Leadership and Values in Language Education

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Mohammed Hassim
MATE President
Agadir, March 27th, 2008
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Foreword

This volume of MATE proceedings includes written versions of the papers presented during MATE 27th annual conference in Bouznika the theme of which was “Leadership and values in language education.” These proceedings have a special value in the life of our association as it witnesses the come back of paper-based versions. MATE made a choice five years ago, which represented then a challenge and an innovation in the work of the association, by embarking on the production of electronic publications. This come back of paper-based publications has been enforced by two major drives: i. paper-based materials still attract Moroccan professionals for the love they still hold for books; ii. not all Moroccan professionals are so enthusiastic about electronic publications, especially when it comes to reading materials. This decision taken by the current board is first a positive response to the aforementioned desire expressed by a great number of MATE membership; and second it is a way of varying MATE productions and a boost to its visibility and presence.

As for the choice of the theme of MATE 27th conference, it is a significant one firstly for the importance of the theme in today’s world which is characterized by fervent conflicts of values and a vehement struggle towards an influential leadership. Secondly, it is a timely theme in the current developmental stage in the life of our association. MATE is steadily and considerably growing both in the roles it has started to play and the varied needs and wants of its membership. Consequently, by its growth, the challenges have become greater and the only way out is to empower its active members to grow strong, skillful and competent enough as leaders who are eager to share the responsibility of the development and growth of the profession.

This volume is so rich and varied in articles and ideas that it will serve as healthy food for thought for ELT readership in general and MATE membership in particular. Therefore, we would like to sincerely thank the authors of this volume’s articles for being so generous as to share their experiences and expertise with us.

Mohammed Hassim
A competent EFL teacher: 
In search of professional standards

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Introduction

Innovation in education has largely been the result of openings on other fields of knowledge as well as on general human activities such as management or the industry. The drive for innovation is mostly due to a desire to improve the efficiency and quality of education in a changing world characterised by globalisation, a rapid expansion of information technology, a concern for equity and equality in education, etc. Among areas of innovation, some principles of classroom management, curriculum design and engineering, and evaluation have been probably the most influential in education, including ELT. On the other hand, the traditional view of knowledge has given way to a pragmatic perspective which gives priority to what the students can do with their knowledge. In other words, scholastic education is gradually been replaced by an approach which sees the development of competencies as the ultimate goal of any education, including ELT. In fact, this trend constitutes the backbone of the current ELT reform in Morocco.

Thus, programmes as well as textbooks are now designed in terms of competencies as well as standards that are to be achieved at each level of learning. The implementation of these approaches in both programmes and textbooks has not been without mishaps. Indeed, though it has been relatively easy to design textbooks in terms of competencies, translating the latter into classroom practices and assessment techniques and procedures is still wanting. The basic reason for this state of affairs resides in the fact that teachers as well as supervisors have not been well trained on this approach. As a result, different stakeholders have different conceptions of the approach, not only in terms of theory, but also in terms of practice. It appears then that the application of a competency based approach to education in Morocco in general, and to ELT in particular is still in its embryonic stages.

The purpose of this article is to discuss the applicability of this approach to ELT teachers. The basic assumption is that a competent teacher – as conceived in the new approach and not according to the every day use of competency - is a
necessary condition for the implementation of the approach and hence leading to competent students. Likewise, being a teacher leader is a prerequisite to producing leading students. Another underlying assumption relates to the necessity of designing and implementing a set of standards for teacher education. Supervisors’ and to some extent teacher educators’ conceptions of a ‘good teacher’ or a ‘competent teacher’, have largely been limited to pedagogical and technical concerns. While this view is legitimate, it is incomplete with regard to the current demands of the profession and the expectations of all stakeholders. There is an urgent need to review these conceptions and practices. Before dealing with the main features of teaching competencies, the following section will be devoted to the context of the current reform, including its main principles. Indeed, teacher competency is deeply anchored in the main aims of the reform in general, and ELT general orientations in particular.

1. Context

The general principles of the current reform give priority to students’ needs and the needs of the socio economic and cultural environment. The specific measures for foreign language education advocate clearly a competency based and a standards-based approach. The national curriculum, the guidelines as well as the newly produced textbooks are built around this approach. In terms of teaching requirements, this orientation has important implications for teacher education, including in-service training, both at the academic and professional levels.

On the other hand, talking about being a teacher leader is tantamount to talking about being a competent teacher since the former involves, among other things, a number of attributes, including personal qualities, professional skills, personal style, etc. In other words, it can be safely said that educational leadership attributes largely correlate with attributes of teaching competence. Furthermore, professional attributes can contribute to the achievement of leadership. To further clarify these concepts, the following section will attempt a definition of leadership.

2. What is leadership? What is a leading teacher?

A cursory look at the literature on leadership indicates that the concept can be defined in many ways according to the perspective adopted and the context in which the concept is being applied. For the purposes of the current discussion, the following definition is offered:
‘Leadership cannot be reduced to a set of technical and management considerations. Leadership is not simply about management. It is about moral values, educational values and professional principles. There is an urgent need to place the study of school leadership in broader social, cultural, political and historical contexts in particular societies’.  

(Grace, 1993:353-365)

In the same article, Grace mentions the following attributes: Competent, caring, qualified (trained and certified), and meeting standards. Though the first three attributes are self-explanatory and do not add anything new to what is generally advocated in the field of education, the last one deserves a particular attention. Indeed, in the same way educational standards have become the backbone of ELT programmes and textbooks, teaching standards or standards for the teaching profession should be clearly identified and implemented. This is all the more important as the profession is now under scrutiny and pressure to adjust to the demands of society in a changing world.

3. Standards for teachers

In the absence of clearly stated standards for the ELT profession in the Moroccan context, the present discussion will consider a set of standards designed by the National Council for Accreditation of Teacher Education (NCATE) in the United States. The purpose is not to suggest a blind application of these standards in the Moroccan context, but to illustrate how the profession attempts to maintain and enhance itself in a country where competition is high for the benefit of an efficient education. At the same time, they can be used as a starting point for the design of national standards in the Moroccan context.

The NCATE makes use of three categories of standards. These are first presented in broad terms and then discussed separately in detail. The three categories are:

a. Knowledge standards: Content knowledge, Human development and learning, Diversity.


Because these standards are applied to all subjects, they are presented here in general terms. In what follows, an attempt has been made to apply them to the
Moroccan ELT context. This serves the purpose of illustrating how standards can be operationalised in a language teaching context such as the Moroccan one.

4. Knowledge standards 1: Content knowledge

A competent EFL teacher has a good grasp of the structure and function of English at the phonological, syntactic, pragmatic, and discourse levels, including everyday use of English (social communication, mass media, etc.). At the same time, a competent EFL teacher has a good working knowledge of his/her culture and the ‘culture’ (both American and British) associated with English, i.e. history, civilisation, literature, habits, customs, politics, way of living, etc. Knowledge about other English speaking countries and general background knowledge are necessary.

To be able to describe language, a competent EFL teacher understands theories and concepts, and methods of linguistic inquiry. From a pedagogical point of view, a competent teacher creates learning experiences that make the content meaningful to all students.

5. Knowledge standards 2: Human development and learning

Teaching skills are necessary, but not sufficient. The human aspect which largely affects learning is often overlooked. Indeed, an EFL competent teacher is the one who understands how individuals grow, develop, and learn. Furthermore, an EFL competent teacher understands how students differ in their approaches to learning (style and strategies) and creates instructional opportunities that are adapted to diverse learners. In order to achieve this, an EFL competent teacher provides learning opportunities that support the intellectual, social, and personal development of all students.

6. Pedagogical standards 1: Planning for instruction

From a professional perspective, an EFL competent teacher understands and applies instructional planning in a systematic and coherent way. Thus, clear objectives for each activity have to be set in advance, including learning activities and tasks, as well as assessment techniques and procedures.

To achieve consistency and ensure efficiency, an EFL competent teacher designs instruction based upon knowledge of English, his/her students, the community
environment, and curriculum goals. In addition, an EFL competent teacher is the one who makes the best of instructional (teaching) materials available.

7. Pedagogical standards 2: Learning environment

Given the fact that teaching and learning takes place within a given environment, an EFL competent teacher uses understanding of individual and group motivation and behaviour of his/her students to create a learning environment that encourages a positive social interaction, active engagement in learning, and self-motivation. In the absence of such a favourable and non-threatening environment, any activity, however sophisticated the techniques used may be, will not be conducive to learning.

8. Pedagogical standards 3: Instructional delivery

An EFL competent teacher understands and uses a variety of instructional strategies, including ICT to encourage students’ development of critical thinking, problem solving, and performance skills (presentations, public speaking). While this variety brings into the classroom some spices and enhances learning, it contributes to developing students’ self-confidence and autonomy. Materials, techniques and strategies are not used for the sake of their sophistication, but should aim at creating productive learning opportunities.

9. Pedagogical standards 4: Assessment

This area is presumably the one which has received little attention from both trainers and teachers. Assessment, which should be part and parcel of any educational enterprise, has generally been assigned a secondary role and considered only in its institutional role. Given the crucial role of assessment, it should be given priority. Thus, an EFL competent teacher understands various formal and informal assessment strategies and techniques, and uses them to support the continuous development of all students. In this respect, an EFL competent teacher understands that formative evaluation, including self-evaluation, should be part and parcel of everyday teaching and learning. To allow assessment to play the role it should play, an EFL competent teacher is the one who educates and trains his/her students on continuous assessment in order to alleviate the stigmas associated with assessment (giving positive feedback, discouraging cheating, etc.).

10. General professional standards 1: Communication
A teaching activity is first and foremost an act of communication. A successful teacher is a successful communicator. To achieve fruitful communication and hence productive learning, an EFL competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. An EFL teacher is not simply a language teacher, but an educator. In addition to being a good communicator, he/she exhibits genuine examples of good behaviour based on equity, equality, educational and moral values that promote citizenship, democracy and sense of belonging to the community (See the National Charter for Education and Training).

11. General professional standards 2: Collaborative relationships

As mentioned above, the language teacher’s role is not limited to the classroom context or classroom management, but should be extended to his/her environment. Indeed, an EFL competent teacher understands the role and influence of the community in education and develops and maintains collaborative relationships with colleagues, administrators, parents/tutors, and the community to support students’ learning and well-being. To this end, an EFL competent teacher develops collaborative relationships with the teaching community, including teachers of other subject matters.

12. General professional standards 3: Reflection and professional growth

Just like any other profession, the teaching profession is subject to many changes and challenges. In fact, in addition to institutional changes (structure and organisation of programmes and textbooks, introduction of new techniques, etc.), the school environment is constantly changing, thus creating new demands and expectations. To meet these challenges, an EFL competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. Otherwise, he/she runs the risk of fossilization, and thus being left behind.

12. General professional standards 4: Professional conduct and leadership

Congruent with the preceding standards, an EFL competent teacher is the one who understands education as a profession; maintains standards of professional conduct (developing and enhancing quality); and provides leadership to improve students’ learning and well-being (equity, accountability, etc). In addition to
abiding by the ethics of the profession, an EFL competent teacher is the one who works towards a continuous development of his/her profession.

Conclusion

Talking about leadership in education is tantamount to talking about competency and professionalism in education. Indeed, leadership in education is the outcome of the application of professional standards and educational competencies. It is a composite of knowledge, skills, professional conduct, personal behaviour, professional and social roles, personal style, and character.

On the other hand, leadership in education is not simply a matter of exhibiting the characteristics of a ‘leader’, but should aim at promoting leadership in students. Professional conduct and teaching behaviour are subsumed under educational, moral and ethical values. Leadership styles vary according to individuals and the context, hence developing and enhancing leadership qualities is a lifelong endeavour of the individual in his/her community.

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Values and value systems for
the Moroccan language education curriculum

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Introduction

The rising interest in values in Morocco stems, perhaps, from the fact that our society is undergoing transformations both under internal and external pressures. However, although Moroccan society has always been very sensitive to values, the very closeness of Moroccans to these values has made them less aware of the power of their hold on them. It is at times of critical developments in various aspects of everyday life that awareness is awakened to the play of values. In fact, although most of us interested in language education in Morocco have actually been for decades involved in local, regional and world educational values trading in adjustments of ones to others, it is only when MATE has formulated the theme for this year’s annual conference that we started pulling ideas together to set frameworks for dealing with values in a systematic and disciplined manner in our work.

I would like from the outset to highlight the pressing need for a systematic and comprehensive survey of values with the purpose of identifying them, analysing them in terms of the domains in which they are present, their effects on various spheres of life, and their distribution among the population according to a set of social, cultural, regional and demographic factors/criteria. For every identified value, a study to relate it to various age groups, gender and other factors would have to be conducted. This analysis would also aim at identifying the various attitudes and legal and administrative measures as well as any social behaviour associated with these values. Among the domains that the survey would need to research for the incidence of values and that call for most immediate focus there is religion, politics, culture, economy, knowledge, family, gender, innovation, change and resistance to change. In fact, as I will endeavour to highlight throughout this paper, a value acquires its meaning and its legitimacy from the extent to which it can be – it is - translated into laws through the legitimate lawmaking institutions of a community. Three ultimate objectives of this survey could be (i) the design of an instrument to sense, identify, depict and explain the
behaviour of values including their rise and fall, their evolution, the expansion of their domains and the modification of their meanings for specific population groups, (ii) the construction of comparative criteria for in-country development and for developments elsewhere, and (iii) the elaboration of an index for the incidence of values.

In this presentation, I would like to address the issue of defining the concept of values in such ways as it would be useful for the language educationalist at the various stages of her/his intervention in the curriculum. I will give examples and illustrations to support the opinion that values are man-made instruments whose function is to install, perpetuate and reproduce specific living conditions but that can also be instruments for challenging, changing and introducing innovations and transformations in given human relationships. I will also address the issue of prioritizing or identifying hierarchies for values in / for a language education setting. To conclude I will reiterate the opinion that like any man-made service, commodity or ideal, values often end up overpowering the men and women who have created them and assigned meaning to them in the process / cycle of generating power, legitimating it, distributing it, exercising it and challenging it.

Like any other lenses through which people perceive reality, values reduce the scope of plurality, heighten the selectivity of vision and determine both what is seen and how it is assessed. They posit themselves as self-sufficient and self evident. Furthermore, they are posited as necessary for the achievement of the socioeconomic and political equilibriums of communities. Values do not codify the mechanisms of dominant systems but hypothesize potential conflict and contradiction- free relationships.

