

## Towards an effective and innovative accompanying approach in the ICT-statured 21<sup>st</sup> Century: Case of the Professional Integration of Novice Teachers

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### ABSTRACT

The entry into force in 2019 of the experimentation of the support system novice teachers is a promising strategy, to facilitate social and professional integration and entry into the teaching profession. The process put in place allows professional development, increased work performance and computer-based learning. It also contributes to improving the quality of teaching learning.

At the beginning of career, the exercise of the teaching profession appears problematic for novice teachers, who should in the daily routine of the class, make inappropriate educational and pedagogical choices. Early experiences threaten the quality of the professionalization process and pursuing their careers.

In the actual context, the professionalization system raises questions. The question of socio-professional integration and construction the professional identity is currently under explored in the field of teacher training.

The object of study would attempt to examine finely the activities of trainers and novice teachers, to identify their representations with regard to professional situations, as well as the modelling of the main factors, which hinder the development of professional skills. To better understand the supervision they need, it is important in this sense to understand the role of support in the identity and ICT integration in the professional development of teachers.

**Key words :** Accompaniment, professional identity, computer-based learning, ICT integration, novice teachers and professionalization.

### 1. INTRODUCTION

Faced with the increased lack of teachers, following the massive departure of a large number of full professors (voluntary departure and early retirement). The Ministry of National Education has launched an operation, to recruit new teachers in accordance with the joint decision between the Minister and the Minister of Economy and Finance, governed by the law of orientation n ° 7259 of October 7, 2016 [1].

In addition, to provide an answer to the challenges of schooling, Morocco as if other French-speaking countries have resorted to the introduction of a new teacher statute, namely, non-civil servant teachers managed and remunerated by the State. This recruitment was accompanied by a training and supervision system, implemented by training centers in the teaching profession [2].

As a result, the recruitment of teachers in Morocco has grown rapidly in the last two years, so that this category of new teachers has become a major concern for the Moroccan education system. If the impact of this recruitment policy is very clear in the shortage of human resources against an extension of schooling, this is not the case with regard to the question of the quality of education.

The process of integrating these new recruits worries many actors in the education system. Indeed, educators, educationalists, leaders, bodies develop support systems and professional support, to better integrate them into their profession during teaching practices [3].

The accompaniment of novice teachers is a concern, which is part of a professionalization aim. The regulations governing the entry into the profession of future teachers give pedagogical inspectors and fieldwork teachers a stronger place [4]. This new orientation leads us to question the processes at work in these accompaniment times and their effects in terms of professional and personal development.

The involvement of different professional actors (associate teachers, inspectors, directors, trainers, etc.), in this research makes it possible to raise very important observations: the feedbacks sent by all the actors involved, allow evaluation and questioning of the training curriculum. On the other hand, the information provided is indeed a valuable source of inspiration for training engineering to meet the specific needs of this generation.

## 2. PROBLEMATIC

The massive integration of new teachers, immediately in charge of a class, whether they are trained or not, puts, therefore, the Moroccan education system in tension and implies developing their professionalization. In this context, how can we supervise, manage and train these new entrants (recruits) in the business to meet differentiated needs?

Today, the professional integration of new teachers is more difficult as the conditions of practice of the profession have changed (increasing heterogeneity of the public, loss of confidence in school, crisis and difficult link between training and employment, etc.) [5]. Without making any distinction with what is happening in many trades, teachers are not gradually introduced to the complexity of the trade (profession), they are assigned responsibilities equal to those of experienced teachers [6]. In addition, the beginning of the career is marked by the fragmentation of the task and the assignment to remaining tasks.

The transition between qualifying training and the professional integration of teachers is the critical step and link in the process of this new method of recruitment in the Moroccan education system. We will discuss the challenge of professional integration in education and the implications for quality education. We will see the importance of the first professional experiences for the teacher and the effects of these on his or her professional and personal development. These first considerations will make it possible to identify the need to develop active skills in order to act effectively to solve this problem, which has become an important societal concern.

In this respect, the assumption of duties is often made under perilous conditions, particularly with regard to last-minute hiring, hiring during the school year and is generally characterized by residual tasks, subjects that do not always

correspond to their qualification, professional instability, pedagogical discontinuity and the heaviness of the task.

