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Analysis Of Professional Practices Inspectors Of Education - Training In Morocco.

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Abstract

Introduction – This cross-sectional, descriptive and qualitative research had a threefold purpose: 1) to identify and describe different effective professional tasks and duties of the "expert" inspector of education; 2) contribute to the development of a competency framework of the inspector; 3) deduce the real training needs of inspectors. **Method** – Our study was conducted with two groups of people: the experienced inspectors (P1) and students - inspectors have completed initial training (P2). P1 was doubly solicited through a questionnaire ordinal Likert scale, and a semi structured interview. While P2 was solicited by a weekly board followed by a deferred interview in order to explain their pedagogical choices and their professional practices. The quantitative analysis of our data was performed by SPSS 20 software, while qualitative data were processed twice by the thematic content analysis (Bardin, 2007) and the cognitive-discursive analysis (Ghiglione, 1998). Analysis of data collected by the weekly report was analyzed by the model of satellite information of the action (Vermersch, 2006). **Results** – In general, 62 professional tasks have been described by P1 against 51 tasks identified by P2. We identify four major groups of professional skills for the job of inspector among the P1; and five groups for the P2. According to P1, the tasks of control and inspection are predominant, followed by monitoring and evaluation tasks and those coaching-training. Whereas for P2, there is a predominance of missions successively methodological, institutional and relational character. At a second level, the inspector of education in Morocco performed globally and unevenly 10 roles. **Conclusion** – The daily practices of inspectors have largely evolved into tasks increasingly routine, administrative and relatively short. For such tasks, the inspector requires skills rather "technical", disciplinary and incorporated. At the end of our study, we were able to identify ten major tasks of the inspector of education. The exploitation of all results allowed us to develop a professional profile of inspector of education in Morocco.

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1. Introduction

As with many professions of education, many data are lacking about the effective professional practice of the inspector. What type of professional tasks the inspector is confronted during his assessments or inspections? What are the professional skills required to better achieve these tasks? What roles does he play? All these questions and many others remain unanswered because no transverse and qualitative study on professional practice of inspector has been carried out to date in Morocco.

The analysis of professional practices is at the heart of the questions asked by researchers working on the reflexive dimension (Altet et al, 2013; Mottint, 2013; Schon, 1994; Tardif, 2012); and on the process of professionalization of training devices (Maubant & Roger, 2012; Wittorsky, 2007 & 2012). It is a privileged instrument of professional training, particularly in the trades of education. It reveals the "gap" between institutional prescriptions of the profession and its effective implementation.

Thus, professional activity of inspector is never a reflection of the prescription. Hence the necessity of updating of the inspection tasks which are between design and achievement, didactic formalism and experiential empiricism.

2. Purpose

This cross-sectional, descriptive and qualitative research had a threefold purpose: 1) to identify and describe different effective professional tasks of the inspector of education; 2) contribute to the development of a competency framework (repository skills) of the trade of the inspector; 3) deduce the real training needs of inspectors at the CFIE of Rabat (Morocco).

3. Methods

3.1. Participants

Our research sought two population groups: experienced inspectors (P1) and students- inspectors at the end of initial training (P2). P1 consists of 12 experienced inspectors, mean age of 51 years, recognized as experts by their peers and by their administrative hierarchy, seven of them have already published in professional journals. Each practitioner has accumulated at least ten years of experience as an inspector. While P2 has 26 students who represent five specialties, all are male and at the end of training (2nd year), and their average age is 42 years.

3.2. Measuring instruments

P1 was doubly solicited through an ordinal scale questionnaire of Likert with four levels, and a semi-structured interview. While P2 was solicited by a weekly board (weekly logbook) followed by a deferred interview of verbalization in order to explain their pedagogical choices and their professional practices (Vermersch, 2006).

3.3. Data Processing

The analysis of our quantitative data was performed by SPSS 20 software, while qualitative data were processed

twice by thematic content analysis (TCA) (Bardin, 2007; Deprez, 2007; Mucchielli, 2009) and propositional analysis also called cognitive-discursive analysis (Ghiglione, Landre, Bromberg & dial, 1998). The analysis of data collected by the weekly board was analyzed by the model of the satellite information of the action (Vermersch, 2006).