**Questions to start with**

1. What legitimacy do teachers have to influence the values and value systems of their students?
2. Which values of their students’ do teachers tend to want to influence and to modify?
3. Whose values and value systems do teachers posit as alternatives?
4. How efficient is it from the purely technical point of view to enhance performance, in our case that of learning, through the modification of values and value systems; and how efficient is it to work with the students’ own values and value systems?
5. Which values and whose values to teach whom and why and who decides?
6. How to teach values in various English language classes in Morocco?
7. Are there any values which must be associated with the English language opted for and the supporting literature and methods and approaches it is taught through?
   a. If yes, are they any different from those associated with other languages taught to the Moroccan learners, including their own, at the various levels of the educational system?
   b. If yes, how different are they and how to teach the difference if it is to be taught at all and if it is the language teacher’s responsibility to do it?

Values will be understood only in reference to their manifestations in the human relationships that characterise the collective and consensual management of violence that is inherent to all communities. In other words, they will have meaning only in as much as they express an awareness that can be either of an individual nature or of a collective dimension of the necessity to control – in some way – the exercise of coercion both in the public and the private spheres of everyday life. In other words, unless this awareness takes the form of a consensual and binding code of behaviour, that is a legal system, the values will be subservient to an ideology that concentrates the monopoly of violence within a minority that excludes the rest of the community from the ability of challenging the enforcement of violence by jeopardizing their safety and risking their own lives for more dignity.

In this sense, values are ideological stabilizers that are in a constant state of transformation to cope with the internal and external pressures. The master and slave dialectic is one good example. Either one jeopardizes one’s safety to the extent of risking one’s life for freedom and dignity, or will submit to a master and lose one’s freedom and dignity. This loss of dignity is a type of violence. In other words, violence is a potential every time one prefers life to dignity. It expresses itself in actual relationships among individuals and groups. Not anticipating the release and/or expression of this potential is a form of violence against the self and/or the others. There is no meaning to violence unless it is apprehended within the framework of actual social, economic, political, linguistic, ideological and strategic relations.
Furthermore, values can be exclusive or inclusive. What meaning can the values of leadership have in a value system not based on individual performance, competitiveness, optimization of resources, visibility, personal success and exclusion?

The choice of the lens reduces the scope of vision and determines what will be seen or unseen. Only what the lens will allow to be seen will come into the cognizance of the viewer. Hence, the risks of the unique theory and of approach.

Questions to highlight the complexity of the analysis of values and value

A preliminary observation: There is a paradox that is intrinsic to all definitions of “values”. Values give direction to the community after they have received meaning from it or rather from some dominant elite of the society. Men and women create values and submit to them.

1. Are values about what is, what has been or what should be?
2. Are there any universal or universally accepted values?
3. How are values acquired, transmitted, learnt and taught?
4. How do values acquire predominance over others? Availability and/or ease of acquisition?
5. How does one identify and understand one’s own values?
6. How important is it to be aware of and understand the values and value systems of others?
7. What does one do with the awareness of the differences among one’s own values and value system and those of others’?
8. How/when do values lose currency over to others? (Examples)
9. Do the same values retain the same predominance throughout the life of a person or throughout the same society?
10. Do the same values have the same meaning throughout the life of a person or throughout the same society?
11. How do values influence the hierarchization/prioritization of objectives if they are stable neither over a lifetime nor across societies?
12. How does a set of principles develop into a value system (system of values)?
13. How do values and/or value systems come to gain predominance in a community?
14. How do value systems provide for the occurrence / incidence of other values and/or the rise of competing values / value systems in the same community?
15. To what extent can value systems tolerate the competition of other ones before they raise various forms and degrees of resistance against them?
16. How do value systems explain and/or justify the violence they require to perpetuate themselves and to check the domination of other ones?
17. How do value systems cope with the results of the violence they oppose to other ones for their own survival (cases of war handicapped, prisoners of opinion, exclusion, discrimination, etc.)?
18. How have the value systems of science, magic, mythology, philosophy, metaphysics, religion and politics been able to survive each other in different parts of the world and throughout history?
19. How are the value systems of the West and the non-West faring in current times?
20. How do values operate to control the lives of individuals and of communities?
21. How do values relate to law, to law making institutions and to law enforcement agencies?
22. How do values relate to institutional as well as individual decision-making processes and how do they operate to influence them?
23. How do values taken to be universal end up privileging some elites or some parts of a community over its own majorities?
24. Can a community operate without values?
25. How can some communities with allegedly strong traditions of values – strong and coherent value systems - end up corrupt in many ways?
26. How do value systems include and exclude values from them?
27. Which place do current value systems reserve to the protection of the environment, democracy, new forms of parenthood, personal sexual freedom, the right to decide what is good and what is wrong, equal economic, cultural, social and political opportunity?
28. How do the various value systems deal with and provide for the dichotomies involved in such values as life [death, peace, war, violence, crime, punishment, elements that maintain and protect life, etc.] reason [passion, irrational attitudes, nature of knowledge, intellectual faculty, etc.], religion [mysticism, materialistic appreciations, freedom, compulsion, purpose, etc.] and property
[rights, equal opportunity, equity, social and economic equality, crime, protection of domestic equilibriums from global hegemonization of economy, etc.]

29. How do current value systems integrate such values as sacrifice, solidarity, generosity, responsibility, forgiveness, abnegation, protection of the environment, etc.?

30. How do the values of autonomy and independence conjugate with those of collectivity and participatory democracy?

31. What type of education and training are accepted as universally required for all? Why?

32. What does the right to be informed refer to and how can it be implemented?

**Which values to focus on in a language education environment?**

The values through which communities legitimate the distribution and disposition of power and of wealth are the ones that seem to me to deserve more attention than any others. In fact, it is through these values that historical heritages, the various freedoms and rights of individuals and communities are at the same time promoted and usurped and confiscated. It is through them, too, that the interpretations of history and of the various discourses that mark it are appropriated by minorities and elites to perpetuate their rule over majorities. It is these values which I need, as a teacher of languages, to investigate with my students and to initiate them in the skills not only of analysing them and of identifying one when they see it, but to anticipate the forms they might take in their perpetual transformation to adapt to the unavoidable changes in the power relationships within communities. In fact, values are only as important to me as a language educationalist as they are critical in the formation and deconstruction of attitudes, opinions and stereotypes and hence the enhancement of aptitudes to submit or to rebel and accept or to challenge specific propositions of intra as well as inter-community relationships.

Values such as sharing, idleness, non participation, illiteracy, reproducing models, inhibition of critical aptitudes, repression of different aesthetic tendencies, suppression of drives of the pursuit of knowledge, ignorance of the other, horror of the new and the innovative, terror of uncertainty, and fear of vulnerability are all values which the language educationalist can address either to promote or to change as relevant in pedagogical approaches as well as in the
design of syllabi and the production of materials. A key factor of the curriculum is of course the human variable. The starting issue to address is therefore change and innovation in mentalities, attitudes and aptitudes of the various players in the language educational enterprise.

Changing people, administrations and/or procedures will, however, not necessarily result in changes in policy, attitudes, working habits, ethics, best practices, and the implementation of alternative values. In fact for decisions concerning the promotion of change to have the desired outcomes, they need not only to be made in a collective manner and to be appropriated by all, but also to be implemented and monitored in a collegial manner according to a pre-specified schedule.

What are values?

Values are expressions of the absolute truths a community holds. It is perhaps within this feature of values that many social, cultural, religious and economic conflicts originate. In fact, in their quest for specificity and identity, communities tend to charge values with markers they set as mirrors in which their idealised profile would be reflected. As such, values are for communities a system within which they can be identified and distinguished from other ones and through which relationships can be established among members and among the community itself and other communities. Because values are assigned the power of creating symbols and of assigning meanings to them, they are subjected to very tight monitoring mechanisms that tend to reduce the various markers to forms and expressions closer to those of dominant groups. Diversity and multiplicity of ethnic, economic, linguistic and/or historical markers of a community tend thus to be overlooked by dominant values of a community whereby the seeds of conflict. In a school environment, the markers of the language of the student community are suppressed and those of the dominant educational authority are opposed to them. The same can be said about the markers of the clothing culture of the student community, of the accessories and paraphernalia of their outlook, of their eating habits, of their leisure and recreation options, of their aesthetic tastes for music and art in general, etc. In short, the culture of the students, who form the majority in a school, is dominated by that of the representatives of the school establishment who are often a small minority. Students who insist on their attachment to the markers of their community are taxed by deviation epithets.
Many of the grievances of teachers and of educational management in general have to do with the difficulties students have respecting norms. In other words, the problem concerns breaches of values expressed in violations of expected conduct and desired school performance. The general tendency has been to perceive these deviations from the norms and values as forms of violence against the establishment and its symbols hence their punishment with more violence: harsh language, debilitating sanctions, further exclusion, limitations on the freedom to circulate and the humiliation of failure. While the mainstream educational psychology - ideology indicates that repression of deviation is never the ideal correction, the general tendency is to reinforce repressive practices in schools, including language classrooms (Cf. Mrs. Kerkech paper in Tangiers, 2006). These repressive behaviours are the materialised collective will not only to judge learners but to enforce sanctions without really giving them the opportunity to be helped into speaking and expressing the conflicts that oppose them to the values they have deviated from and to be listened to and understood. The stories of deviant learners have very rarely been told and they if have, very seldom have they been listened to. Educational judgment not withheld until the story of the deviant is investigated, explained and fully understood and before the promise of alternative ways of behaviour and of performance has been explored is always a judgment that reinforces the deviation and that is therefore an irrelevant approach to the remediation of the problem and to the resolution of the conflicts.

The multiplicity of values is also a multiplicity of readings and of interpretations

“Mediation of texts – discourse assigns to words, propositions, symbols and metaphors, new or additional values, dimensions and extensions in history and in society that they did not, perhaps, have at the moment of their enunciation.”(Zaki) In other words, values are to a great extent an interpretation of various levels of the symbolic of language through which it exerts its powers on humans and on their institutions. The mediator – reader / interpreter who always seeks further ways of acquiring additional powers, tends to submit symbols, and hence values, to the constraints of his/her perspectives of time and space. It is thus, for instance, that the “desacralisation” of holy religious texts can occur. Texts taken to be of a “Devine” nature are corrupted by their submission to the relativity of time, space, social intelligence, the plurality of human nature, of social, economic and political motivations. The “desacralisation” process, which is in fact but a re-appropriation of discourse by wider communities, is a
mechanism of resistance to the exclusive nature/faculty of specific intermediations and/or mediators – individual and/or institutional – from the capacity to perceive, construct and assign meaning and values to newly obtained relationships in the development of a community or to reassign new meanings to existing relationships, that is, to the fundamentals of a status quo.

Likewise, art is a social value. As such, one of its functions is to reveal alternative perspectives that allow both for individual people and for communities to be bullied around into challenging what their comfort zones guarantee them and for frontiers to be pushed forward and perception angles to be widened. By doing this, art reveals that the perception of an image is neither the image itself nor that it is a reflection of the viewer but that an image is always an expression of a moment in a continually changing perspective. In other words, art tells same stories, stories of every man and woman as well as of every community but from the perspective of each one. This is what some people have referred to as the universality of art. For this reason, art education could be one good entry for the study and appreciation of values.

Furthermore, values change. They are modified according to social changes and choices. Many things that shocked one as a child or as a younger person do not at a later age. In addition, societies develop. The acceleration of change is greater than it has ever been whereby the exposure of individuals to great changes in their lifetimes. This means that it is, at least theoretically, possible for a society or a community to host a range of values that is much wider than used to be the case. In other words, the faster is the acceleration of changes, the more values will change and the more diversity of values will co-exist.

One of the major values that have motivated humanity is the value of its own advancement. This value, has, however, paradoxically raised difficulties for the adaptation of the values which motivate humanity and those that result or that are required from its advancement. Research on the embryo is a case of an endeavour that has raised discussions on the limits of research on the basis of anticipations and expectations of the advances which humanity wants for itself.

**Which values are predominant in Morocco: Which would we like to promote in our language educational options?**
1. What place do the values of performance and competitiveness have in the Moroccan educational system?
2. What are the values that motivate the Moroccan students, language learner, English language learner in the various components of the educational system?
3. What is the hierarchy of values - in the motivation system of Moroccan learners?
4. Is there still enough room for saints – old and new?
5. The values of respect for the elderly, of submission to parents, to husbands,
7. To what extent is respect of pluralism a value in our culture?
8. Conflict resolution: win-win versus win-lose options
9. How do we deal with various types of errors?
10. The values of virginity and of chastity: Are they social, economic, cultural, historical, moral, religious? While they are/have been perhaps among the most powerful in our society, what treatment do we reserve to them? Any room for extra-marriage sex?
11. Values of space, time and the culture of segregation and discrimination: the city, where and when one is permitted or prohibited to go. While it has become more acceptable for men go to cafés and sit at terraces, women are still not expected to do as well.
12. Do tolerance and individual freedom provide for the right to change one’s convictions, to choose convictions and beliefs other than those of the community or simply to do completely without any convictions at all? What happens if one decides to change convictions, including religious obedience? The attitude is often that the person has been misled, misguided, led into error and that she/he is setting himself against his former convictions.
13. Individual freedom and Human Rights: do they include the right and freedom of mobility?
14. Individual and group attitudes when values clash and result in violence,

An English language teacher in Morocco, for example, is a person who has the authority to promote and/or prohibit the enhancement of values. She can make of the focus on values an argument to draw the learners’ attention to the various
issues related to them. Likewise, her own management and/or approach to learning, to teaching, to organizing human relationships within the class community, to the distribution of power in the learning-teaching-managing process, and her attitudes towards the appreciation of the world outside the classroom are all elements that speak of values to the students. Should she adopt a reflective approach, the learners could be trained in analysing behaviour, feelings their own and others’, as well as events in terms of values.

What counts more are not absolute values themselves, but the reasoning systems, the negotiation processes and the notions they operate with to construct alternative options and to build internal coherence for them within the scope of rational perspectives. To what extent do we justify or legitimate evil, pain, unhappiness, failure, injustice, etc? The recourse to religion and to philosophy raises difficult issues which have never been settled. Formulating the question within a political system, however, situates possible approaches to answering them in the hands of men and women.