The fact that the issue of professional integration is currently little explored in the teaching population, particularly the two promotions 2016 and 2017. We think it would be interesting to try understanding the reality that these beginning teachers live on a daily basis and their representations and reasons for acting, as well as the identification of the main factors involved in their integration [7,8]

For this purpose, several questions arise:

- How do novice teachers (class of 2016 and 2017) currently live their professional integration into the Moroccan education system?
- Does skills training make a positive contribution to their integration and to the development of the professional skills required?
- What is the reality of the support practices envisaged for these teachers, for quality training?

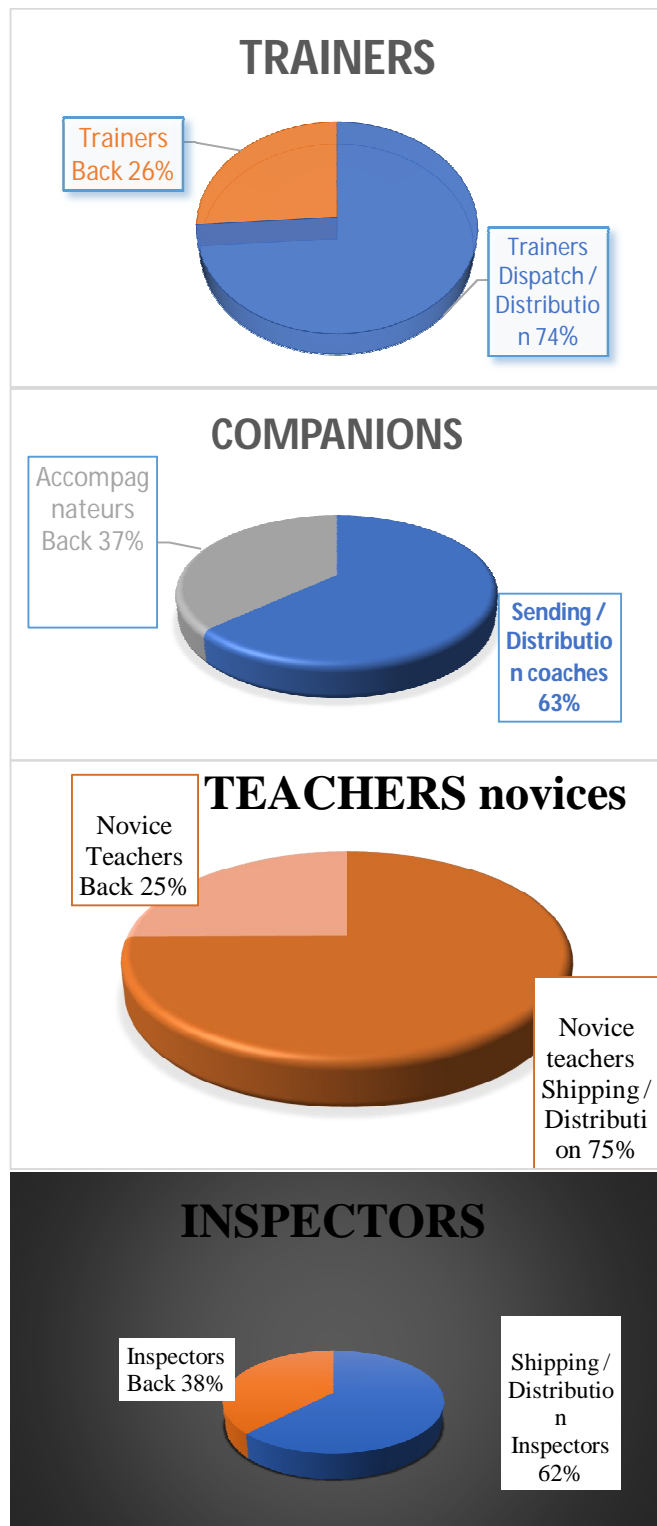
## 3. METHODOLOGY

Our research is based on two components (axes) to be studied at the same time:

### 3.1 Quantitative component:

A quantitative component through questionnaires with novice secondary school teachers (classes 2016 and 2017), trainers providing face-to-face training, pedagogical inspectors and supervisors providing training through teacher support. The objective is to know the frequency of support visits and their role in the professional integration of teachers, as well as their needs and difficulties encountered when they start teaching. The questionnaire was sent to more than 300 teachers and distributed to more than 60 others, as well as to Inspectors, Trainers and Accompanists. Out of 360 contract teachers, 121 responded to the questionnaire, corresponding to a participation rate of 34% (Figure 1).

