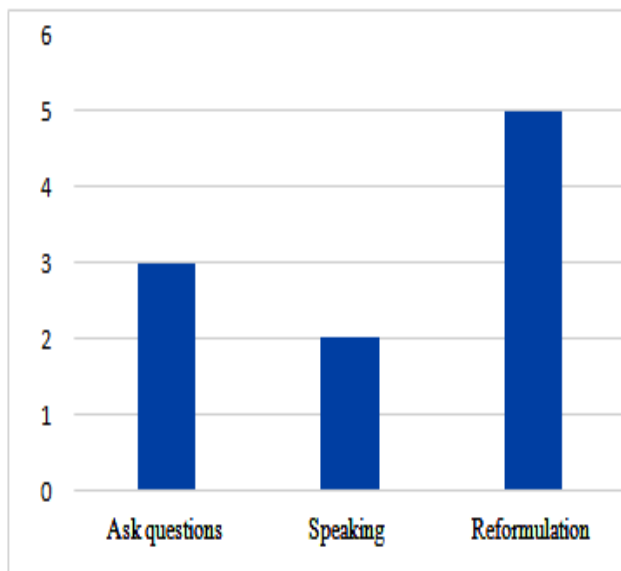


Figure 4: Using of communication technologies information's.

Table 5: Cumulative results

The subjects	Yes	No
Communication techniques		10
Training Engineering	10	
Methodology of resolution of problem		10
Coaching		10
Management		10
Andragogy		10
e-Learning		10
Psychology of work		10

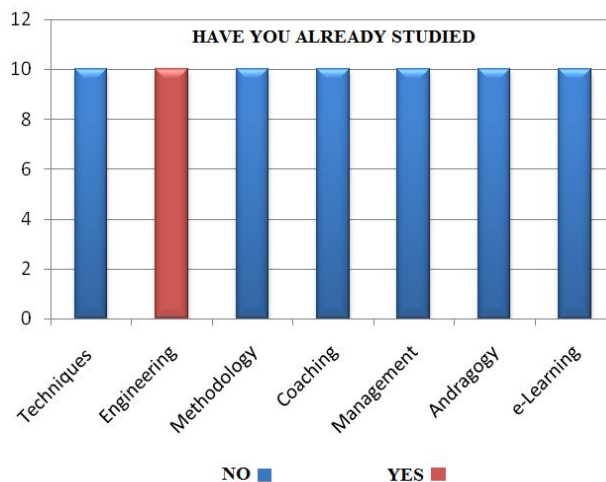


Figure 5: Cumulative bar graph

7. ANALYSIS AND DISCUSSION

The focus group technique reflects the orientation of each category of the people being interviewed (inspectors, future inspectors and professors). This experience demonstrates an interesting debate between the people involved, in order to exchange usefulness and why and how to be an inspector manager coach.

We had a very rich experience with sometimes very hard interaction, but in the presence of a facilitator and an observer, we were able to record the exchange between the same categories and we summarized our modest work in questions and answers closed by graphic representations. Whereas causalities require a detailed description:

- For accompanying persons; The logic of the exchange is lacking in training, since an inspector ensures access to knowledge, but the evolution and succession of knowledge especially in management and coaching impose an

ongoing follow-up that is worthy of a competence of an "Accompaniment and follow-up.

- Then the change of teaching practice marks a choice towards decision analysis via continuous training. Mention should be made of the close relationship between personal development and the practice of the inspection profession.

- Get a status of an inspector manager coach, imposes a conceptual change from a supervisor source of punishment for collaborative inspection [8-9].

The mobility to train accompanying inspectors was a vocation that implies a redefinition of the competences of the inspectors wishes that the achievement of this objective requires an implementation of a training device associated with the presence of the materials which are conducive of change in the inspection practice (coaching, management, training engineering ...) [10].

8. CONCLUSION AND PERSPECTIVES

Reviewing the status of inspectors also means thinking about a systemic reform that invites the whole educational community to give a new lease of life, in order to offer inspectors at the initial training an adequate content that reflects the skills Necessary, capable of arming the supervisor with scientific and reliable tools.

Knowing that recourse to an initial training system implies continuity of process through continuous training. Since the field of supervision is often in constant change, of course a job description is necessary in the tendency to be consistent for the function of inspector.

This scientific experience clearly demonstrates an enthusiasm for new subjects (coaching, e-Learning, andragogy, work psychology, management ...). There is nothing more practical than a good theory. A change of curriculum is needed on the horizon in order to meet the expectations of a category that is able to give a strong impulse to the education system. The job description is also an opportunity to describe the skills required by a good inspector, so this adventure reveals the expectations of the professors for an inspector manager coach, not just able to program training and visits but above all to drive individual and collective change.

Today is a good time to think seriously about providing inspectors with a new status in the education system, which gives a privileged place in the evaluation of the systems and the quality control of the teachers, and the operating rules, to have such an attitude is above all to accentuate the work towards a managerial knowledge based on the good governance and the competence of accompaniment and support.

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