**Conclusion**

As values and value systems are not finite in nature and as they do change, the educational environment, the English language class in our case, can be construed in such ways as to promote conditions in which students can explore and investigate other values and other value systems and to provide opportunities for them to make the choices that are most coherent with their objectives and their life projects. In other words, the language class could be an opportunity for the students to learn more about themselves, about the world and both about the position they want to hold in it and how to reach it and make the best from it. This also implies that students develop a particular sensitivity to the changes that occur in them due to the expansion of their environment and of the growing complexity of the relationships, the functions, responsibilities and obligations they acquire in their community. Value systems grow in complexity and change as the relationships among individuals and communities are transformed in the process of their normal development.

By learning more about the values that motivate them, the students also learn to assess their own behaviour and to explain their feelings, their attitudes and their choices and to give meaning to the new relationships into which they enter in the process of satisfying their own needs and the obligations which their developing
status within their community call for. By learning more about the world, they learn more about how they can accommodate their potential to make the choices that would allow them to draw better benefits from the range of opportunities available in their environment, including those opportunities to change themselves and to change the world. By doing this, the language class contributes to the construction, development and dynamic stabilization of the students’ internal and external coherence which is necessary for all forms of success. However, because this coherence expresses the relevance of the choices one makes in a given situation, its meaning depends on the extent of the choices available and on the actual opportunities of making them. The more choices are available and the more opportunities to make them are real for everyone, the more meaningful the negotiation process will be and the more stable the equilibriums will be.
Towards fostering leadership in the Moroccan EFL classroom

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Central inspector coordinator, Ministry of National Education

Leadership is one of the most burning issues in education, business, politics and many other socio-economic and cultural contexts nowadays. Scores of resources and books on leadership have overwhelmed the market for the last few years. ‘Google’ also takes student researchers through the net to explore hundreds of sites, PowerPoint presentations and articles addressing this issue from various perspectives. It is our intention in this paper to

1. attempt to define what leadership is;
2. see into the words and concepts that collocate with ‘leader’ and ‘leadership’;
3. see why it is possible to implement and practice leadership in the classroom; and finally
4. suggest ways for empowering learners in the EFL classroom.

What is leadership?

The concept of ‘leadership’ is still looked upon nowadays as a controversial issue. Moreover, defining fuzzy, multi-faceted, or at times abstract or unobservable terms such as ‘leader’, ‘leadership’, ‘manager’, and ‘management’ is a risky endeavour to take. As a consequence, my definition is going to be very tentative. The first step to take before trying to demystify ‘leadership’ and some of the words that collocate with it, is to review with the reader the various characteristics of leadership in terms of practices, routines and competencies. Leadership can be characterized in somewhat simple terms as follows:

- It takes place when more than one person is involved; that is, it requires teamwork.
- It is the process of getting things done through people. It involves a lot of synergy and cooperation.
- It is the power to influence members of the group so as to reach certain shared objectives.
- It entails motivation and commitment. Therefore, a leader needs to conduct group activities in such a way that all the members of the group will commit themselves willingly to the collective effort.
Exercising leadership entails *inspiring, convincing* and *guiding*, rather than threatening, blackmailing, prescribing or imposing mandates.

Moreover, leadership\(^1\) cannot take place unless there are *leaders* and *followers*. In plain terms, leadership is a *multidirectional influence* among leaders and followers. All of them (leaders and followers) aim at undertaking different tasks to make significant changes happen. This view uncovers the crucial role of leaders and followers’ *interdependence, involvement and cooperation* in making leadership take place. We need to mention here that a person might not be able to exercise leadership in the same way, with all the groups, and in all contexts. *Leadership “derailment”* is also a noticeable phenomenon and sometimes happens to distinguished or prominent leaders. Many leaders have ended up dismissed or have lost their self-image for various reasons though they have the competence necessary to lead and excel\(^2\).

**Leadership competence**

Exercising leadership is too demanding on the part of the leader as it requires an array of competencies/abilities vital for the achievement of the desired outcomes; i.e. the essence of leadership. Leadership competence necessitates the activation of a multifarious set of abilities, expertise, knowledge, savoir-faire and savoir-vivre that leaders should own and adequately use to make the act of leadership possible.

*Leadership competence* encompasses the *ability* to

- communicate clearly, simply and passionately;
- motivate oneself and others and work towards achieving their goals; bearing in mind their lifestyles, work styles, values and culture;
- be able to deal with unexpected and/or problematic situations;
- be convincing and unafraid of speaking one’s mind;
- establish a culture of trust and a culture of partnership;
- be willing to listen to and understand others’ concerns while expressing his or her opinion;

\(^1\) ‘Leadership’ and ‘leader’ are not synonymous terms. Being a ‘leader’ or ‘follower’ uncovers certain personality traits and practices, while ‘leadership’ is the process which includes them both.

\(^2\) This is due to problems with interpersonal relationships, problems with selecting the group, problems in transitioning from the technical/tactical level to the strategic level, etc.
be able to take risks and accept to share power or hand over responsibility to others (e.g. learners, colleagues, etc.);
• remember the mission of a leader (e.g. school teacher) and work towards achieving specific aims;
• be creative, be balanced, reflective, ‘cool’ and ‘connected’.

To conclude this section, leadership can be defined\(^3\) in this sense as the act of moving, involving, and fulfilling the motives of followers- particularly in an environment of constraints, contention, conflict or changes; this results in the followers making decision and acting to meet a mutually shared vision. Further, a leader cannot effectively lead unless he/she knows his/her values, first\(^4\). Being aware of one’s values gives insights into those of others and paves the way for mutual understanding and cooperation. Prerequisite for ‘leadership’; therefore, is this mutual respect, trust between those who are ‘leading’ and those who are ‘following’. This leads us to talk about the characteristics of a good leader.

### The characteristics of a good leader

Research conducted on successful leaders, not only in the field of education, but also in other socio-economic sectors, has tried to outline some of the most salient characteristics of good leaders with a view that if these characteristics are delimited, they could be highlighted and focused on in education and training. Actually, good leaders are

- energetic, sensible, and keen on what they do,
- able to communicate to a variety of audiences with no apprehension,
- aware of followers’ and clients/customers’ concerns, culture and values\(^5\),
- able to initiate change and get things started,
- manage changes and deal with unpredictable events and impromptu happenings,
- influence people to follow their guidelines and advice to get tasks performed,

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\(^3\) Success Performance Solutions. Managers vs. Leaders, in http://www.super-solutions.com/ManagersVsLeaders.asp

\(^4\) One cannot chart a course until s/he knows where s/he is.

\(^5\) Can the value system of values be subject to change? Even values can be subject to change! Major shifts in values are traditionally viewed as difficult to achieve. Perhaps it is appropriate to say that changes in personal values can be produced through the manipulation of the environment. However, when the values of an individual leader differ significantly from followers, this might cause him failure or ‘derailment’.
• possess resources, values and skills which are valued/cherished by the group,
• use their leading power to gather all the logical and affective elements in the group (i.e. specific interests, needs, fears, etc.) to get them motivated,
• exercise great self-control and self-regulation, etc.

The terms ‘leader’ and ‘leadership’ collocate with other terms such as ‘manager’, ‘management’, ‘power’, ‘empowerment’, etc. A few of these will be dealt with in the coming section.

Leaders vs. managers

Whenever we talk about ‘leadership’, many of us confuse it with ‘management’. The difference between these two terms is so subtle that some even use both terms interchangeably. However, though the two concepts seem to be interrelated, they are different because they perform different functions. They do not; therefore, mean the same thing. Let’s explore together the difference between leaders and managers:

<table>
<thead>
<tr>
<th>Leaders</th>
<th>Managers</th>
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</thead>
<tbody>
<tr>
<td>• Innovate and tolerate ambiguity</td>
<td>• manage/administer the existing elements of complexity</td>
</tr>
<tr>
<td>• focus on effectiveness (do the right thing)</td>
<td>• ask how and when</td>
</tr>
<tr>
<td>• ask what and why (i.e. motives)</td>
<td>• focus on efficiency (do things right)</td>
</tr>
<tr>
<td>• focus on people</td>
<td>• focus on systems and patterns</td>
</tr>
<tr>
<td>• formulate the questions and nail down the problems</td>
<td>• figure out answers and solutions</td>
</tr>
<tr>
<td>• inspire trust and empower</td>
<td>• control and coerce</td>
</tr>
<tr>
<td>• look for differences between the current and previous problems</td>
<td>• use analogy and look for similarity</td>
</tr>
<tr>
<td>• do rely only on facts and directions</td>
<td>• depend on facts and people</td>
</tr>
<tr>
<td>• originate/initiate</td>
<td>• duplicate and imitate</td>
</tr>
<tr>
<td>• revolutionize</td>
<td>• maintain, reform or refine</td>
</tr>
</tbody>
</table>

‘Management’, therefore, underlines the short term objectives, ensuring that resources are available and progress is made within very limited time frames of days, weeks and months. ‘Leadership’, on the other hand, acts with uncertainty
and focuses on the long term objectives. While managers seem to be analytical, structured (prepared), compliant, deliberate and orderly, leaders are experiential, visionary, flexible, risk-taking, free and creative. Managers are concerned with ‘how to do things’, while leaders look for the underlying reasons behind things. As leaders are agents of change, they constantly look for opportunities to do what has never been done before; they never seem content with maintaining the status quo. They never give in or let themselves be led by circumstances, but initiate change instead of waiting for change to take place.

Leadership and Power

Leadership is different from power in the sense that the latter usually connotes coercing people, intimidating them, and forcing them to do their tasks unwillingly. The non-judicious/non-measured use of power is very often contrary to the essence of nurturing leadership in members of any group, including students. In his famous saying, Dwight D. Eisenhower states that "You do not lead by hitting people over the head - that's assault, not leadership." Leadership and power can be distinguished as follows:

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership can vest decisions in a big number of people,</td>
<td>• Power can vest decisions in a small number of people</td>
</tr>
<tr>
<td>• Leadership is bottom-up and context-bound; a context where the individual relates to a group.</td>
<td>• Power is a sort of “domination” through formal authority flowing from the top-down.</td>
</tr>
<tr>
<td>• Leadership implies influencing others in order to attain shared objectives.</td>
<td>• Power can involve influencing others against their will.</td>
</tr>
<tr>
<td>• Leadership is where the leader is perceived by others as being able to influence the group.</td>
<td>• A person who has power is not necessarily a leader and not necessarily chosen (no legitimacy).</td>
</tr>
<tr>
<td>• Leadership is a form of power. But it is a power liable to be shared.</td>
<td>• Not all forms of power demonstrate leadership.</td>
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The coming section will concern itself with whether leadership can find its way to the classroom or not. Practical TEFL related issues will be tackled meanwhile. **Why is leadership possible to nurture and exert in the classroom?**

Student leadership development at school has been a primary concern of practitioners for a few years now. School has been considered as a well-established organization which is daily affected with what happens in other socio-cultural and economic fields. As a matter of course, students are regularly encouraged to build leadership skills so as to assert themselves in schools and outside in a world which is characteristically competitive. Educationalists claim that there is a high correlation between being a leader in class and being a leader elsewhere. In other words, leadership success in school activities might lead to leadership success in life at large. A relevant question here would be whether there are ways of rendering leadership possible within the classroom confines.

Moreover, interest in communication, in collaborative learning, in team-oriented tasks, in the intensive use of group work, and also in the implementation of group assignments and projects inside and outside the classroom, has become the norm in our Moroccan FL classrooms. This shift of practice -that is new in the scene- is significant because students are expected to operate with more responsibility for the management and operation of the work groups as part of their curricular experience. Management and operation of work groups presuppose that there is some leadership process within the group to accomplish the desired goals. It is also reasonable to suggest that if group work requires leadership, then the students in the group must have or develop leadership competence.

If leadership is important to classroom functioning, it is rather necessary to help students get involved and work as team leaders and accountable partners. Actually, schools are almost the most suitable arena for power delegation and power redistribution (Chaibi, 2002). Students are likely to reverse roles in the classroom and this makes it obvious that there is the possibility of operating and creating leadership in the classroom. There is no element that is redundant in the classroom, and partners should work cooperatively towards self-empowerment as well as task performance.

It is evident that preparing learners for life entails training them for leadership, and by implication autonomy. And this necessitates some intervention on the part of the teacher [this nobody can deny!]. Teachers in the classroom are very distinguished figures. They are; however, no longer regarded as purveyors of
knowledge or wielders of power (Benson and Voller, 1997:20) but they use their leadership and authority to support learners’ growth (Chaibi, 2003).

**Empowering learners**

**Consciousness-raising strategies**

One might argue that one of the toughest places where to exert leadership are the crowded, at times cramped classrooms. Certainly, cramped and overloaded classes might affect the quality of our teaching, but it seems that this is the place where we need to initiate change. Many ways are used in leadership schools to help students become leaders. Teachers are, for example, advised to raise students’ consciousness to leaders’ qualities urging them to try to make use of them in class and beyond. Here are some of these qualities:

- be democratic;
- be tolerant;
- be accountable to the group;
- avoid competition for grade or rate (i.e. power, status, or recognition);
- delegate power to peers in the management of learning and coordination of the group;
- communicate their vision and thought clearly;
- draw other students to assiduously work towards preset goals;
- demonstrate a willingness to be supportive of others;
- give their peers the confidence they need;
- value their peers’ work;
- avoid feeling of fear and intimidation;
- learn to encourage and make full use of their talents and the talents of others to meet the objectives.

**Tasks for leadership in the classroom**

In order for teachers to help learners as potential leaders, they need to create opportunities to decentralize and redistribute “authority” in the EFL classroom. The following tips are a set of tips of great importance to teachers of English in Morocco:

1. Go for more **Interactive activities**. These “lower the filter” in the classroom (Krashen 1980), and hand over responsibility to students. So, there is a need for group work activities, information gap activities, simulation, role-play, discussion, and debating. These activities presuppose the presence of leaders.
2. **Encourage students to struggle with real problems** or situations where no ways to solutions are apparent, on a daily basis. Ask them to fathom out how to solve these problems and why the solutions work. Tasks designed for this purpose in mind will focus on reasoning, reading and writing for a meaning, building or constructing new knowledge from existing cognitive structures (Vygotsky), explaining and solving complex problems. Nailing down solutions to unexpected or completely new problems is possible with the existence of a leader’s inspiration.