The questionnaire addressed to educational inspectors is divided into 5 parts (Themes): general information; Training of novice teachers; Accompaniment; Difficulties encountered and needs; General appreciation and suggestions. The questionnaire addressed to teachers is divided into four parts and the questionnaire addressed to trainers is divided into four parts as well, the same thing for the questionnaire addressed to accompanying persons (same parts except the one concerning training).



**Figure 1:** Participation of contract teachers in the survey as well as inspectors, trainers and accompanying teachers

The quantitative data of the questionnaires are processed according to different statistical tests: percentages and frequency distribution, correlational processing, analysis by aggregation of items relating to the same variable, comparison of averages, calculation of correlations, etc.

### 3.2 Qualitative component:

-A qualitative component that aims to identify the degree of articulation between the different training courses that new teachers have received and to find out their perception of the effectiveness of these mechanisms. It will also focus on the quality of the qualifying training and the wished support procedure through semi-directive interviews with certain heads of the supervisory administration.

We also conducted interviews, with closed and open-ended questions with various local and regional officials, on the recruitment of teachers, the training of novice teachers and their support, in order to understand the recruitment objectives and context and to learn about the process adopted by the authorities responsible for the training and support of teacher promotions in 2016 and 2017.

Exchanges, also called standardized interviews, is a qualitative study method based on individual or group interviews during which the facilitator leads the exchanges with the individual or individuals interviewed. Respect for the modalities of question formulation and order is envisaged, in order to ensure that all respondents will be asked under the same circumstances and that questions will be asked in exactly the same way. This increases the validity of the interview. This method of interviewing often requires a preliminary exploratory study to structure the interview process.

These interviews included the head of the department of research and archives and the publication of educational documents at the National Centre for Educational Renewal and Experimentation - Rabat-, the head of the department of training strategies at the same centre, the head of the department for determining the training profiles of training managers in the same department, the head of the department for managing professional careers and promoting human resources at the Casablanca Regional Academy of Education and Training - Settat.

Qualitative data are also processed on the basis of an analysis of the content (all the answers and suggestions announced by the four categories of respondents), which will give the opportunity to understand from a few teachers who have experienced more or less adapted modes of support, how the professionalization process could have taken place [9,10].

## 4. RESULTS

### 4.1 Does Qualifying Training contribute to the professional development of contract teachers?

Does teacher qualification training prepare them sufficiently for the reality on the ground? The content and modalities of the training: Which skills are required to prepare for entry into the profession?

#### 4.1.1 Looking back on qualifying training

The vast majority of teachers, inspectors and trainers say that the choice of training period is not appropriate. Similarly, the majority of teachers (76%), trainers (76%) and inspectors (75%) also consider that the time allocated to the qualifying training of contract teachers is insufficient.

##### 4.1.1.1 By teachers:

When asked about the training they have received, most teachers report that they have generally appreciated it, but do not spare their criticism. They appreciate the "human" role played by most trainers. With regard to practical training, while acknowledging the essential contribution of the field, whose diversity they have appreciated, they regret the way in which vocational training workshops are designed and organized and wonder about the role of coaches in practical training. They also deplore the lack of follow-up to pedagogical supervision.

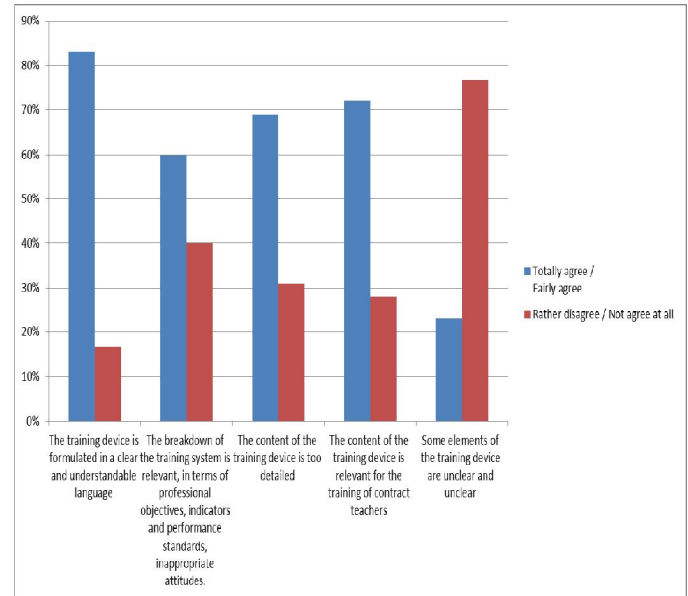
Teachers were also invited to provide advice on the form and content of the training package. The majority of teachers thus consider that its overall content is relevant for the training of new teachers (72%), as is the choice to divide it into different levels (objectives, indicators, relevance standards, inappropriate attitudes) (60%); nevertheless, it should also be noted that more than two thirds of teachers consider that the content of the training system is too detailed.