4. Results

Our results are presented through four successive axes: effective missions of the inspector; roles played by the inspector of education in Morocco; stack inspection tasks and allocation of professional working time of the inspector.

4.1. Effective missions of the inspector

According to the P1 population, control and inspection missions are predominant, followed by the missions of monitoring and evaluation and those coaching-training. Whereas for P2, there is a predominance of missions successively methodological, relational and institutional (Table.1).

Table 1. Effective Missions of the inspector according to P1 and P2 populations

P1	%	P2	%
Control & Inspection	38.71	Methodology	37.25
Monitoring and Evaluation	32.25	Relational	25.49
Animation & Coaching-Training	17.74	Institutional and Legal	23.52
Interpersonal Communication and ICT [†]	11.29	Technical	7.84
Ethics and Responsibility			

5. Roles played by the inspector of education in Morocco

The actual roles that emerge from our study are numerous and belong to different registers. Thus, the inspector of education performs globally and unequally 10 roles (Figure.1).

[†] ICT: Information and communication technologies

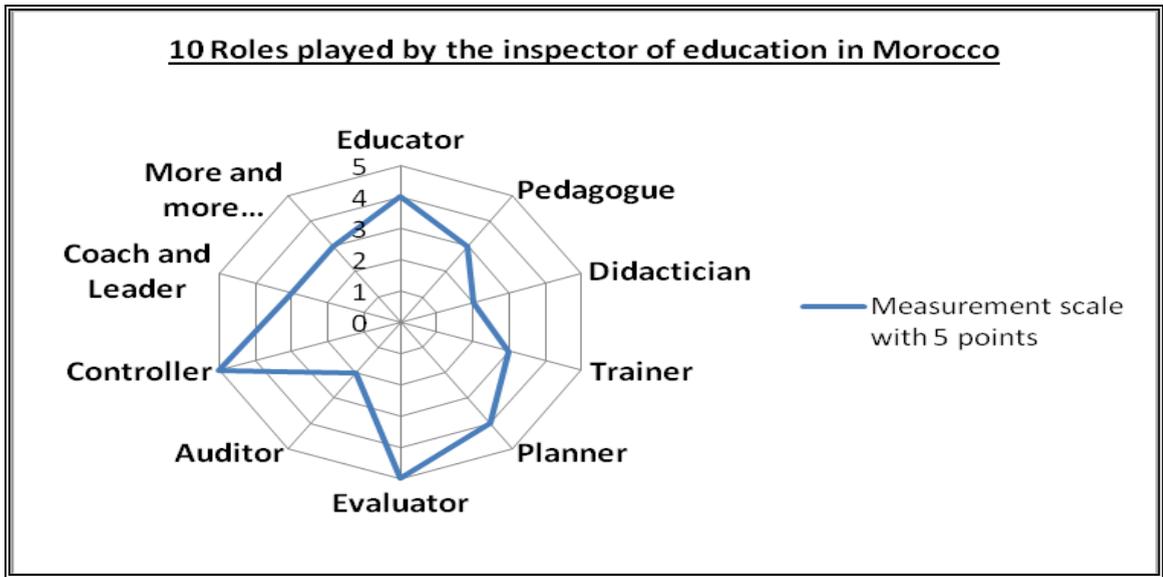


Figure 1. Roles played by the inspector of education in Morocco

The main roles played by the inspector are those of the controller and evaluator, followed by planner and educator roles. At a second level, the inspector's activity covers both the roles of trainer, pedagogue, coach and a role more and more administrative. Indeed, because of the emergency program projects that characterize the reform of the Moroccan educational system, inspectors appear "devoured" by the administrative aspect of their missions.

Furthermore, in a third and final level, the auditor and didactician roles are less recurrent in the work of the inspector.

6. Stack inspection tasks:

In general, 62 professional tasks have been described by P1 population against 51 tasks identified by P2. The solicited experienced inspectors find their tasks pile up and disperse, generating interference making their job increasingly difficult. In this regard, an inspector observes: "If I describe my work, I would say, first, I realize tasks that do not actually appear clearly at the heart of my missions. Then I try to answer that for which I am inspector ...".

Inspectors reveal the increase of new additional tasks against which they are not prepared. Inspectors are left to themselves without a guide or procedures manual or skills repository.