3. Help **students** grow as leaders, they **need to be trained** to be independent learners via training them in presentation skills, attempting to enhance the power of developing hypotheses, collecting data, writing about their learning (i.e. reflection through diary writing), exploring through hands-on activities, and finally working cooperatively.

4. It is rather obvious that **students learn much from each other**. Establishing a culture of cooperative groups is a must: Collaborative learning can be more effective than interpersonal competitive and individualistic efforts in promoting cognitive development, self-esteem, and positive student-student relationship.

5. **Students, as future leaders**, should be involved in Project homework; this requires students to invest more by writing more, reading more, speaking more, being able to explain an answer, and being able to work with problems that are presented in a realistic context.

**Conclusion**

Nurturing leadership in the classroom is something possible. It is something that we should all work towards achieving. Nurturing leadership is mainly about power sharing. Power-sharing requires trying to change a culture. Trying to **change an institution culture** is certain to be **frustrating**. Being leaders and followers **according to circumstances** might be difficult for some teachers and some students. Some teachers may not be able to fully accept this orientation where power is redistributed in the classroom, because they are afraid of losing their self-image and “raison d’être”. Similarly, some students may resist this change\(^8\) because they are either **authority-oriented or too much self-assertive and unable to relinquish power**. Raising all stakeholders’ consciousness to the

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\(^8\) It is not easy to change a culture that has been very control-based and top down. Teachers need to create an atmosphere of turning the present organization up-side down, putting the outcomes on top.
importance of nurturing a culture of leadership, decentralizing power and reversing roles will pay off.

It goes without saying that change is an ongoing process, not an event! And individuals, by implication, must change before the institution can change. Of course, change can be done by different individuals and communities in different ways and at different rates. The role of NGOs and meetings and fora like this one, will contribute to changing attitudes, the starting point to any other type of change.

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Values and leadership in managing online communication: MATE online communication channels as an example

Mohammed Hassim, ELT supervisor, Zagora

Introduction

Managing NGOs entails awareness of a number of values and the possession of many leadership skills and qualities. Within these values and leadership skills and qualities, communication plays a vital role. This is so much so in an age remarkably described as the age of communication *par excellence* and where the means and ways of communication are so varied and versatile with the internet and mobile technology. Therefore, the success of an NGO is in fact a direct result of its success in the management of communication both among its members on the one hand and with other partners and institutions on the other. Since the theme of communication in today’s world is a wide and large area both in volume and depth, this paper will deal with online communication as experienced by a Moroccan NGO; namely, the Moroccan Association of Teachers of English (MATE), given the fact that I have humbly contributed to this experience and witnessed its difficulties as well as successes and fruitful results on the growth of MATE. I will focus on asynchronous online communication channels as used by MATE, the needed leadership qualities and the values produced and implemented through the use of those channels. Special emphasis will be on practical examples and instances rather than on theory.

1. Computer-mediated communication (CMC)

In simple terms, Computer-Mediated Communication (CMC) is defined broadly as “any form of human interaction across two or more networked computers”. (Wikipedia). CMC can either be synchronous; taking place in real time or asynchronous; time-delayed communication. In this paper, we are concerned with the latter type of CMC. Examples of asynchronous online communication are e-mails, mail lists, newsgroups, online environments, websites, etc.

It is strongly believed that CMC is different from face-to-face communication. The nature of groups and communication within these groups are considerably affected by the medium used for communication; the computer in this case. (Burt, Grady, and McMann, 1994). Carabajal, et al (2003:217) state that “Computer-Mediated Communication (CMC), however, produces social environments
markedly different from those commonly observed in face-to-face settings. Research suggests that communication and the very nature of the group itself changes when interactions are computer-mediated.”

CMC is even more crucial for a community of professionals as in the case of MATE as an NGO. MATE’s successes and achievements are significantly attributed to its effective use on online communication. It is for this reason that online communication has been adopted as one of the important strategic choices by MATE.

2. Leadership elements in online communication

When dealing with leadership through online communication certain terms come into play such as e-moderation, e-leadership, e-management, etc. In the case of online communication both management and leadership are of equal importance. In order to exercise effective leadership using online communication tools, effective management is required especially with the absence or the limited use of face-to-face communication. E-moderating is another quality that the leader should care for when dealing with online communication. Much of the communication acts are conducted online which requires more effective moderation of communication such as disseminating information, initiating discussion, highlighting main points, summarizing and restating, keeping communication alive by involving all concerned members, taking decisions when communication has come to that, etc.

The leader of an NGO, MATE in our case, using online communication tools has to consider the following elements:

- The members (participating in online communication) as a group of people who believe in the importance of change;
- The objectives of the association whose main concern is closely related to education in general and language education in particular;
- Modeling in the sense of presenting oneself as a model of transparency, an information sharing person, an active participant in online communication, and one who is open to differences;
- Conflict resolution through objective reasoning and attending to different conflicting standpoints with the view to reach consensus on practical solutions;
• Problem solving through the dissemination of information, considering varied views and democratically coming to effective solutions and decisions;
• The creation of an online community with solid ties, involvement in various stages of management and the feeling of belonging to a group working towards shared objectives;
• The communicators in the NGO as a community of leaders who are ready to acquire leadership skills and play an influential role in the community they belong to;
• The different roles and rules involved in online communication.

3. Values through online communication

NGOs work and activities principally revolve around values as NGOs are mainly non-lucrative associations. In situations like in the case of MATE where communication among its members and board members is most often carried out through online tools, there are certain values that gain more importance and hence require more attention. Among these values, the following can be mentioned:

• The NGO as a virtual group with values (as different from face-to-face communities and groups). We do not always know our members by face but as virtual entities with whom we share the same values;
• Communication and interaction as very important values (even more important than in the case of face-to-face contexts);
• The importance of the tools as carriers of values (online environments, online management systems, online communities within the association that share specific values and interests)
• Shared professional values as the association is mainly composed of a community of practice (professionals);
• The amplified importance given to certain values mainly linked to democracy, transparency and dialogue ethics;
• The magnified role via communication of mutual respect, politeness and publicly acknowledged ethics (in the absence of facial expressions and body language);
• Trust, credibility and integrity in speech and action especially that expressed views, taken decisions and declared commitments are presented in a virtual world (which cannot be tangible when the connection is off);
• Acceptance, respect of differences and tolerance;
• The right to access to information (exchange and delivery);
• Acting within a novel context (tolerance of ambiguity and risk-taking) in a society/culture that is more face-to-face oriented.

With the two lists presented earlier in relation to leadership and values, much change is still needed especially in our Moroccan context. Much work is required to instill the culture of online communication. The Moroccan culture is more face-to-face oriented and importance is still given to tangible means of communication (paper-based or voice-based) rather than to intangible/virtual means of communication. It is still very difficult to make people believe in and make use of online communication as a day-to-day practice. When you communicate online, you do not exist physically, and you do not have a face though you may have a character and personality. Participants have to be accustomed to this.

4. MATE’s asynchronous online communication channels

MATE’s use of online communication is influenced by certain facts, the main features of which are the following:

• MATE was founded in 1979 (which means that MATE has had longer established traditions of and experience in paper-based and face-to-face communication);
• It does not have an office;
• Members are from all levels and sectors;
• Board members are based in different cities;
• Six regional branches are located in different cities;
• Activities are organized in different cities.

These facts make it difficult for MATE to continue managing its activities, communicating with its members and disseminating its values through traditional face-to-face communication. To be effective, its leaders and members have to resort to online communication and the adoption of the leadership qualities, skills and values this form of communication entails. It is an obligation more than a choice.

Online communication channels have played a very important role in facilitating communication among the members of the board on the one hand and among the regional boards and other members on the other. However, there are still some
obstacles that hinder an effective/efficient use of these communication channels. In this section, I will focus on the most often frequently-used online communication channels by MATE: email exchanges, Yahoogroups, nicenet online environment and MATE website. These channels are resorted to for their very low cost (they are free and cost only basic materials and internet connection) and for their practicality (They serve the purposes they are used for and are easy to master as far as the know-how is concerned). Both advantages and difficulties related to each channel will be dealt with in presenting those online channels used by MATE.

4.1. Email exchanges
MATE had its first email address in 1998. Since then, there has been a growing interest in and use of email among MATE members and between MATE and its partners. Many transactions with partners have totally been carried out online, However, there is more use of personal email addresses (emails addressed to individuals, like the president or other board members) than the email address of the association. But the association’s email address is being made useful and advertised by the board through asking people to use it as a means of exchanging messages, especially in matters related to MATE events. It is being advertised through announcements and the website.

The difficulty here is that there is always a need for MATE board members to respond to emails. The greatest part of this is believed to be the job of the president. This is an attitude that needs to be changed by stating clear description of roles.

4.2. Yahoogroups
Creating a yahoogroup, which is a kind of mail list or newsgroup, is a free service provided by www.yahoo.com. MATE has made good use of this free service for multiple settings and purposes, especially in networking and information dissemination.

4.2.1. MATEboard yahoogroup
It is the main channel of communication used by the members of the board and the general council. It is considered as a way of exercising the values of: democracy, transparency, participative leadership, decision-making/taking, acceptance of differences, freedom of speech, etc.

However, it is still not used to the desired extent. Not all board members devote enough time to this channel either because of the general cultural tendency
towards face-to-face communication (or voice communication by phone) or because it has not yet become a regular daily practice for some of them.

I hope that one day we can hold real general council meetings online through online discussion. By that I mean to have ‘a specified/ agreed agenda’ of the meeting, discussion of the points of the agenda within a specified period of time, a moderator to organise the discussion and recapitulate main points, a reporter, etc. This will surely save us time, energy and money, given the fact that the members of the board live in different cities.

4.2.2. Other MATE Yahoo-groups
There are other MATE yahoo-groups for different types of groups and for different purposes. All of them represent a very important network and contribute to a positive change in attitudes towards and uses of online communication. Among these, the following can be mentioned:

- Mateteams yahoo-group: for communication among the national board, the regional boards and project managers;
- Mateict yahoo-group: a special interest group for members interested in ICT in ELT;
- Citizenship yahoo-group: a special interest group for members interested in citizenship education
- MATE supervisors yahoo-group: for ELT supervisors/inspectors;
- MATE middle school teacher yahoo-group: for ELT teachers practicing in lower secondary schools;
- Regional boards yahoo-groups: each regional branch has its own yahoo-group to deal with and manage local issues and affairs.

The problem with these yahoo-groups is that they are not structured and moderation is almost absent. The most important activity is exchanging information/news and documents.

4.3. Online environments (nicenet)
Nicenet is a free service provided by www.nicenet.net. It is described by its creators as a “free web-based learning environment for classrooms, distance learning programs and collaborative academic projects.” It is “a sophisticated communication tool that brings powerful World-Wide-Web based conferencing, personal messaging, document sharing, scheduling and link/resource sharing to a variety of learning environments. Nicenet provides the ICA free of charge with
no advertising.” (http://www.nicenet.net/ica/ica_info.cfm). MATE has used this platform for threaded discussions and online conferencing. Though its use has been limited but with its potential as a pedagogical and collaborative tool, nicenet is always a useful service to the association and its members.

4.4. MATE Website: www.mate.org.ma
This is a very important online communication channel as it facilitates contact between MATE and its members as well as with the rest of the world. The website is also equipped with an automatic counter that gives detailed information about the people who visit MATE website, such as their origin, the amount of time they spent on the site, whether it is first time visit, the initial page wherefrom they entered MATE website, the most popular webpages, etc. These data are very informative and can be helpful in the management of the association and in conducting some action research.

The website is an important means of communicating activities and events not only nationally but also internationally. It is the mirror that reflects the visibility and presence of the association in the professional and associative world. It is true that at a certain time (two years ago), the website stopped to convey its objective as it stopped to be updated and most often it was deserted. But when life has been brought to it, it started to be consulted regularly. Whenever there is a future event, we receive a lot of emails from different members requesting more information, but once the event is published on the website the number of emails asking about that event drops dramatically which shows that the website plays an important role as a means of communicating information.

4.5. Combination of two or more online communication channels:
The role of online communication in managing MATE affairs and communicating with members and other partners is even more amplified when two or more channels are combined, e.g. email and website, personal emails and yahoogroups, or by using all the above mentioned channels together. To give a live example of that I take the example of Middle school teachers’ seminar. It was prepared, announced and managed almost 100% online, which represented a turning point in the life of the association. Teachers expressed their desire for participation and sent personal information to the organizing committee. The latter made the final selected list of participants based on criteria announced via email and the website and in most cases without any face-to-face contact. Similarly, the 27th national conference was announced and managed almost 100% online. The call for papers was posted via email and the website. The programme, fees and venue were communicated online. The same thing for responding to
interested people queries. Many speakers and participants came from abroad thanks to the effective use of online communication.

Conclusion

Communication as a value is one of the key elements in the success of any human activity that involves two or more people. It is even more crucial for a community of professionals as in the case of our association. MATE has been aware of this important role of communication for instilling certain values and leadership qualities. The success of MATE projects requires specific leadership qualities that are exercised through its communication channels to achieve the values MATE board and members believe in. However, there is still more need for enhancing the change towards more use of online communication. More training is also needed for MATE leaders to acquire leadership qualities and skills necessary for effective online communication.

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Toward a New Conceptualization of Teacher Leadership in Moroccan Schools

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“Leadership and learning are indispensable to each other.”
John F. Kennedy

1. Preamble

Toward the end of the last millennium, the Ministry of National Education in Morocco launched an ambitious program that sought to reform Moroccan schools. This program culminated in the publication of the National Charter of Education and Training, the goal of which is to ensure a healthy learning and teaching environment. Laudable though these efforts are, nine years after the Charter had been launched; the situation in Moroccan schools still leaves much to be desired.

Moroccan teachers unfortunately continue to face many obstacles that militate against their transformation into teacher leaders. Indeed, it is unreasonable to expect teachers to be agents of change when their teaching conditions are untoward, to say the least. Success stories pertinent to public schools in Morocco are hard to come by. Instead what we read in newspapers day in day out are stories that make one, sometimes, cringe with shame for being a teacher. Seven years after the introduction of the reforms, teachers still have the same old-fashioned complaints: overcrowded classrooms, lack of incentives, measly salaries, lack of opportunities for professional and intellectual growth, an egregious promotion system, lack of management competencies and what have you. This has resulted in teacher strikes being a monthly occurrence, so much so that several political parties are vying to take the lead in calling for strikes in their names, which has had the undesirable effect of balkanizing teachers’ efforts, and debilitating their strife, in the process.