Some of them make useful suggestions for improving qualification training in order to better match the task encountered in the field: "Rather than focusing on revising the content to be taught, time should be given to methodologies and the construction of valid and effective didactic sequences".

In general, teachers provide a positive assessment of both the form and content of the scheme. Teachers essentially see the training system either as a means of facilitating entry into the teaching profession and giving autonomy in pedagogical choices, or as a foundation of professional skills to be developed.

Teachers were asked to discuss the content of the training package received with fellow teachers and trainers or with inspectors and supervisors, we found that there had been relatively few exchanges on the package and that, where there had been, they had been with fellow teachers themselves rather than with trainers, inspectors and supervisors.

##### 4.1.1.2 By resource actors:

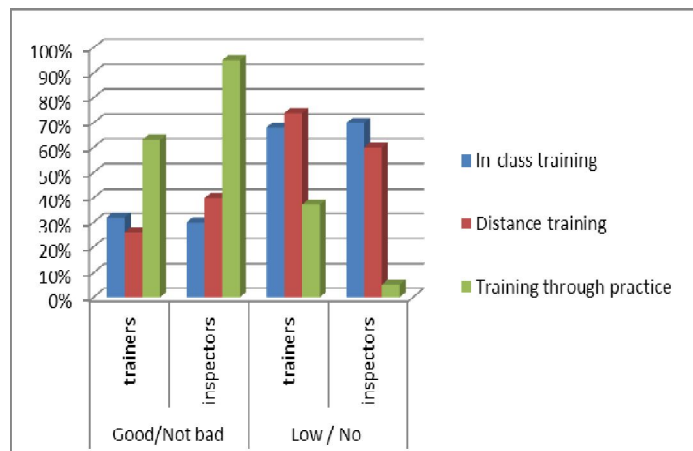


**Figure 2:** Opinions of teachers on the form and content of the training device

Overall, there is a negative assessment among both trainers and inspectors of the content of the training system (relevance and insufficient level of detail), as well as its breakdown into training objectives, indicators, performance standards and professional attitudes. On the other hand, they agree on the clear and comprehensible language of the content of the training system as shown in figure 2.

In the questionnaire, inspectors and trainers were asked more generally about the contributions of the training system compared to the previous situation, as well as what they dislike about the current procedure, what they particularly like and what needs to be improved, particularly with a view to reorganizing the training modules. This section presents a synthesis of the comments by highlighting the critical points and suggestions for improvement made by the respondents. It concludes with some considerations relating to the specificities of the two groups of actors, inspectors and trainers.

A question also addressed to trainers and pedagogical inspectors raises their opinions on the degree of benefit for classroom teachers in the regional centres for education and training trades (CRMEF), distance learning through the platform built by the Ministry of National Education. And as a result, more than 60% of trainers and inspectors say that there is a low benefit for face-to-face and distance education teachers, while 95% of inspectors confirm that there are quite a few benefits for training teachers through practice compared to only 23% of trainers as shown figure 3.



**Figure 3:** The degree of benefit of the contractual teachers of the three formations (Presence - Distance - Through practice)

Through the statements of the various actors, it turned out that there is a gap between the training system and the requirements in terms of professional skills to successfully enter the profession. This proves that teachers suffer from many difficulties during the professional integration phase.

Quality training is based on a genuine training system that meets clear and relevant needs in relation to the objectives of training, whether it is the development of professional skills or the introduction of innovation or reform. The CRMEFs and AREFs together should work to determine this policy on the basis of observations and observations made in the field; because analysing needs in the absence of those concerned is a waste of time and energy.

The use of needs analysis is of paramount importance, as it makes it possible to identify and target the causes of apparent or hidden dysfunction of a system, the anticipation of actions in the face of a rapidly changing environment or the strengthening of teachers' professional skills. In this respect, "the possibility of benefiting from the professional, pedagogical and management expertise and know-how of retired education, training and research staff should be explored; they will provide support for the continuous training and professionalization efforts of the various educational and administrative actors.

**4.2 Accompaniment of novice teachers : state of the premises**

The results obtained from the questionnaires sent to pedagogical inspectors, accompanying teachers and teachers concerning the support axis show that the latter have been poorly supported since their recruitment, a fact confirmed by the samples questioned. As well as the 121 teachers surveyed, only 30% had the opportunity to be visited this year by pedagogical inspectors and accompanying teachers with a low frequency (only once).

