

Teacher Training Systems in Two Countries (France and Morocco): Comparative study of Professionalization Models and Their Challenges

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Abstract: Teacher training is still a problematic subject in projects to reform education systems. Through the quest for quality education, it has experienced major changes in different contexts in connection with the process of "professionalization". The different mechanisms of this training must allow teachers to acquire disciplinary knowledge and develop skills in order to be able to build quality teaching and learning. In addition, there seems to be a relationship between the effectiveness of the teacher and the level of quality of his training. Study results have revealed particularly poor performance levels among students whose teachers are characterized by "poor quality education and uncontrolled knowledge in the subjects they teach" (Bidjang, S. G., 2005). In other words: the effectiveness of teaching depends at least to a significant extent on what "the teachers bring". Morocco in the last reform took up professionalization and universitarization as new approaches to teacher training. However, despite the progress recorded in terms of educational training provision, the reform has not been accompanied through strategic measures. Training in Morocco appears to suffer from a number of shortcomings. The objective of the study is to discover, thanks to the comparison of two training systems (France and Morocco) if there are characteristics which would allow us to understand the relative "advantages" of one system compared to another, and to what extent such a comparison would help us improve Morocco's. The country in question are considered to have the best performing education systems globally. This involves carrying out a comparative documentary study, that is to say analyzing existing documents on teacher training systems by comparing them in the mentioned context.

Keywords: Education, professionalization, knowledge and skills, approaches, effectiveness of teaching

Introduction

Teacher training is still a problematic subject in projects to reform education systems. Through the quest for quality education, it has experienced major changes in different contexts in connection with the process of "professionalization" (Bidjang, S. G et al., 2005). The different mechanisms of this training must allow teachers to acquire disciplinary knowledge and develop skills in order to be able to build quality teaching and learning. Morocco in the last reform took up professionalization and universalisation as new approaches to teacher training. However, despite the progress made in the area of educational training, the reform has not been accompanied by strategic measures. Training in Morocco appears to suffer from a number of shortcomings. In this regard, we must emphasize that both learning the trade and personal growth, access to the position, the quality of the tasks assigned, acculturation to the environment, integration into the school team and social and professional recognition are major issues during professional integration (Crocker, R. & Dibbon, D., 2008).

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- Selection and peer-review under responsibility of the Organizing Committee of the Conference

Therefore, it can be said that there is still room for improvement in some programs to better meet the diverse needs of beginning teachers (Carlgren, I., & Klette, K., 2008).

The comparison of training programs cannot lead to a transposition of a model as a whole from one context to another, and this because of the specific contexts and issues that characterize them. Nevertheless, it is possible to identify improvements that could be made to the Moroccan teacher training program from the other models. The objective of the study is to discover through the comparison of two training systems (France and Morocco) if there are characteristics which would allow us to understand the relative "advantages" of a system compared to another, and to what extent such a comparison would help us improve Morocco's programme.

Method

More specifically, it involves analyzing the implementation of professionalization in the two systems, the nature and organization of initial training programs, as well as the issues that characterize them. This is a qualitative type of research, which includes a descriptive aim, through which one must seek to identify specific elements and establish relationships between them. Various elements seemed to us to be of decisive importance for the understanding of the training models for secondary teachers practiced in France: the university nature of the training and the place given to practitioner expertise, the nature and organization of the partnership. training establishments / institution as well as the supervision and support system for teacher-trainees. In this reflexive model, the practice of teaching in responsibility is the central element of the training, from and around which the rest of the training actions are articulated, in particular through the preparation, the support, the exploitation and the systematic analysis of professional experiences and trainees' experiences. Morocco in the last reform took up professionalization and universityization as new approaches to teacher training. However, despite the progress made in the area of educational training, the reform has not been accompanied by strategic measures.

Results and Discussion

Although we have detected both major similarities and differences, this issue still needs to be further explored to continue improving teacher education (Carlgren, I., & Klette, K., 2008). From the information gathered on the training systems of the countries in question, we suggest more open and flexible systems which do not forget the importance of teacher training, the status of the teacher, the selection of the teacher or the role of the teacher as an active member of the system.

The different educational outcomes and models pose problems of quality, performance and relevance of the teacher at the forefront of our modern societies.



Figure 1. Criteria of analysis

Conclusion

Our political, economic and social responses should help place teachers and teacher training in a positive position, recognizing its primary role in educational outcomes and, where possible, building on the experiences of others in order to avoid making the same mistakes. The comparison of training programs cannot lead to a transposition of a model as a whole from one context to another, and this because of the specific contexts and issues that characterize them.

Recommendations

The different educational outcomes and models pose problems of quality, performance and relevance of the teacher at the forefront of our modern societies emphasizing that both learning the trade and personal growth, access to the position, the quality of the tasks assigned, acculturation to the environment, integration into the school team and social and professional recognition are major issues during professional integration. It is possible to identify improvements that could be made to the Moroccan teacher training program from the other models.

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