While it is not my intention to paint a gloomy picture of the educational system in Morocco, nor to cast aspersions on the efforts that are being made to improve the current situation, I cannot emphasize enough the need to take these issues seriously before it becomes too much too late. The recent reforms, which were heralded by the government as a milestone in the history of the educational system in Morocco, do not appear to have achieved their desiderata for having
neglected to take in earnest the role of the teacher as a leader. Reforms that do not put teachers in the vanguard of educational change are bound to fail. As has been reported by The Carnegie Forum on Education and Economy (1986), for school reforms to succeed, it is necessary to empower teachers by allowing them to participate fully in the fulfillment of these changes. Teachers should no longer be viewed as “semiskilled functionaries” (Institute for Educational Leadership, 2001); instead, they should be treated as equal partners in leadership.

In Morocco, the management of school business is still regarded as the task of the few. The business of decision-making is heavily centralized, and teachers, especially at the primary and secondary levels, have virtually no voice in running school business. They have little say in selecting course material, hiring their future colleagues, and shaping school policies. Anecdotal evidence suggests that teachers view themselves as disempowered employees whose job is to execute the orders of the powers that be. They receive orders from the headmaster, who in turn executes the orders of the high authorities, herein a chain of command that is predominantly hierarchical in its structure.

Such hierarchical approach to leadership presupposes that there is a hero sitting atop the educational pyramid who can single-handedly be in charge of all major administrative tasks and duties. It also assumes that there is only a selected few who can be entrusted with the business of decision-making. The people located at the bottom of the pyramid are, so to speak, “out of the loop”, and henceforth their voice is not worthy of consideration. This approach to leadership, which is, unfortunately, still widely prevalent in the Moroccan system of education, has been foregone in several countries, such as the USA, Canada, and Australia. One of the reasons why the idea of a heroic leader has been dispensed with is that when it is time for this type of leader to leave, progress comes to a halt and practices that were supposed to be gone reappear (Copland, 2003). Indeed, it is time to reverse the pyramid by allowing people located at the bottom -that is teachers -to play a key role in running school business.

2. Paradigm shift: Distributed leadership as a means of empowerment

The kind of leadership that is needed in our educational institutions, and without which educational reforms are likely to proceed clumsily and ineffectually, is distributed leadership. It can be conceptualized as follows:

A shared process of enhancing the individual and collective capacity of people to accomplish their work effectively... Instead
of a heroic leader who can perform all essential leadership functions, the functions are distributed among different members of the team or organization. (Yukl, 2002:432)

As this definition explicates, inherent in the concept of distributed leadership is the idea of sharing or spreading leadership amongst all stakeholders. These include headmasters, principals, teachers, parents, and students. In this way, distributed leadership becomes synonymous with teamwork. It is a collective endeavor in which all those concerned bring their efforts together to see to it that meaningful contexts and opportunities for learning are being created. In this way, a teacher’s duties, for instance, do not stay within the confines of the school; rather they transcend it by contributing to the creation of a community of learners beyond the classroom (Katzenmeyer & Moller, 2001).

Several terms are often used interchangeably with distributed leadership, such as “lateral leadership” where organizational participants interact more or less on an equal footing, “self-managing”, “democratic leadership”, and “participatory leadership.” The common denominator amongst all these appellations is their call for the necessity to treat employees -teachers in our case- as equal partners in leadership, rather than subordinates who must execute the orders of an elite group. In other words, the need to move away from the vertical, hierarchical, bureaucratic style of leadership is a stepping stone toward empowering teachers and democratizing education.

One way of empowering teachers through distributed leadership is by encouraging them to voice their views more openly and vigorously, without fear of retribution, regarding school policies, curriculum design and educational practices. In this regard, Allen (2004) makes a distinction between four types of voices:

- **Voting voice**, where teachers cast their votes on issues pertinent to school policies;
- **Advisory voice**, where teachers provide their input regarding school decisions, policies, and governance;
- **Delegated voice**, where teachers are involved in leadership teams that make decisions about their colleagues’ promotions, creation of new programs, and so on;
- **Dialogical voice**, where teachers are encouraged to express their views more openly and use their potential as leaders to create change in their schools.
As Allen explains, it is the dialogical voice that is more likely to bring meaningful change and transform educational practices since unlike its predecessors it involves a substantial amount of commitment and risk-taking. By being empowered through a sense of ownership of their job, teachers are likely to take a vested interest in enhancing the performance of their organization.

Today, it is taken almost as axiomatic that effective leadership correlates with school improvement. Such a claim is substantiated by a sizeable body of research. Mulford (2006) reports on a project called Leadership for Organizational Learning and Student Outcomes (LOLSO) conducted through the Australian Research Council. The Project found that distributive leadership has a direct relationship with students’ scholastic achievement. The exemplary head teacher displays a “caring ethos” towards other teachers; teachers were treated with great respect and encouraged to exchange their ideas about curriculum development and school policies. Mulford concludes that, in order to ensure scholastic achievement, teachers should be held in high esteem and be encouraged to make decisions about school business.

In their overview of the literature on distributed leadership, Harris and Muijs (2002) identify three major benefits of distributed leadership:

**Improving school effectiveness:** The authors explain that several studies suggest that collaboration between teachers is key in school effectiveness. For instance, Taylor and Bogotch (1994), based on data gleaned from 637 teachers, found that there is a positive correlation between school participation and school effectiveness. Another study by Wong (1996) claims that a strong sense of collaboration between teachers and principals has a positive impact on students’ learning.

**Improving teacher effectiveness:** Harris and Muijs cite Smylie (1995) who argues that there are several ways in which teacher leadership can impact teacher effectiveness. Smylie explains that by engaging teachers through distributed leadership, teachers’ expertise will reach new heights and their confidence and self-esteem will be boosted. As a result, they will be more apt to take risks and experiment with novel, cutting-edge teaching methods, which in turn will have a beneficial impact on their effectiveness as teachers and leaders both inside and outside the classroom.

**Contributing to school improvement:** The two scholars contend that current research shows that collegiality, an essential component of distributed leadership,
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is crucial in improving schools and ensuring their success. Collegiality entails continuous collaboration of teachers’ efforts as well as their co-operation and networking. Mitchell and Sackney (2000) have found that school improvement is more likely to take place when teachers have confidence in themselves, in the ability of their colleagues to create change, and in the ability of their schools to enhance their professional development (cited in Harris and Muijs, 2002).

In order to achieve these benefits, it is thus necessary to view teachers as partners in the educational process. Partnership can be established by “stretching” leadership, to use Spillane and Sherer’s (2004) term, across teachers. Some of the areas in which leadership can be stretched, henceforth enabling teachers to take up their potential as leaders, are as follows:

- Evaluation of colleagues’ teaching performance
- Selection of textbooks and instructional materials
- Recruitment of new staff, teachers, and administrators
- Curriculum development and action research
- School policies
- Coordination of programs
- Professional development
- Coaching and mentoring students

3. Team power—Distributed Leadership at Work

In this section, I provide a concrete case of how distributed leadership is put to work in an education center in Morocco. This is done with a view to helping readers who are willing to take action see how distributed leadership can create a democratic atmosphere that promotes students’ learning and teachers’ self-esteem. I will use pseudonyms when referring to teachers in order not to disclose their identity. On average, teachers in this center teach two courses, with two sections each, for a total of twelve hours per week. Three aspects of distributed leadership are discussed below: collaboration, collegiality, and involvement in committees.

Collaboration: Although the center under scrutiny is run by a director, Sabrina, she is not the one who selects the materials for the course. At the beginning of each semester, one coordinator is appointed per course. The coordinator usually volunteers to coordinate a course and if nobody shows initiative, the director appoints one. In the worst case scenario, when nobody is willing to coordinate a
course, the director then steps in and does the coordination herself. Sabrina trusts coordinators by giving them full freedom to select the material that they believe will benefit students. Coordinators generally select the material by working in synch with other teachers of the same course. For instance, at the beginning of the spring 2007, Leila, the coordinator of one of the courses, sends an email to other teachers in which she states the following:

Dear Faculty,
I would like to hold the opening meeting of the year on Monday, January 22 at 11 a.m. Please let me know if this is a good time for you. At the meeting we will discuss course changes, the exemption exam, and our meeting schedule for the semester. Please look over the revised course on the website and come to the meeting with questions, comments, and any ideas or materials you're willing to share to get us started. Looking forward to seeing everyone then. [01/19/2007 03:03 PM]

As this emails shows, the coordinator takes the lead in selecting the material during the break, then holds a meeting right before classes start to discuss the selection. What she has selected and posted on the website is thus not written in stone. Rather, it can be revisited, added to, or even replaced through the collaboration of other teachers, which is solicited through this email. This pattern is followed throughout the semester in the sense that all issues are put on the table and negotiated before they finally become ratified. Even exams are written collaboratively; the coordinator would usually write them up, then call for a meeting to obtain her colleagues’ input. The following email helps illustrate this point:

Hello everyone,
As next Friday, Feb. 23, is our first test date, we will need to meet this week to discuss the test questions. Is everyone available Thursday at 10 am? Please let me know. In the meanwhile, please send me suggestions for test questions. We need multiple choice, short answer, and long answer questions to make up a morning exam, an afternoon exam, and a make-up exam. Please see the sample on the website or ask me if you have questions about style or format. I will make up the tests and bring them to Thursday’s meeting for your review. We will meet on Friday at 4:30 to discuss Test 1 grading. Thanks. [02/12/2007 01:00 PM]

Just like the previous email, this email also invites teachers’ input to the writing of the exam before it is finally administered. Interestingly, the director of the
center is one of the teachers to whom the email is being sent, since she also teaches one of the sections of the same course. Apparently, the director is comfortable taking the back seat, while one of her employees is leading the way. This is an example par excellence of teacher empowerment through distributed leadership. As Prawat (1991) explains, empowerment is not necessarily synonymous with relinquishing power and giving teachers absolute power. It simply means giving them the opportunity to experience a sense of ownership and lead aspects of the change.

**Collegiality:** The relationship between the teachers in this center can be characterized as collegial. Granted, it is hard to imagine that there will never be moments of tension or friction between these teachers for one reason or another. Disagreements are not hard to come by in professional life, but what matters most is how these disagreements are resolved. In places where there is an absence of leadership, disagreements are likely to remain unresolved or escalate into perpetual bickering or physical confrontation, which will likely have negative repercussions on teachers’ as well students’ performance. In what follows, I show how a serious issue was resolved among the teachers collegially and without alienating anyone.

After the first test was given, and in order to ensure a sense of fairness, Sabrina, the director, recommended that each one of the teachers grade another teacher’s section; that is no one will be grading his or her students’ exams. Few days after all exams had been graded, one teacher, Julia, appeared to be appalled by the scores that her students received. She complained to some of her colleagues and expressed her vehement disagreement with the grader. She also told Leila, the coordinator, that she is entertaining re-grading the exams. Of course, this would not be fair since the policy is that teachers do not grade their students’ papers. Thanks to the coordinator’s leadership, this issue was resolved amicably. The course coordinator, Leila, called for a meeting to discuss this problem. She sent the following email:

```
Hello everyone--We will meet on Friday at 4:30 to discuss Test 1 grading.
Beforehand, please:
• Do not return the tests to the students
• Enter the current grades on the 'n' drive [a shared drive where teachers can see each others’ grades and share material] by Friday morning, so that we can tally averages
• Do not re-grade
```
The meeting was held and teachers discussed the rationale behind not grading one’s tests and the importance of trusting another teacher’s assessment. The teacher with the complaint, Julia, was listened to and allowed to voice her perspective on the issues. Other teachers all provided their input and the team finally reached a consensus: tests will not be re-graded. Indeed, Julia refrained from re-grading her students’ tests and explained to her students the reasons for not doing so. She also told them that in case they were not happy with their scores, she would have to discuss this with the grader first. As this example shows, by not rejecting the teacher’s complaint “off the bat,” the team managed to maintain and nurture its collegial relationship and abate a charged emotion, which could have easily turned into a hostile feeling.

Involvement in Committees: Although all the teachers in this center are extremely busy, most of them still seem to have the energy to volunteer their time by serving on different committees. At the beginning of Fall 2006, Sabrina sent an email to the faculty in which she inquired about faculty’s interest in volunteering for the vacancies available in some committees. After she heard from those interested, she then sent the following email, asking everyone to cast their votes for their candidate of choice:

Dear colleagues,
Could you all please vote for the Committee position by replying to this email with an X on the ballot?
1. Faculty Evaluation Committee Ballot

<table>
<thead>
<tr>
<th>Eligible and Standing for Election</th>
<th>Place an X beside your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karim</td>
<td></td>
</tr>
<tr>
<td>Amanda</td>
<td></td>
</tr>
</tbody>
</table>

2. Recruitment has no open positions this semester
3. Disciplinary Action will be formed as needed, from among those who expressed interest. Thank you. [09/25/2006 03:57 PM]

The votes were cast within three days, and Sabrina announced the results on day 4:
Karim has been elected to the Faculty Evaluation Committee. So for those of you who would like to or need to have a class observation, Karim and Mark [Mark’s eligibility has not expired yet] are the two committee members to ask. Thanks for Amanda and Karim’s willingness to stand, and to all of you for voting. [09/29/2006 08:51 AM]

Karim’s new leadership role consists now not only of coordinating one of the courses, doing action research, but also of evaluating his peers. As a new member of the faculty evaluation committee, he will be invited to conduct class observations, write up observational reports, meet with the rest of the committee to discuss teachers’ progress and overall performance, and make recommendations for promotion and retention. Amanda who did not receive the opportunity to serve on the committee started focusing her energies on other leadership tasks. In fact, she appears to have found her niche in coordinating the tutoring program, which offers free tutoring to students enrolled in the school. Such leadership role and willingness to serve the school have earned her the admiration of her colleagues. When the faculty evaluation committee, of which Karim is currently a member, met to evaluate her performance, they recommended that her contract be renewed with the highest promotion.