Data analysis also revealed that the work of the inspector consists mainly of four families of tasks: inspection tasks, monitoring - evaluation, supervision and training tasks (Figure.2). However, audit and consulting tasks are relatively rare.

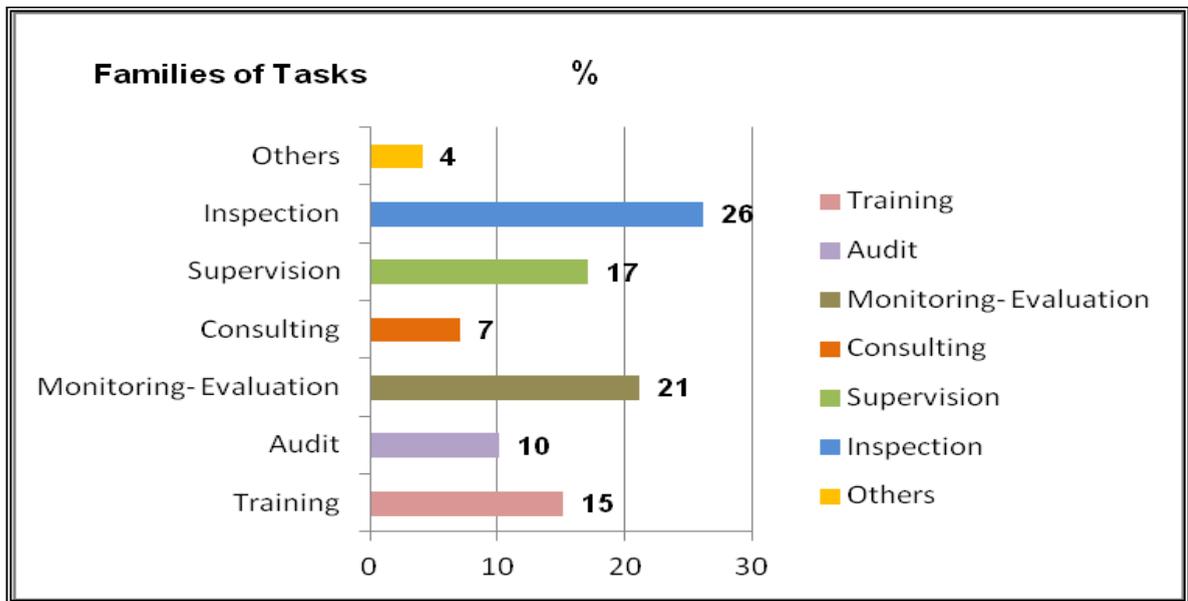


Figure 2. Distribution of professional tasks of the education inspector in Morocco.

7. Distribution of professional time of the inspector:

Our study also shows that the inspector spends most of his time in tasks directly related to the control and to the inspection of the teacher's activity in classroom. Thus, the four tasks grouped under "pedagogical tasks" represent 69.3% of his actual working time, while the organization and management tasks account for only 30.7%.

Among the pedagogical tasks, the classroom teacher control has the largest share (54%). Followed, in descending order, preparation and planning of inspections, report writing of assessment and / or inspection and finally the preparation of training seminars. As for the management tasks, it appears that the inspectors are making a sizeable share of time to perform administrative tasks (59%), as well as point-like tasks or as urgency tasks (41%) (conflict regulation for example).

8. Discussion and Conclusion

We will discuss the results generated by our study in the following areas: the methodology deployed the variety of tasks, the versatility of skills, the complexity of the job and the privileged control type.

8.1. Methodology deployed

The realization of a cross-sectional, descriptive and qualitative research about inspection is difficult. Its Completeness depends on the accuracy of the information collected, and the complementary of methodological tools identifying professional tasks of the inspector. Methodological triangulation borrowed to conduct our study proved richer in terms of results.

Soliciting two different populations, and cross measurement tools with those of data analysis helped us to identify and validate a typology of practices, roles and tasks of the inspector of education (Ria and al., 2007).