The inspectors who have scheduled training (s) for teachers are 15 out of 40, representing a percentage of 37%, and pedagogical meetings are often used by these inspectors in their training and supervision of new teachers.

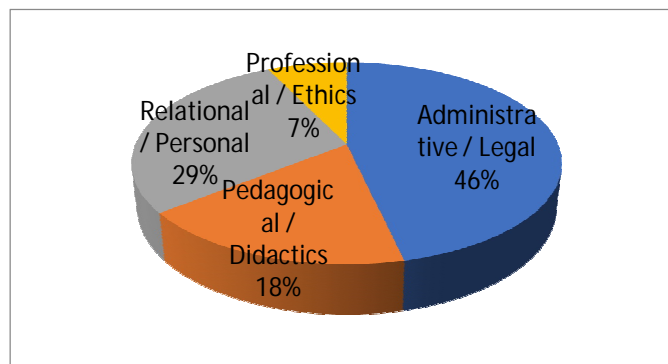
The effectiveness of support may depend on the conditions under which the tasks of pedagogical inspectors and accompanying teachers are carried out. Both inspectors and supervisors believe, in the vast majority of cases, that they do not have all the necessary tools at their disposal, nor the volume of time, since administrative tasks hinder the support action to ensure quality follow-up with teachers.

Regarding to the other conditions, everyone has significantly different opinions. The majority of inspectors agree that they lack the time and availability to have a clear vision of the work of newly recruited teachers through visits and observations, to respond to all their requests and to exchange sufficiently with the supervisors.

The majority of the supervisors state that they are available to teachers, but all agree that they cannot meet the inspector enough to exchange their views on the teachers they are accompanying. Being geographically distant from the school to supervise the contract teacher to the best of their ability does not seem to pose any difficulty for the supervisors, whereas it seems to be for about half of the inspectors.

Certainly the process of accompanying teachers will encounter a number of difficulties, especially at its beginning. for that, we have developed a question addressed to the supervisors, its purpose and to identify the main difficulties they encountered during the exercise of accompanying novice teachers.

Administrative/legal difficulties come first with 46% of accompanying teachers' responses. In second place are relational/personal difficulties with 29%. Then there are pedagogical/teaching difficulties with 18% and finally professional/ethical difficulties with 7% of the responses from accompanying teachers as shown in figure 4.



**Figure 4:** Difficulties encountered by supervising teachers during the accompaniment of teachers.

Several difficulties hinder the success of the process of accompanying teachers' accompaniment and follow-up, namely administrative/legal, communicational, pedagogical/didactic and professional/ethical ones. These difficulties make it difficult for accompanying teachers to achieve the real objectives of accompanying teachers and then to integrate them professionally into the teaching-learning profession.

Finally, the lack of supervisory staff necessary for the success of support strategies is considered a main cause for the failure of any support system.

Through the statements (declarations) of the various actors, it has been found that the system for accompanying and monitoring teachers is not operationalized in a structured, sufficient and effective way to ensure their professional integration into the profession and to facilitate their successful integration into this new professional challenge in order to overcome difficulties and seek the quality and profitability of the teaching-learning act.

### 4.3 Needs and difficulties declared by the actors

Through questions relating to the difficulties encountered by newly recruited teachers during their profession, we tried to show that they had indeed experienced difficulties in their early years in the profession, especially since they received only five days of initial training before being alone with learners who need to be taught using better strategies. This has increased teachers' tension and pushed them to look for help and support to overcome these difficulties and make their mission succeed properly. To do this, we chose to search among the types of difficulties, namely organizational, pedagogical, relational and those related to the subject taught, which are the most faced by teachers according to the answers of inspectors and supervisors.

Regarding the results obtained, almost half of the teachers surveyed rank organizational difficulties first and pedagogical difficulties second. While 37% of inspectors and 40% of accompanying teachers say that pedagogical difficulties are most often encountered by new teachers in their profession. In the same way, 29% of inspectors and 30% of supervisors classify the difficulties related to the subject taught at the second level that are encountered by newly recruited teachers as shown in figure 5.

An analysis of the two major difficulties declared by teachers, namely those of organization and pedagogy, allows us to seek more details concerning the determining aspects of these major difficulties. And we concluded that "class and student size" (51%) and "Difficulties from teaching materials and infrastructure" (46%) are the main difficulties they encounter when practising the profession on the organizational side. And for pedagogical difficulties, teachers announced that "Difficulties in arousing and maintaining student interest" and "Difficulty in developing a skill and

planning objectives" (37% for both) are the main pedagogical difficulties they have faced as shown in figure 6.