4. Concluding Remarks

I believe that distributed leadership holds the key to improving our educational system. The paradigm shift that is suggested here stipulates that the “great man” theory of leadership needs to be replaced with a leadership of transformation and empowerment. Real leaders are those who create new leaders by sharing power with them, and not by alienating them or expecting them to pay lip-service to whatever they decide. Real leaders make other teachers actively engaged in identifying the needs of the students, in being continuous learners, in collaborating in the search for new challenges, new opportunities for professional development, and new theories and practices that could enhance students’ scholastic achievement. Real leaders seek to transform their schools from hierarchical organizations into democratic organizations, organizations that “are continually renewing themselves, reinventing themselves, reinvigorating themselves” (Handy, 1994:45).

To end on a positive note, I cannot but salute two initiatives taken by the Ministry of Education, which if nurtured, could eventually lead to the kind of distributed leadership advocated in this paper. First, recently the Ministry has initiated a bid for textbooks, in which teachers were solicited to write their own textbooks in
order to compete for the chance to have them taught in schools all over Morocco. Prior to this, the Ministry of Education used to appoint the textbook writers. The Ministry has delivered on its promise, and now teachers who manage to submit the most viable textbook will see it published. That is what is meant by non-hierarchical leadership; the business of decision-making should be decentralized by trusting the people at the bottom since they are the ones who do the business of teaching on the ground. Giving teachers a voice in selecting the material that they see fit is one major step toward achieving decentralization.

Second, the Ministry of Education covered the conference fees for one of its representatives to attend the current MATE conference from the first day until its end in order that he reports back to the Ministry the major issues debated. Such initiative is praiseworthy since it is predicated on the fact that it is only by listening to teachers that sound reforms regarding the future of Moroccan education can be reached. It is only through overtures such as these that we can truly convince teachers that teaching is a fully-fledged and genuine profession. Nothing can ignite teachers’ passion and foster their feeling of self-worth better than encouraging them to make their voices heard. Teaching is their bread and butter and they should be empowered through a sense of ownership of it.

References


On a Portrait of the Teacher as a Leader

Fahmi El madani
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Undoubtedly, in a rapidly changing world, a technologically driven one, twenty-first century teachers are supposed to acquire new roles that will help them make both teaching and learning occur and eventually be part of this unprecedented change, but this does not mean the eclipse of the usual roles. Among these new roles is that of a leader. It is believed that great teachers have succeeded in their job thanks to their ability and know how to lead their followers or students to the destination they have in mind. Depicting the whole portrait of a teacher as a leader would certainly take much more space and time than this paper allows. Consequently, this paper is restricted to very few characteristics a leader possesses, particularly those which are relevant to the trade of teaching. Another reason for narrowing the scope of this paper stems from the fact that a good teacher does not need to possess all the qualities a leader has in as much as leaders themselves neither have nor use all qualities all the time.

On Becoming a Teacher Leader

To teach the language and impact students deeply, teachers of English as a Foreign Language (EFL) need to have those important characteristics of a leader. They need to be able to (i) communicate-clearly, simply and avidly; (ii) be able to deal with unexpected and/or problematic learning/teaching situations, (iii) establish a culture of trust and a culture of partnership; (iii) remember the mission of a leader (i.e. school teacher) and work towards achieving specific aims, and finally (iv) be creative, balanced, and reflective all the time. These prerequisites, that will be elaborated on later in ‘the courage to teach’ section, will certainly help teachers participate in the creation of future leaders bearing in mind that the teachers also learn much from their students. How teachers are trained to acquire the above competencies so as to teach and lead in our schools is still a hot issue.

It seems also necessary and reassuring here to look at the training of the Moroccan teachers of English whom we want to be leaders or ‘great’ teachers. After graduating from University (department of English), some students join the ‘Centre Pédagogique Regional’ (CPR) or the teacher training college ‘Ecole Normale Supérieure’ (ENS). It is clear that the training teachers receive at such institutions is not and cannot be sufficient enough to excel at teaching, though it includes opportunities for joining theory to practice. Therefore, as soon as they
start teaching, they are supervised by inspectors. Supervision is geared towards catering for teachers’ needs and professional development. In other words, becoming a competent teacher and/or a leader does not depend on the limited training received at the CPR or the ENS, but mainly on how much personal efforts teachers invest so to grow as professionals and acquire many or all the leadership competencies aforementioned. Furthermore, much of the teachers’ professional growth is their own responsibility.

Though it is recognized that the training teachers go through is somewhat limited or insufficient, it is regarded as good basis for teachers’ future development and for the acquisition of more and more important leadership qualities and skills. To this end, it is imperative that educational authorities invest a lot of efforts to make these teacher training moments more fruitful and qualitative. They are also requested to enhance these training institutions and encourage trainers so that better training is guaranteed and the seeds of great teacher leaders are planted.

Because of the formidable amount of work that awaits novice teachers while working, the training they undergo in teacher training institutions and by supervisors should lead them, among other things, to rely on themselves; a requirement for being able to lead followers or students. A teacher who does not know how to lead himself or herself, by managing his/her time, for instance, will not be able to instill in his/her students such a skill, bearing in mind that the students we teach are meant to be a product for a socio-professional context. Therefore, the first quality a teacher should pick up on the road towards becoming a leader is the management skill. There is a lot to manage in our trade of teaching, isn’t there?

Another characteristic a teacher should have to be called a leader is vision. A whole range of successful leaders share this quality, without which their objectives would not be met. The relationship between vision and the world of teaching is very easy to see. It simply means long term planning and clearly set goals. The performance of a teacher with vision and long term planning and who shows that to his/her students is a lot better than that of a teacher without such a vision. The latter is efficient and pregnant with fruitful results if it is based on evaluating and understanding the followers’ level, needs, ambitions and above all their talents. Understanding the students’ talents, for example, is of great importance in that it can facilitate the job of a teacher. Some students, for instance, can become the second teacher in the classroom if their teachers know how to make use of their talents to help other students who might be lagging behind. This is what great leaders do. They delegate some of their tasks and/or
power to their students provided that these students have been trained in doing such tasks or using such power.

A third quality in this portrait of a teacher as a leader is the courage to teach. In his book, *The Courage to Teach*, Parker Palmer maintains that “we don’t trust the people behind know it all masks. The people with whom we have the deepest connections are those who acknowledge their struggle to us.” Studies have also shown that the students usually follow those teachers who struggle to cater for their needs and those who have the perseverance and courage to teach. This view is based on the ground that effective teaching cannot be downgraded to mere techniques. Teachers, by the same token, are not to be reduced mere technicians; they are agents of change. Moreover, effective teaching comes from the identity and honesty of teachers. More importantly perhaps, effective teaching involves a lot of sacrifice on the teachers’ part. Leadership, in other words, can only be achieved if it is initiated by, and coupled with, ‘the courage to teach’. My definition of the ‘courage to teach’ is that a teacher who has this courage

a. knows that teaching is not about teachers. It is about students.
b. believes that students take risks, which is necessary for learning, when teachers create a safe atmosphere for learning
c. has the passion for all that he does and knows how to contaminate his/her students.
d. strongly believes in and instill in his/her students the idea that learning is not how much you get in, but how much you get out.
e. identifies his/her strengths and those of his followers and build on them
f. looks forward to being observed and receiving feedback
g. identifies in his/her teaching areas of possible change and development since our teaching competence will not improve unless it undergoes periodic in-service training. This can be achieved by taking an active interest in current ideas in the world of language teaching
h. regards the class as a team
i. finds solutions for problems before asking for help
j. has an ardent desire for distinction and works hard to achieve this
k. identifies and acts on the challenges ahead.

There are other characteristics or ingredients in this recipe of ‘the courage to teach’. Likewise, though the list above seems to be long, it is not by any means exhaustive. It is not also far-fetched or inhibiting. I believe that once teachers
acquire some of these skills, others will be added effortlessly. Accordingly, I do also believe that there is a mix I would like to call Teaching Leadership Mix (TLM) that ‘great’ teachers have. This mix is certainly made, among other things, of the love for the job, the strong will to be better, the wisdom to make informed decisions and the vision to meet the two targets: the teacher’s and the students’. This mix is not known. It is not in books. It resides in the practice of those ‘great’ teachers that have created other leaders. They have the recipe, but if you ask them about it, they won’t give you a satisfying answer. Therefore, it is important that their practice, which much of it unfortunately goes unnoticed, should be studied. The results of this study will help us draw a clearer picture or portrait of the teacher as a leader that we are looking forward to seeing in our educational settings.

It would be naïve to believe that the achievement of success depends only on picking up positive qualities. Negative ones are also important stations on the road towards TLM. They are not to be acquired. They are to be identified, fought and eventually unlearned. Two negative qualities seem to be shared by a large number of teachers and have to be eradicated to pave the way to excellence in teaching. Perhaps the most serious one is the negative attitude towards a number of learning and teaching-related issues. There are teachers, for instance, who develop negative attitudes towards a textbook without any obvious reasons. Such behavior undoubtedly blocks development by killing that ardent desire to teach wholeheartedly. The second bad habit is the reluctance to risk-taking that some teachers might suffer from. Taking risks means the opportunity to err, without which it is almost impossible to achieve improvement. Once teachers get rid of these two obstacles and others, they will be armed with the courage to teach efficiently.

Conclusion

I wish to reiterate that the paper has dealt with only some aspects of teaching leadership. There are of course other qualities that are not less important than the ones mentioned above, but it is important to note that competent teachers or leaders are those who, while teaching, always attract attention, ceaselessly arouse interest, professionally turn their followers’ interest into desire, and enthusiastically make sure action which is learning takes place and in a very good way. Once again there are teachers who are doing a great job. We do want them to contaminate as many teachers as possible. They have the recipe we need, but unfortunately it seems very difficult, if not impossible, to get to the right ingredients of this excellent practice. While educational experts are trying to find
out about that, and while we are building up our teaching competence, it is vital that we use the most important source of creativity, energy, and sustainability: our heart; the software for any development.

1 http://prodigal.typepad.com/prodigal_kiwi/2008/03/parker-palmer-i.html
The Requisites of Educational/Academic Leadership for Change and Development

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Introduction

Leadership is a fast expanding and increasingly popular, but a fascinating subject for many people. Nowadays, it is taught as an academic discipline at a number of universities worldwide. This widespread fascination with leadership may be due to its impact on our life. As a result of this expansion, psychologists, decision makers, educators, supervisors and numerous others have realized that leadership plays a crucial importance role in their life and work. Moreover, the idea of teachers as leaders has been the mainstream in recent educational research, curriculum development and educational evaluation. It should be noted that leadership was not new as a concept in the field of education though it was initially the concern of politicians. The idea of leadership has been borrowed from the fields of political science and business wherein it was used as a skill to influence their followers and to intervene in many major social problems of the day. Educational leadership generally distinguishes itself through its focus on pedagogy and human development. Indeed, leadership by teachers has received indeed more attention over the years than most other disciplines in the social sciences. But, what is educational/instructional (academic/pedagogic) leadership? What are its characteristics? Why do some educational institutions enjoy continuing health and growth while others may remain stagnant and ineffective?

1. Leadership Definitions

It is worth pointing out that many definitions have been assigned to the term ‘leadership’, an elusive quality which makes it hard to come up with a single plausible definition, as Stogdill (1974:259) has stated "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." Understanding leadership involves understanding interactions between a leader and his or her followers. To achieve effective results, we as teachers and researchers are required to work together with the same ultimate goal, making the institution obtain the desired results. Following this premise, leadership may be defined as:
"the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members". (R. J. House, 1996).

"a process of influence between a leader and those who are followers." (Hollander (1978:1) whereby “an individual influences a group of individuals to achieve a common goal." (Northouse, 2004:3).

“the process of influencing the activities of an organized group toward goal achievement.” (Rauch & Behling, 1984:46).

“a collaborative process of engaging the community in creating equitable possibilities for children and their families that result in academic achievement”(Williams-Boyd, 2002:5).

Leadership is “not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.” (Joanne Ciulla, 1998). Leadership is

• “a social process in which one individual influences the behaviour of others without the use of threat or violence.” (Buchanan & Huczynski, 1997:606)
• “about articulating visions, embodying values, and creating the environment within which things can be accomplished.” (Richards & Engle, 1986)
• “the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation.” (Hersey & Blanchard, 1988)
• “the process of making sense of what people are doing together so that people will understand and be committed.” (Drath & Palus, 1994)
• "a purposeful relationship, which occurs episodically among participants, who use their individual skills in influence, to advocate transforming change." (Kearns, 2005)¹

Accordingly, educational/instructional/pedagogic leadership may be defined as management or leadership in educational/academic settings. Moreover, educational leadership is used to help teachers evaluate the competing claims of different materials, syllabus and methods. From the above definitions, it seems, then, that leadership defines or approves the mission or goal of the organization and typically involves an element of vision (Bennis, 1989). A vision provides direction to the influence process. A leader (or group of leaders) can have one or more visions of the future to aid them to move a group successfully towards this
goal. In short, leadership is the capacity to translate vision into reality (Bennis, op.cit.).

2. Leadership and Management

Leadership is closely linked to the idea of management. No one can deny the fact that they are quite two different but complementary functions in education. They are in ‘free variation’ but they are in ‘complementary distribution’. There is a general agreement among researchers that there is a reciprocal relationship between, needless to say, leadership and management, that is, an effective manager must have leadership skills, and an effective leader must have management skills. (Bennis, 1989; Williams-Boyd, 2002).

Management is a process that is used to accomplish organizational goals; that is, a process that is used to achieve what an educational institution wants to achieve. The key elements of management are (a) planning, (b) organizing, (c) directing, and (d) controlling. Some would include leading as a managing function (Williams-Boyd, 2002). It is worth pointing out that conditions imposed on management are relaxed in comparison with leadership. Management is about “doing things right”, that is, working in a given paradigm to: “make things better” (Lick, 2002). Leadership, on the other hand, is “doing the right thing”, that is, shifting a paradigm from “what is” to “what should be.” “Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall” Stephen R. Covey. Elsewhere, Covey (1990) writes: the leader is the one who climbs the tallest tree, surveys the situation, and yells, ‘Wrong jungle!’ But how do busy, efficient faculty, administrators, and staff often respond? “Shut up! We’re making progress!” The distinction between leadership and management is best illustrated in the following table:

<table>
<thead>
<tr>
<th>Management</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and budgeting</td>
<td>Setting a direction</td>
</tr>
<tr>
<td>Organizing and staffing</td>
<td>Aligning people</td>
</tr>
<tr>
<td>Controlling and problem solving</td>
<td>Motivating and inspiring</td>
</tr>
<tr>
<td></td>
<td>Domain of leaders is the future</td>
</tr>
<tr>
<td></td>
<td>Significant contributions are made to the long term development</td>
</tr>
</tbody>
</table>

*Adapted from Kotter (1998 cited in Lick, 2002:33)*
John Kotter (1998) also claims that effective management carefully plans the goal of an organization, recruits the necessary staff, organizes them, and closely supervises them to make sure that the initial plan is executed properly. Successful leadership goes beyond management of plans and tasks. It envisions the future and sets a new direction for the organization. Successful leaders mobilize all possible means and human resources; they inspire all members of the organization to support the new mission and execute it with enthusiasm. When an organization faces an uncertain environment, it demands strong leadership. On the other hand, when an organization faces internal operational complexity, it demands strong management. If an organization faces both an uncertain environment and internal operational complexity, it requires both strong leadership and strong management (www.answers.com).

