



**Moroccan Association of Teachers of English (MATE)**

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**MATE**  
**5<sup>th</sup> Inspectors' Colloquium**

*Theme:*  
*Innovations in the New Moroccan  
Textbooks and Teacher Supervision*

**At CPR-Souissi, Rabat**

*Rabat 01-02-03 November, 2007*

**In collaboration with the Ministry of National Education  
The Regional English Language Office (RELO)**

## **RATIONALE**

MATE organizes the *5<sup>th</sup> National Inspectors' Colloquium* on Thursday 01, Friday 02 and Saturday 03 November, 2007 jointly with the Ministry of National Education and the Regional English Language Office (RELO), at the Academy of Rabat. The theme of the colloquium is: *“Innovations in the new Moroccan textbooks and teacher supervision.”* The choice of the theme goes in line with the current situation and development in ELT in Morocco which is mainly characterized by the completion of the textbooks production cycle in the upper secondary school level and the publication of the final version of ELT pedagogical guidelines. With this in mind, the role of supervisors/inspectors has become crucial to coordinate work of different partners so as to come up with an effective work plan that can be carried out during the school year 2007-2008. The work of supervisors with teachers could focus on the new syllabi, approaches and methodology as embodied in the new textbooks.

## **CONTENT**

The colloquium will be dealing with three of the current hot issues inspectors face these days:

1. Introducing the new Moroccan textbooks.
2. Examination of the new approaches and methodology adopted in the new textbooks.
3. Issues in classroom observation and report writing.

## **PARTICIPANTS**

All the Moroccan English inspectors (about 90) have been invited to this colloquium; representing the 16 Moroccan regional academies, hoping that the participants will share the information and skills introduced during the colloquium and transmit them to the teachers under their supervision. Consequently, the colloquium will have a significant multiplier effect.

## **SPONSORS AND PARTNERS**

To cover part of the expenses, the organizing committee has sought different partners and sponsors among which the following can be mentioned:

- Ministry of National Education
- US Regional English Language Office (RELO)
- British Council Rabat
- Other sponsors.

## **BOARD AND LODGING**

Lodging will be in Hotel Yassmine (Hassan area), Rabat. Two nights, Bed and Breakfast. Check-in on Thursday and check-out on Saturday.

Meals will be announced in due course (Dinner for Thursday, Lunch and dinner for Friday + lunch for Saturday).



## *Afternoon*

- 15:00 – 15:45 **6. Presentation: Competency based observation, reflective practice and observee/observer co-operation – the British Council model**  
**Michael Little**
- 15:45 – 16:30 **7. Follow-up Workshop: Competency based observation, reflective practice and observee/observer co-operation – the British Council model**  
**Michael Little**
- 16:30 – 16:45 **Break**
- 16:45 – 17:15 **8. Presenting ‘Shaping the way we teach English’ package**  
**Imane Najjar**
- 17:15 – 17:45 **9. Introducing Annenberg training videos**  
**Mohammed Hassim**
- 17:45 – 18:00 **Discussion**
- 20:00 **Dinner**

*Saturday, November 3<sup>rd</sup>, 2007*

## *Morning*

- 08:45 – 09:00 **Announcements**
- 09:00 – 09:30 **10. Implementing project work in the classroom**  
**Khalil Zakari**
- 09:30 – 10:00 **11. Classroom observation report writing:  
a suggested new format**  
**Mohammed Hassim & Nouredine Bendouqi**
- 10:00 – 10:30 **Discussion**
- 10:30 – 11:00 **Break**
- 11:00 – 12:30 **12. Introducing new textbooks for 2nd year baccalaureate**  
**- Insights into English, Mohamed Najbi**  
**- Ticket to English, Mohamed Hammani**  
**- Gateway to English, Mustapha Blibil**
- 12:30 – 13:30 **13. Round table, evaluation and closing**  
**- Central inspectorate speech**  
**- ELT supervision in Morocco: reality and prospects**  
**- Evaluation of the colloquium and closing.**
- 14:00 **Lunch**

## ABSTRACTS

### **Keynote speech: Dr Mohamed Mellouk**

#### **1. Abdelkader Chaddoudi**

##### **The role of supervision in teacher development: Helping teachers help themselves**

###### Key Questions in Teacher Supervision and Development

How do supervisors evaluate teachers?

What do supervisors expect of teachers?

What do teachers expect of supervisors?

What are the prospects for both?