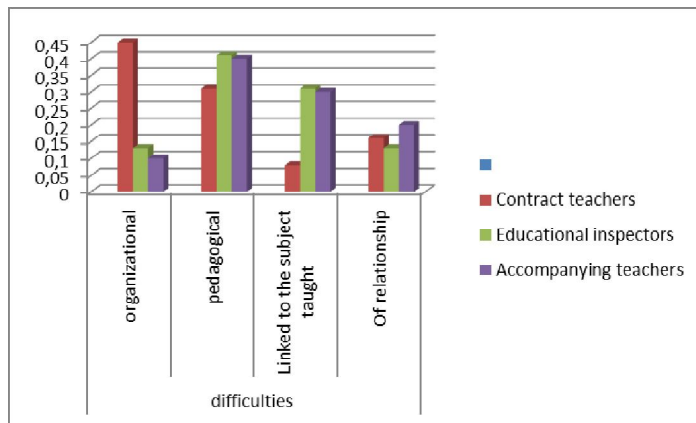


Figure 5: The difficulties encountered in professional practice according to the inspectors, the accompanying teachers and also the teachers.

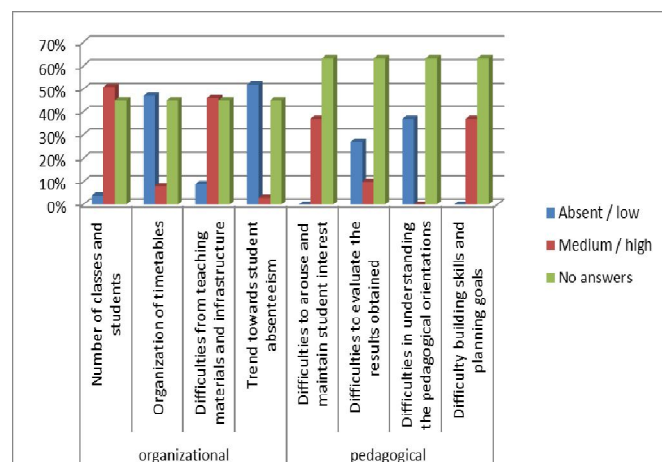


Figure 6: Major difficulties reported by teachers.

On the other hand, inspectors and accompanying teachers confirmed that the pedagogical difficulties encountered in close connection with everyday teaching practices. And for more details, the "Difficulties in arousing and maintaining student interest" and "Difficulty in developing a skill and planning objectives" are the main pedagogical difficulties they noted during their practice of the teaching profession. And for the "Difficulties in competently teaching the multiplicity of knowledge" and those "Difficulties in updating knowledge fundamental to the practice of the profession".

to sum up, teachers have encountered organizational, pedagogical, subject-related and even relational difficulties, which negatively affect their pedagogical performance as long as they have not found ways to overcome them, especially since the training they have received will not enable them to adapt quickly and easily to difficult situations. Adding to that, the needs declared by these teachers in terms

of support, in-service training, follow-up and even other needs (knowledge development, exchange and sharing networks and social recognition) which demonstrate their situation compared to other teachers and therefore require a late and relevant intervention to help them and integrate them into professional life.

## 5. CONCLUSION

On the theoretical level, the research leads to the development of frameworks conceptualizing coaching skills, coaching postures, professional autonomy and also professional emancipation. These theoretical characterizations lead to a better coaching process, in terms of postures and coaching skills, and also make it possible to specify two dimensions of professional development in teaching .

These different concepts have thus been clarified. In this respect, research makes it possible to go beyond the provision of explanations specific to the phenomenon under study. It leads to a generalization that can be qualified as "theoretical" since it has made it possible to highlight certain skills and attitudes that are particularly likely to support the professional development of beginning teachers, according to two specific dimensions: professional autonomy and emancipation. Also, the conceptual clarifications led to the development of "typologies" of skills and coaching postures.

In terms of results, the research leads to the identification of the inadequacy of qualification training without integrating the support component. The latter shows huge gaps in its implementation.

On the social level, this research would have several implications. It led to the identification of the current situation on training and support and their impact on the development of the professional autonomy and emancipation of novice teachers. In this way, it can contribute to reflection and understanding around competencies from a perspective of improving practices in today's school.

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