Warren Bennis (1989), on the other hand, interestingly drew 12 distinctions between Managers and Leaders:

<table>
<thead>
<tr>
<th>Managers</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer</td>
<td>Innovate</td>
</tr>
<tr>
<td>Ask how and when</td>
<td>Ask what and why</td>
</tr>
<tr>
<td>Focus on systems</td>
<td>Focus on people</td>
</tr>
<tr>
<td>Do things right</td>
<td>Do the right things</td>
</tr>
<tr>
<td>Maintain</td>
<td>Develop</td>
</tr>
<tr>
<td>Rely on control</td>
<td>Inspire trust</td>
</tr>
<tr>
<td>Have a short-term perspective</td>
<td>Have a longer-term perspective</td>
</tr>
<tr>
<td>Accept the status-quo</td>
<td>Challenge the status-quo</td>
</tr>
<tr>
<td>Have an eye on the bottom line</td>
<td>Have an eye on the horizon</td>
</tr>
<tr>
<td>Imitate</td>
<td>Originate</td>
</tr>
<tr>
<td>Emulate the classic good soldier</td>
<td>Are their own person</td>
</tr>
<tr>
<td>Copy</td>
<td>Show originality</td>
</tr>
</tbody>
</table>

3. Characteristics and Aims of Successful and Effective Leadership
What does it take to make leadership successful or effective? Early researchers of leadership examined great leaders throughout history, attempting to find traits that they shared. Among personality traits that they found were:

- Determination,
- Emotional stability,
- Diplomacy,
- Self-assured,
• Personal integrity,
• Originality,
• Creativity,
• Intellectual abilities (judgmental ability and knowledge),
• People-centered, with a focus on understanding human behavior,
• Goal-oriented, self-motivated,
• Willing to take risks, not to be sensitive to incompetence, and above all
• Verbal communication ability (Speaking skills).

Leaders are required to be effective communicators or should have effective interpersonal communicative skills as well as public speaking skills as Tannenbaum, Weschler & Massarik (1961:24) put it: "Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals.” Moreover, they should have persuasive techniques. You need to be able to use and adapt interpersonal skills to different members in the campus community. Another characteristic to successful and effective leadership is when it is run by a group in contrast to individual leadership. They should share governance. Some organizations have adopted group leadership, a situation in which more than one person provides direction to the group as a whole. Some educational institutions have adopted this approach in the hope of increasing creativity and reducing costs.

4. Aims of EL at the ‘micro’ and ‘macro’ levels

It is axiomatic that leadership provides a useful basis for contemplating change in practice. It is also useful to think of leadership at the ‘micro’ and the ‘macro’ levels. This means that educational leadership, through its councils, should provide the basis for planning at the institutional level. If we are able to handle short-term development, it will help us for long-term objectives. Leadership should target short-term objectives in solving language teaching and learning problems as well as long-term objectives in contributing to curriculum development. It should address not only practical problems that should have practical outcomes but also approaches or philosophical issues of the institution.

5. Requisites for Everlasting Change and Development

5.1 No Effective Leadership without Teachers’ Contribution
It is undoubtedly true that there is no education development without effective leadership and there is no effective leadership without teachers’ active participation in curriculum formulation. This reveals the bottom-up orientation of this approach which calls first for teacher’s contribution before taking any decision that opts for curriculum change. If education plays an important role in improving society, so does effective leadership in improving teaching practices.

To this end, leaders need to change their attitudes towards their members. They should view them as their ‘participants (members) and not ‘followers’) ‘stakeholders’ by the virtue of the negative connotation the word ‘followers’ may hold. Participants need to observe that the leader’s use of words that define the leader and the community as one have to change. Leaders need to make use of inclusive words like *we, us* and *our* in their speeches either in informal or formal meetings. The use of inclusive words may suggest an effort by the leader to make the institution achieve better results and to solve problems collectively (Greiner, 2002). Leaders are required to work collaboratively and should “maintain mutual respect among all members of the campus community” (Diamond, 2002:19). Leaders, the administration staff, the teaching staff as well as the students must feel that they are an integral part of any decision making. If they feel marginalised as members within the campus community, it will be difficult if not impossible to take initiatives and decisions, especially if we are looking forward to achieving lasting change and improving student achievement outcomes. Likewise, teachers are required to:

- Develop, pilot and new teaching practices
- Provide pre-service and in-service training
- Respond to the learning needs of the students
- Conduct and participate in professional development
- Engage the family in the work of the classroom and the school
- Participate in recruitment and hiring of new teachers
- Be flexibility and open
- Reflect the policy and the philosophy of the institution at large

Diamond (et. al., 2002); Williams-Boyd (2002:9-10).

5.2 No Effective Educational Leadership without Students’ contribution

Given the fact that the ultimate goal of the institution mission is to improve the students’ achievement and bring about effective sustainable learning, the students should participate in the syllabus design and the school management. The institution is, therefore, required to conduct, to borrow Yalden’s (1987) words, a
‘discussion’ or ‘negotiation’ analysis in which case students are invited to actively participate in discussing their needs and wants with their language instructors. Students are therefore able “to make some recommendations as to what should happen in the resultant course” (Robinson, 1991:14). It is also essential to take students’ needs into consideration whatever the clashes that might emerge between students’ personal needs and the teacher’s perceived needs on the one hand, and between the students’ needs and the institutions’ needs on the other, working collaboratively with a hope to meet the expectations of each (Larouz, 1996).

Importantly, students will have the chance to be aware of their own needs and wants as well as their preferred styles of learning which are to be taken into account by all the concerned. It could be suggested that there could be no language development or syllabus development without negotiating with the students about what and how they wish to learn because involving students in decision making may provide insights into language learning and teaching as well as the making of the textbook, as Kemmis and Mactaggart (1986:171) note “curriculum negotiation involves giving students a voice in the choice and development of learning opportunities in the classroom: both the what and the how of the curriculum.”

Moreover, the role of the students needs to change. They should know that they are responsible for their own learning and therefore should not be dependent too much on the teacher. The teacher is there to guide and to assist but most of the job is done by the students themselves. They should change from ‘Jug learners’ to ‘Candle learners’ (Scholfield, 1987). ‘Jug learners’ are those who regard themselves as jugs to be filled with knowledge, that is, those who prefer to receive knowledge from other people (from teachers). ‘Candle learners’, on the other hand, are those learners who are regarded as candles to be lit with ideas and then burn with their own light of learning, that is, those who bring light to learning. They are highly motivated to the extent that they can contribute and seek for knowledge. They do not wait for their teacher to feed them, but take the initiative themselves. Hence, if most of our students prefer to be taught everything by the teacher, one should not be surprised as this is the sort of education that used to be in the past and still exists not only in Morocco but probably in most of the Arab world and The Third World in general where the teacher is the model, the ‘Mr know-all’ and students play only a passive role (Larouz, 1996). Perhaps this concept of individualisation in language teaching and learning, “aims at providing as many permutations as possible to the learner
in order to break the traditional lock-step of the classroom” (McDonough & Shaw, 1993:243).

5.3 Keys to Success in Leading Change
Lick and Kaufman (2002 cited in Lick 2002) have postulated that in order to create change, the institution and its people should “accept and welcome change as a vital component in achieving future success, define the future they want to design and deliver, develop and implement a comprehensive transition plan to create the desired future, and continuously improve ever closer to the desired future”. Moreover, the institution needs to look for possibilities of creating change within their own context because “successful change is a sustainable change” (Diamond et al., 2002:16). They must also, Lick (2002) suggested, a) intentionally spend significant portion of our time and effort on understanding transformational change and the future and b) continually keep questioning the answers, especially those of our culture and subcultures, in search of productivity, and effectiveness of our institution; and c) create a shared and inspiring vision that provides direction, motivation, and commitment of others to our institution’s desired long-range future. Besides, the key to success in leading change is identifying the knowledge and skills you will need in this period of transformation.” (Diamond, et al. 2002:16). “The closer the individuals are to where the action takes place, the more detailed knowledge they require” (Diamond, et al. op cit.: 17). Equally important, leaders and their participants need to be sensitive to the principle of ‘The Universal Change Principle’ (Lick, 2002:27). So what must be done to accomplish and sustain everlasting change?

Given the fact that research units may considerably contribute and inform policy making in the campus, leaders should (i) encourage research within the campus community, (ii) encourage the use of technology, (iii) and reward the best practices and competitions among the participants. They should also encourage summative and formative evaluation to improve programs and teaching procedures. Similarly, they should integrate financial operations within academic goals of the institution. In the same vein, the sort of change that should take place in an institution is described by Gregory Bateson (1972 cited in Diamond, et al., op cit.: 16) as a change which:

- represents a new way of seeing things;
- requires a shift of gears;
- is irreversible; after it is implemented, things cannot go back to the way they were;
• is a transformation to something quite different from what existed previously;
• requires new learning on the part of administrators, faculty and staff; and which
• results in a new story being told about the institution by faculty, students, staff, and the community served.

Leadership may bring about change and innovation at the school level (for example, school management, and relationship between administrators, teachers and students. Sometimes, the teacher is required to follow authoritative and administrative instructions from his/her principal which may be totally alien with the classroom context. However, the teacher may prove the dean/manager’s imposed and recommended instructions wrong. Therefore, teachers’ contribution to leadership can solve problems of school management.

Nothing is everlasting or permanent in the world. Given the fact that society itself is constantly changing, our education must also undergo continual development and redevelopment. Claiming that nothing is everlasting in language teaching may imply that we do not believe in ‘paradigm shift’. Language teaching is not a fixed discipline which has clearly defined set of principles and axioms that one has to rigorously follow. Education is “a process that constantly moves from the known to the unknown, a process of change that requires continual renewal and learning” (Williams-Boyd, 2002:74).

5.4. Learn if you want to lead

When we lead, we learn and when we learn we add to our public knowledge which may endure, and the possible way to make leadership endure is to create action leading system. When you stop to lead, you stop to learn as John F. Kennedy said "Leadership and learning are indispensable to each other." This is one of its positive sides. Teachers, perceiving themselves as leaders, can keep them abreast with new theoretical assumptions as well as practical considerations. It can also keep them being critically-reflective upon the wider educational community. Teachers as leaders can examine the extent to which syllabus design, material objectives and aims are compatible with the teaching context. They may also renew both their teaching strategies and styles. They may contribute to both theory and practice of education which should be accessible to other teachers. This growing interest in leadership among educators may empower them with an increasing professional awareness and much responsibility for curriculum planning, implementation and evaluation.
Leadership is not an end-project but an on-going process that leaves teachers to contribute to the curriculum development. Without effective leadership, the role of the teacher may be depersonalized and reduced to that of a humble practitioner. Moreover, the institution should have clearly defined objectives, aims and goals that need to be developed within its limited resources. Effective educational teachers should intensely be involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003).

6. Challenges of implementing educational leadership for change and development

It can be safely argued here that people involved in leadership believe that there is no one best way to lead, arguing instead that appropriate leadership styles vary depending on situations. Fred Fiedler (1967), retrieved in http://www.answers.com/topic/leadership, for instance, believes that a task-oriented leadership style is appropriate when the situation is either extremely favorable or extremely unfavorable to the leader. A favorable situation exists when the relationship between the leader and ‘followers’/participants/members/ is good, their tasks are well-defined, and the leader has strong power; when the opposite is true, an unfavorable situation exists. When the situation is moderately favorable, a people-oriented leadership style is appropriate. Some theorists suggest that situational factors—the type of task, nature of work groups, formal authority system, personality and maturity level of ‘followers’, experience, and ability of followers—are critical in determining the most effective leadership style. For instance, when followers are inexperienced and lack maturity and responsibility, the directive leadership is ineffective.

It is worth mentioning that research findings in contemporary politics might prove successful in the educational field/context; however, claiming that they can be implemented in the educational context where we deal with learners and teachers whose behaviours/variables may not be that different from those of politicians. In addition to this, one cannot claim that effective leadership in one context can be generalised and implemented in another different and alien context. Just as leading in a small town or the country side would be different from leading in a big city, so would leading in British and Moroccan contexts. If we try to implement a leader’s styles and methods in handling things in his/her context, assuming that it will work for other similar contexts, it may create what I may call ‘leadership shock’, at least for the simple reason is that her/his leading in primary or junior high school is not leading in senior or higher education. “You cannot lick a problem until you realise you have one”. In a similar vein,
implementing leadership findings of a context in a different one may affect the process rather than enhance it.

In this respect, one could assert that the context plays a very salient role in any decision making and therefore will make general findings difficult to be implemented in another context which may not share similar the institution features. What is true for one teacher may not necessarily be true for another and the opposite may hold true. Any attempt at implementing ideas and findings that have been worked elsewhere, with a hope that they will work in other contexts, is likely to yield undesired results and may lead to serious problems that may hamper the effectiveness of the total teaching operation. Moreover, claiming that educational leadership research findings are generalisable and therefore be implemented may constitute ‘the denial of the individual practitioner’s everyday experience’. Any attempt to generalise teachers’ findings will contradict and threaten their own experience as sources of expert knowledge. In short, leadership is context-specific which means that its findings and results are specific to that context where it has taken place.