This development practice chart basically articulates the view that pedagogy for autonomy should be the end result of any educational system. It emphasises the notion of development as a prerequisite step for teacher educators, teachers, and learners. In this view, all partners are viewed as agent of change capable of improving their situation. Supervisors rely mainly on observation to collect data to be used in teacher evaluation and teacher empowerment. Teachers through reflective processes try to gain insights into their profession and improve their teaching quality. As for learners, through learner training, they have to find ways how to manage their learning depending on personal strategies that they have developed in the course of instruction.

#### **2. Mohamed Akkouch**

##### **Towards a unified, practical and functional approach to supervision**

Over the last two decades or so, approaches to educational supervision have witnessed some major modifications. First, these emanated from dissatisfaction with traditional approaches marked by teacher subjective judgment for administrative assessment. Next, they came as a result of the advent of a number of approaches such as: 'Clinical Supervision', 'Teacher Empowerment', 'Counselling Approaches to Supervision', 'Cooperative Development', etc.

In the light of this, there has been a redefinition of the roles and tasks of educational supervisors. These approaches define supervision in terms of a helping profession to the advantage of the teacher and focus more on establishing a meaningful link between classroom observation and teacher professional development, within a collaborative and cooperative framework based on reflection and formative support. Within this framework this modest talk is an attempt to share some insights and ideas with my colleagues and provide a framework for reflection and discussion. The intent is to work out, together, a unified, practical and functional approach to

our supervisory work, heading for reflective thinking promotion and teacher professional growth and development.

### **3. Fatima Tahir**

#### **Teacher Supervision and Evaluation: A Framework**

The implementation of the educational reform together with the introduction of the standards-based approach to the teaching of English call for an appraisal of the current supervision and evaluation system. Goals and processes need to be defined clearly to ensure effective procedures of teacher professional growth and appraisal, which in turn, will support and promote learner achievement.

The framework I suggest is based on two distinct but complementary paradigms:

- a. The supervisory process: can we introduce new supervision methods to raise existing standards, promote, affirm and encourage teacher professional development and growth?
- b. The evaluative process: can we establish clear and common premises on which to assess teacher performance?

Tentative answers will be proposed but the main aim is to raise a number of issues to be considered by the whole supervising community.

### **4. Khalil Zakari**

#### **Implementing project work in the classroom**

Project work is seldom being allotted the portions of time and effort it is worth. In this paper, I outline the primary characteristics of project work which is an important component of the newly-issued national textbooks, present practical guidelines for sequencing and developing a project and situate this approach with respect to learner training. It is my hope that language teacher educators will be able to adapt the ideas presented here and gently urge teachers to give project work the merit it deserves.

### **5. Abderazzak ES-SOBTI**

#### **Presentation & workshop: Evaluating *Ticket to English & Gateway (Bac 1)* in light of CBI**

The presentation reminds the audience of the concepts and terms used within CBI and discusses the controversies and misconceptions among teachers and supervisors when using the new textbooks. In other words, the presentation sheds some light on how to bridge theory and practice and suggests an evaluation framework to be used in the workshop which is based on teachers' feedback and the supervisor's observation.

## **6-7. Michael Little**

### **Competency based observation, reflective practice and observee / observer co-operation – the British Council model' (Presentation and workshop)**

This paper/ workshop will identify a framework, system and sub-processes which focus on managing teacher development through core competencies and observation. It will examine the British Council model for teacher observation and through this demonstrate how development can be teacher focused and reflective. It will also highlight the importance of a supportive and constructive observer/ observer relationship.

## **8. Imane Najjar**

### **Presenting 'Shaping the way we teach English' package**

## **9. Mohammed Hassim**

### **Introducing Annenberg training videos**

## **10. Ahmed Chaibi**

### **Towards a standards-based textbook evaluation**

The presentation will try to see into how the currently used textbooks have complied with the standards areas suggested in the Guidelines 2007 and book of specifications. Examples will be drawn from the 2nd year baccalaureate textbooks.

## **11. Mohammed Hassim & Nouredine Bendouqi**

### **Observation Report writing**

The purpose of this presentation is to highlight the role of report writing in establishing teacher-supervisor communication. The results of a small scale research demonstrate that teachers rarely read the whole report or minutely examine the comments provided by the supervisor. They immediately jump to the grade. On the other hand, the supervisors attested that they received different types of training as far as report writing is concerned. We therefore suggest classroom observation checklists as a background for establishing true dialogue between teachers and supervisors, the purpose of which is to promote classroom practices for better learning outcomes. The checklists will, in our opinion, help set up the grounds for communication on a contractual basis.

## **12. Introducing new textbooks for 2nd year baccalaureate**

- Insights into English, Mohamed Najbi**
- Ticket to English, Mohamed Hammani**
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لأساتذة اللغة الإنجليزية

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## **Our Partners**



**RELO-Rabat**



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