

PRACTICES OF PEDAGOGICAL SUPERVISORS IN ROMANIA, MOROCCO AND HAITI

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Abstract. This study examines practices of pedagogical supervisors in three countries: Romania, Morocco and Haiti, regarding teachers' evaluation. The results show differences between practices. There is a discussion about the results where we take into consideration the literature related to this particular domain and the specific context of each country.

INTRODUCTION. In many schools, administrators have tried to upgrade the quality of teaching. In order to achieve this particular aim, they counted above all on the teachers' skills updating and improvement (OCDE, 2006). Recognized as *first line contributors* (Conseil supérieur de l'éducation, 1995), the teaching staff is the *school system nucleus* (OCDE, 2006). In fact, the supervision and support of the teaching staff can improve the quality of teaching, the learning experience of students and, consequently, their academic success. (Danielson & McGreal, 2000; Ovando, 2001; Ellett & Teddlie, 2003; Ebmeier, 2003). The present study examines the pedagogical inspectors' practices of supervision in three countries: Romania, Morocco and Haiti.

The issue of teachers' evaluation in three contexts. In many respects, it is relevant to study the supervision of teachers in order to improve the teaching practices in schools. Standards of quality in teaching can't be achieved without the teachers whatever the country's level of development (OCDE, 1992, 2006; UNESCO, 1994, 2007). The support and supervision of the teaching staff are essential in order to improve teaching practices and learning experiences (Danielson & McGreal, 2000). This support and supervision have impacts: teachers are more aware of their responsibilities, and this could lead to their personal development and the improvement of their practices. This support and supervision could also lead to the students' academic success (Ovando, 2001; Ellett & Teddlie, 2003; Ebmeier, 2003). But a successful supervision can't be achieved without the appropriate practices and conditions. In many countries, there are many challenges and questions related to teaching staff supervision. For example, how should we evaluate the teaching staff? What are the stages and the tools for this particular task?

The Romanian context. The school system in Romania has been directed towards structural changes. But there was no follow-up in schools for these changes. Since 1993, some improvement has been noted in the schools of Romania. For example, children go to school earlier; it was compulsory from 7 years old until 2003/2004. The authorities did a great effort regarding the schools evaluation. In this particular evaluation, the supervisors didn't judge the teachers on an individual basis. In Romania, the people involved in teachers evaluation, whether they are from the school or from outside the school, have a unique topic: the quality of teaching for the whole school. There is only one possibility for the teachers to receive an individual feedback: a special visit for their promotion (Eurydice, 2004). In 1998, a new system for the teachers' evaluation has been introduced by the Minister of Education: the rule for the organization and introduction of inspection in schools (ROIIE). The main goal of this system was the application of rules for inspectors, people being inspected, and inspection process. In 2001, the National Council for the Education of Teachers

was involved in the educational reform of the World Bank. The Council was in charge of the elaboration of professional standards for primary schools, high schools, and the teaching of topics like maths and Romanian. Critics have been made regarding this system. For example, the teachers evaluation should involved many sources: students, parents, teachers, pedagogical supervisors, observations, evaluation form, reports, interviews, discussions (Crisan & Tapelea, 2004).

The Moroccan context. Morocco has been involved for a short time in institutional reforms related to their citizens' aspirations and the needs of globalization. The school system is part of these institutional reforms. A national mobilization has been dedicated to the school renewal. The decade 2000-2009 has been called the decade of education and formation. New orientations have been clearly formulated in the National Charter of 1999 (Commission Spéciale Éducation et Formation, 2000, articles 20 and 21). The authors of this National Charter attach a lot of importance to the supervision of teachers. This supervision should play a decisive role in schools, in particular regarding the improvement of the whole teaching-learning process. For the pedagogical supervisors involved, these institutional problems come from the lack of material resources. For the analysts, these problems come from two sources: a lack of support from the supervisors' immediate superiors; and the way people do their job as supervisor, with the emphasis on conformity to rules, instead of the improvement of teaching practices (Yekhllef & Tazi, 2005). In order to deal with the lack of educative support and administrative follow-up, a new type of support has been established: close groups for pedagogical action (*Groupes rapprochés de l'action pédagogique*, or GRAP). These groups present a new way to conceive the supervisor's function. Concerning this issue, Yekhllef and Tazi (2005) point out a lack of clarity.

The Haitian context. The Bernard Reform in the Haitian school system didn't get a great deal of success in 1982. Because of this result, the Ministry of National Education, Youth and Sports (MENJS) have been in the obligation to elaborate a new reform: the National Plan for Education and Training (PNEF) (1997-2007). This Plan had the following objectives: the improvement in the quality of teaching (mostly regarding the fundamental teaching); the strengthening of the MENJS institutional capacities regarding administrative management, pedagogical management, and the improvement of the prestige related to the teaching profession. Moreover, another program regarding the improvement of the quality of education in Haiti (PARQE) for the period of 2003-2006 has been elaborated in order to support the national policy in education. This policy received a financial support from the European Union and the technical expertise from the UNESCO. The program concerned the following subjects: the training of teachers, teaching methods, and teaching aids. One of the main preoccupations was the continuing education (UNESCO, 2006).

In the three contexts, administrators point out the supervision of teachers as one of the best ways to improve the school system. But it is important to study their practices regarding supervision.