8.2. The variety of professional tasks of the inspector can be a factor professionalization

Even if we deduce that most part of the work of the inspector is fragmented and diverse, it remains rich and full of instruction. The variety of tasks assigned to the inspector allows, generally at long-term, to diversify its repertory of professional skills (Boterf, 2011), and to develop its know how to act at work (Argyris, 2003). The brevity and variety of tasks performed by the inspector of education in Morocco refers to the technico-instrumental model of Spencer (2001). Thus, for such tasks, the inspector solicits skills rather "technical", disciplinary and incorporated (Leplat, 1997) related to the nature of task. In this way, we are in a context of closed professionalism, with instrumentalist vision (Lenoir et al., 1999).

Generally, the results of this study, about the analysis of the practices of the inspector of education, largely corroborate other research results (Ladd, 2011; Albanel, 2009; De Grauwe, 2008; Mallet, 2008; Van Bruggen, 2010). They all agree on at least two conclusions:

- ✓ Mainly, we list ten major daily tasks of the inspector of education, and which differ according these authors cited above that in the formulation or in the order of priority:
 - check the legality and compliance with rules ;
 - individually assess teacher performance, and collectively the performance of schools and administrative educational services ;
 - evaluate, develop and supervise local, regional or national projects ;
 - advise and mentor teachers and / or school principals ;
 - report to the Minister, to the Director of AREF[‡] and to the provincial delegate ;
 - participate in the training of staff of Education (teaching and administrative staff) ;
 - perform administrative tasks ;
 - audit the educational and administrative management of the institution or of territorial services (delegation and AREF) ;
 - stimulate educational innovations and motivate to creativity ;
 - coordinate and communicate with the different actors in the education and training.
- ✓ Given this diversity of tasks, the transversal skills are most needed and required for the inspector of education.
- ✓

9. Skills due to the inspector

The study shows the versatility of skills used by experienced inspectors, dominated mainly by "transversal" skills, communicative, methodological and relational. This deduction joins the research findings conducted by (Tardif & Lessard, 2002; Tardif, 2012; Perrenoud, 2001). These authors show that the work of the expert inspector more demands transversal skills that allow to perform inspection tasks. We are in a perspective of open professionalism with systemic vision.

10. Complexity as a mean of expertise for the inspector

The study also shows that the inspection function is complex whatever specialty discipline. This suggests that the intervention in different and complex situations is one of the inspector's expertise means. Indeed, his initial training grants him competence to practice in his specialty.

However, the missions vested to him by the official texts encourage him to cover several educational fields such

[‡] AREF: Acronym of the Regional Academy of Education and Training in Morocco.

as auditing, measurement, assessment, administrative writing and training without necessarily being trained for. Thought should be conducted in the CFIE of Rabat about the relevance of the development of appropriate training modules with these aforementioned fields.

11. Inspector or Auditor: from control to accompaniment...what we prefer?

The audit tasks are relatively rare compared with those of inspection. This finding clearly denotes the type of control privileged in education: the posteriori control. Indeed, this type of control that occurs at the end of educational process is not rigorous to today. It allows only belatedly note the facts and damage of pedagogical practices. In Europe and Canada, for example, the trend since 2000 is to focus and privilege the accompanying control rather than inspection control. The accompanying control, based on the audit and consulting, is more efficient because it occurs at time during the educational process, and it early allow to diagnose weaknesses and to suggest proactive solutions.

The inspection profession is no just a control tool but mainly a support system and a mean of educational resources management (Merlin, 2008).

According an European benchmark, it appears that individual inspection is increasingly marginal. In most systems, there is no judgment of teacher. The inspection is not individual but collective; it does not apply to the teacher but rather to the school: this is no longer the pedagogical inspection but the school inspection. Thus, the assessment of teachers is absolutely not implemented in Denmark, Sweden, Norway, Spain, Italy or Romania (Pair, 2007). If some evaluations are made on the activity of teachers, they are often made by the director of school (Pons, 2010).

In the light of all these justified results, the current trend leans mainly to audit rather than hardline control. The education inspection in Morocco could take this trend adapting its control activities with the practices of accompanying.

All these professional characteristics of the inspector of education in Morocco clearly reflect the multitude of tasks assigned to him (formally and informally). They can help to redefine, at the short to medium term, the CFIE training device. In the end, they help to develop a professional profile of the education inspector; and to measure the burden of responsibility weighing on his daily work.

It's not too much to ask the inspector?

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