METHODOLOGY. Data collection come out of the *Évaluation du personnel enseignant: perception, pratiques et recommandations* (ÉPEPEPER) questionnaire. For this paper we use only a part of the data: the supervisors' socio-demographic characteristics and their practices. They answered these questions (practices) by *yes* or *no*, with a Likert type scale from *Totally disagree* to *Totally agree*. Descriptive analyses (percentage and averages) have been realized with SPSS (*Statistical Package for Social Sciences*).

RESULTS AND DISCUSSION. Table 1 presents the answers regarding the three stages of inspection: preparation (before the inspection), realization, and integration. There are more supervisors from Romania than from Morocco and Haiti regarding: *To meet the teacher in order to*

establish the evaluation criteria; To tell to the teacher of the moment they will visit; To verify their teaching preparation. There are more supervisors from Haiti than from Morocco and Romania regarding: To use one or more observation grids; To look at the evaluation criteria for which there is an agreement; To intervene if the need arises. There are more supervisors from Morocco regarding: To verify the students' notebooks; To ask for a self-evaluation; To tell to teachers the objectives to reach; To write a report in the next days.

More supervisors from Romania favour the following items: To meet the teacher in order to establish the evaluation criteria; To tell to the teacher of the moment they will visit; To verify their teaching preparation. More supervisors from Haiti favour the following items: To use one or more observation grids; To look at the evaluation criteria for which there is an agreement; To intervene if the need arises. More supervisors from Morocco favour the following items: To verify the students' notebooks; To ask for a self-evaluation; To tell to teachers the objectives to reach; To write a report in the next days.

Table 1. The supervision stages (Morocco, Haiti, and Romania together (N = 109)

Stage of the supervision	Morocco		Haiti		Romania	
	Oui %	Non %	Oui %	Non %	Oui %	Non %
I. Before the inspection (preparation)						
To meet the teacher in order to establish the evaluation criteria	38,6	54,5	39,1	56,5	54,5	18,2
To tell to the teacher of the moment they will visit	22,7	75	52,2	43,5	78,8	6,1
To tell to the director of the moment they will visit	24,4	71,1	69,6	30,4	60,6	18,2
II. During the inspection (realization)						
To verify their teaching preparation	65,4	26,9	83,3	16,7	90,9	0
To verify the students' notebooks	95,7	2,1	81,8	18,2	66,7	15,2
To use one or more observation grids	89,1	10,9	95,8	4,2	69,7	15,2
To look at the evaluation criteria for which there is an agreement	73,8	19,0	75	25	57,6	27,3
To intervene if the need arises	57,8	40,0 0	66,7	33,3	30,3	57,6
To observe discreetly	47,7	47,7	87,5	12,5	87,9	6,1
III. Integration						
To meet the teacher at the end of the class	100	0	100	0	97	3
To ask for a self-evaluation	97,8	2,2	87,5	12,5	93,9	6,1
To tell to teachers the objectives to reach	83	17	73,9	21,7	66,7	18,2
To have an agreement with the teacher regarding the objectives to reach	82,6	13	73,9	26,1	36,4	36,4
To write a report in the next days	97,8	2,2	61,9	38,1	75,8	18,2

We must point out that supervisors in Morocco don't favour the following item: *To tell to the teacher of the moment they will visit*. We must recall that Morocco introduced a new kind of supervision (the GRAP) in order to deal with the lack of educative support and administrative follow-up. This kind of supervision is based on a new conception regarding the supervisor's function. But, this kind of supervision has not been explained to all the school directors. That's the

reason why the directors see the coming of GRAP in their schools like a police raid and don't accept this authority (Yekhlief & Tazi, 2005).

In the three countries, reforms and reorganizations have been introduced in schools. But these changes are structural: in Morocco, a new group of supervision; in Haiti, the training of supervisors. In Romania, the new system regarding teaching staff evaluation (ROIIE) has been introduced in 1998. The new system presents the following elements: elaboration of objectives regarding the supervision process; elaboration of characteristics and practices for the supervisor's profile; a new manual for supervisors (Crisan & Tapelea, 2004). Reforms and changes are giving the broad lines of a programme. But they do not provide answers to a question like: how do we make operational the expected practices? It goes without saying that this context of supervision is not an ideal situation: a particular procedure, and the appropriate management tools. We must also mention attitudes, relational aspects, etc. Finally, supervision should be based on evaluation criteria for which there is an agreement and a common vision of supervision between supervisors and teachers.

During the first stage (preparation), many supervisors (one out of three) tell to the director of the moment they will pay a visit. The same proportion of supervisors tells to the teacher of the moment they will pay a visit. What kind of context do we have: support or inspection? Regarding the second stage (realization), 80 % are talking about the use of one or more observation grids. We must point out the importance to use observation grids. The grids are relevant when supervisors look out for specific objectives. We have not access to this kind of data within a quantitative study.

CONCLUSION. When we look at the results of this study, we can see many opportunities of further studies in the particular context of supervision: the link between supervision and teaching practices; the socio-professional characteristics (training, experience, etc.) of supervisors; the link between these characteristics and power; the training of supervisors regarding teaching methods; the supervisors evaluation regarding their own daily practices, etc. And, above all, a qualitative study in order to reach a better understanding of all the supervision's dimensions.

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