Bringing an everlasting change in our schools and educational institutions is a difficult and challenging enterprise as Robert et al (2002:15) state “it has been observed that changing higher education is like changing religion in which tradition abounds, the status quo is honoured, and any innovation is met both resistance and higher emotion”. People who are involved in education should understand that we are, in the present the time, living in an era of non-stop institutional change and development. We need to adopt and adapt our education to the needs of the job market and after all, to the changes that happen from decade to another, from year to another. Our education system needs leaders who are able to take appropriate decisions in tough situations and who are able to bring about change. It should be recognized that change happens slowly and teachers as leaders should be ready to tackle the challenges that come with leading change.

Another impediment to bringing about change in our educational institutions is that the Academic institution is usually described as “a complex system with many diverse, moving parts” (Diamond, 2002:22). The leaders have to take into consideration the needs of the institution, the students’ needs and the fact that those needs might change over time and therefore new changes might automatically be required. Moreover, the ‘changing of the personnel’ (Lick, 2002:23) may constitute another problem. No one can deny the fact that our institutions suffer from resources and logistics. Therefore, it is essential to take
into consideration the limited resources available within the institution, be it human or financial. Equally important, one of the challenges that leaders may face is how to motivates the participants (the teaching and administrative staff: stakeholders)² who may be reticent and resistant to any educational change, being unaware of the fact that change is “endemic to schools given the fact that they are charged with reflecting contemporary culture” (Williams-Boyd, 2002:229).

Conclusion

It is very difficult to talk about change and development in education as contexts, aims, objectives of teaching the target language, students’ background and teachers’ expectations vary depending on the situation. If the vision is no unified and if the leader is not able to remove the obstacles that impede the vision, it would be difficult to bring about change in the institution. If we want change to occur in our education, we should enter in a period in which educational leadership replaces educational theory as a source of guidance for teachers. No wonder then if researchers nowadays shift their attention from leadership that is management-oriented to leadership that empowers people (Williams-Boyd, 2002:5).

References


1. All the definitions are retrieved and adapted from http://www.leadership-studies.com/alumni/definitions.htm.

2. Stakeholders may also refer to students, teachers, parents, policy makers.
Students as Media Audiences and Socialization:
Trends and Issues

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I. Introduction

The recent brisk advances in new communication technologies have inexorably pervaded the socialisation process of the younger generations perhaps more than any other generation in human existence. With students being exposed to a plethora of media - oscillating from video games, internet surfing and chatting to satellite TV channels – the old-established role of socialisation institutions like the family or school is put into question nowadays. In the same connection, the UN Convention on the Rights of the Child stressed to a great extent the obligation of states toward children to:

“ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health…” (UNCRC, Article 17, 1989).

The article at hand is not geared towards the debate of young adults’ rights to have “access to international sources of information” but to draw the attention of educators to the younger generations’ own statements, as well as their parents’, about their awareness and the effects they perceive of media on their socialization process. Dr. D. Walsh, for instance, emphasizes that “electronic media (including television, video games, movies, and computers) can have profound effects on young children because of the power of the media to set examples for young citizens to follow”. Interpreting the young citizens’ reports is another target of the article at hand. The last one is to connect this overspreading phenomenon in the Moroccan society to the educational context and to suggest ways in which instructors can turn the incessant flow of media content into young lives into a constructive medium for tomorrow citizens.

The following section defines some of the central terms to this study. Then, the subjects, circumstances and methodology of data collection followed in this exploratory investigation are meticulously described in the subsequent sections.
The final section deals with the interpretation of the findings and some suggestions for educators.

II. Key Terms Defined

- **Media**: Means of storing, communicating, and accessing information. Youth today have a number of multi-media choices: conventional (local), satellite and cable TV channels; radio stations; newspapers and magazines; the internet and computer and video games.

- **Socialisation**:

  **Normative definition**: Socialisation is the process whereby society attracts the individual, through methodical apprenticeship of rules and norms by young generations; it favours and reinforces the homogeneity of society. (Durkheim)

  **Dynamic definition**: Socialisation corresponds to the process where the individual appropriates himself to the rules of an organization; to the interactions of an organization, and to the body of the interactions by which ones constructs themselves the social identity. (Weber)

- **Globalisation**

  The notion of ‘globalisation’ implies that phenomena of different natures have become international with unprecedented rapidity as well other phenomena being born. All this has led to the birth of an international confrontation of political, social, and ethical views...The long-term incorporation of computers and communication technologies have both led to what Toffler calls “the third wave.” (Paul TREANOR, 1997).

III. METHODOLOGY

1. **Personal Observation**: The accelerated flow of information via modern mass media (globalisation) and culture are becoming increasingly inextricable; unrestrained exposure to the latter influences the socialisation process of young people with more briskness in the Moroccan society.

2. **Hypothesis**: The values, traditions and cultural identification of Moroccan young citizens are threatened by immoderate, unguided exposure to media content.

3. **Data collection**:
   
   **3.1. Subjects**
Table I below describes the subjects of the study.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number</th>
<th>Age</th>
<th>Gender</th>
<th>Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rabat &amp; Oujda &amp; Tetouan Marrakech &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regions North</td>
</tr>
<tr>
<td>Students</td>
<td>65</td>
<td>17/22</td>
<td>M : 34</td>
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<td>42+</td>
<td>M : 3</td>
<td>Rabat</td>
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<td>F : 4</td>
<td>Rabat</td>
</tr>
</tbody>
</table>

Table 1: Description of the Subjects of the Study.

3.2. Instruments

3.2.1. Questionnaire

The three-page questionnaire contained five statements about the subjects’ own perceptions of the current effects, future effects as well as their own experiences of media influence on their norms, values, beliefs and practices. Each of the latter components has been investigated in equivalent manner (see appendix I for details). All the statements and the vocabulary used in the questionnaire were explained. The subjects were asked to anonymously express the degree of their dis/agreement with the statements therein.

3.2.2. Group Discussions:

To single out the role of the media in the socialization process of younger citizens, part of the study’s scope encompasses a scrutiny of citizens belonging to at least a generation ago. Thereby, there has been recourse to informal discussions with 7 parents and colleagues of the researcher. To have a deeper insight into, and interpretation of the students’ responses, informal discussions have also been led with the latter.

VI. Statistical Findings

1. General Trend and Frequency of Exposure to Mass Media

Figure 1 below portrays the general trend and frequency of exposure to mass media by Moroccan young citizens.
A first look at the graph above is sufficient to discern the supreme domination of three media forms over the other varieties available to young citizens: Internet, satellite TV, and then come video games. The second important aspect is the three media forms that head the rest of media are the ones that contain more international cultural content - in the broadest sense of the word. The same findings are represented in figure 2 opposite.

**Figure 1:** General Trends and Frequency of Exposure to Mass Media among Young Citizens.

**Figure 2:** Same General Trends of Exposure to Mass Media among Young Citizens (through ANOTHER MEDIUM!).
The representation of the same data in another “medium” (statistical bars) is only to open a bracket for one funny observation: while running the statistical measures for the findings, it was noticed that statistical bars do depict the difference between the various degrees of exposure to the media more than the pie chart does. Hence, it was also assumed that the media can also have an effect on the perceptual development process of younger generations. This is not, anyway, an objective of the paper at hand.

The third crucial facet of the findings is that the reported trend of exposure to media by the Moroccan young citizens is far discrepant from the general trends in developing countries. The figures below are taken from the UNICEF Intermedia Report, 2004:

**Fig. 3:** General Trend of Mass Media Exposure among Asian Young Citizens, Intermedia Surveys 2002-4.

**Fig. 4:** General Trends of Exposure to Mass Media among Eastern Europe Young Citizens.
A quick look at the last four figures above suffices it to say that the Moroccan young citizens are much more tremendously exposed to international media content than their equals in other developing parts of the globe. The following sections present the younger citizens’ responses to the different statements concerning the interaction between media content and their socialisation aspects.
2. Media and Norms

3. **Figure 7** below depicts the students’ responses to the influence of media content on their present norms as well as on their predictions of future effects.

![Figure 7: Young Moroccan Citizens’ Responses to the Media/Norms Interactions](image)

Mention should be made first to the fact that the vertical line of the graph represents mean scores of the subjects’ responses to the statements in the questionnaire, the latter oscillating from 1 (strongly disagree) to 5 (strongly agree). In the figure above the means fluctuate between 3.2 and 4. This means that the lowest response to the various effects of media content on the norms of younger generations today ranges from uncertainty (level 3 on the graph) to total agreement; no single subject disagreed on the effects of media content on their adoption of norms from mass media, their effect on present norms, their globalization, and continuity of such effects into the future. For constraints of space, see questionnaire for more details about the statements in this aspect (*The first statement is represented to the left of the graph*).

3. Media Content and Values:

Equally important in the investigation of socialization is the values aspect. The younger subjects were given four statements about the multifaceted interaction between media and their values. Figure 8 below summarizes their responses.
Likewise, the young subjects have expressed general agreement on the effect of media on their values. The only statement that has drawn out significant uncertainty – that did not transcend a mean score of 3 – is that younger generations adopt local and global values. The unanimous uncertainty of the respondents is also a serious finding in itself because it marks a shift in the way youth are considering this issue. Section III of the attached questionnaire contains the four statements represented in the figure 8. Figure 9 below embodies the responses to the various interactions between media and the practices of the younger subjects.

4. Media Content and Practices

It has been noticed recently that some practices of young citizens have been substituted for more “western” ones. It is seen not to give examples at this stage and to only report the statistical results for this aspect of the respondents’ culture. The following section embraces quotations from the subjects themselves as to the nature of the “new” practices that have pervaded their lives because of media content.

In figure 9 below, one notices that the subjects’ answers are swinging between uncertainty and agreement for the different interactions and influences of media on their practices – from to 3.4 lowest mean score to 4.00 highest. The lowest mean score being 3.4 indicates that very few subjects in the sample have actually expresses uncertainty (mean=3). The general uncertainty concerning the influence of media on the practices of young citizens is infringed when it comes to the actual influence of media on the subjects’ present practices. The agreement with this influence has been overall (first bar to the left, Fig 9).
The following section deals with the findings related to media and beliefs.

5. Media Content and Beliefs

For the first time in the subjects’ answers, the mean scores for all the statements concerning the various influences of media on their beliefs have varied between 2.2 (disagreement) and 3.5 (UNCERTAINTY)! This finding sets apart the beliefs component as an unalterable cultural aspect in the face of the increasing flow of media content. In addition, there has been an overwhelmingly strong disagreement as to the school and parents being the only source of learning beliefs.
The second bar to the left represents the role of the parents and school in the teaching of beliefs. Clearly enough, all the subjects have expressed their strong disagreement on this statement, implying that the media do actually act as a source for learning beliefs related knowledge. This conclusion, which also applies to the media as a source for learning and adopting new norms, values and practices, is endorsed by the reported statements below by the subjects themselves.

V. Verbal Reports
The section at hand aspires to let the reader hear young citizens themselves report about the different influences that media have on the four investigated aspects of their culture. Then, to confirm the students’ reports, parents’ assertions have also taken part in this section.

1. Student Reports.
The outstanding proclamations of students that caught the researcher’s attention are the following:

• **Norms:**
  
  **Student 1:** “if norms are what make things **normal**, then we have the **same** (norms as other cultures”).

  **Researcher:** “why are you saying that?”
  **S1:** “because things that are (were) **not normal** in society (in the past) are normal **now**”
  **R:** “why are they normal now?”
  **S1:** “…because many students just **imitate**…”

• **Values:**
  
  **Question:** “do you think it is a good thing to have the same values all over the world?”
  **Student 2:** “…it is good if all the people have the same values”.
  **R:** “why?”
  **S2:** “There will be no wars in the world”.
  **S3:** “No teacher, …. The world will be **boring**…”

• **Beliefs:**
  
  **S4:** “**not** all the media in the world can change my beliefs … But they **influence** them…”
R: “how?”
S4: “… I don’t know …(silence) but they can influence them…”
R: “I see; can you give us an example?”
S4: “…(silence) … I can’t explain… But sometimes you understand some things that make them (beliefs) change…”

- Practices:

R: “do you think the practices of young people today are influenced by the media?”

Group of Students: “…of course, … like clothes (style) … music … earrings (boys)… hair (style)… public smoking…”
R: “OK, but adolescents generally like attracting attention…!”
Ss: “… but also because we like new styles…”

2. Parents’ Observations:

Parent1: “…in addition to the content, it is the time …they lose! Children do not understand the value of time…so they lose immense time….using a book is more efficient. … a ten-year old cannot search for information on the internet …and … they copy and paste it on paper with their names.”

P2: “My children… as soon as they come back from school they get lost in front of computer screens! … even their language…they lose language; they use an incomplete language of signs because of chatting… another language of incomplete words!”

P3: “the Internet is another drug for children…they no longer spend time with their parents.”

P4: “…I teach computer science… I always feel there is some danger for the children in front of their computers. They can visit sites I do not know and meet anyone… we do not know what they learn everyday. Even the information they learn can be biased…”

P5: “My son has seen Big on TV and says he is coming to Rabat… now he ….will skip the evening class.”

VI. Interpretations & Recommendations:

As far as the young citizens are concerned, one can say that they are aware that various aspects of their cultural identification are indeed influenced by the media. Add to it, they are aware of the influences and delightedly meet them. Third, young citizens are not aware of the deeper consequences of the changes. Finally,
they agree on the continuing effects of media on the cultural identity of future generations, though the exceptional aspect that has reflected some doubt was beliefs. With regard to parents, they are also aware of the following issues:
- an overriding and domineering progression of the Internet into the lives of younger generations;
- Values being lost;
- New habits and practices developed;
- Possible threats from “people” and “knowledge” acquired from the Internet.

The parents are unanimously anxious about the effect of the aforementioned habits, lost values, knowledge and threats on their children’s socialisation process. Parents are conscious of the gap that too much exposure to mass media is creating between them and their children. Being the ultimate source of socialisation, one has now to consider the role of the family in the socialisation process of younger and future generations. Finally, both young citizens and parents are in utter agreement about the future effects of the globalisation of the mass media on socialisation. If the youth’s general trend towards “wider horizons”, as they see it, cannot be beat, it had better be joined. Here, the state and the educational system should focus on:

- Making young citizens aware all what humanity has achieved on this planet hinges on cultural variety; English teachers here can play a central role given that they “represent” or that they have more knowledge of the western cultures.
- Media-centred education; if the younger generations cannot spend a day now without sneaking onto their computers, they had better do it in relation to their various school subjects. Hence, the Internet would also be associated with learning academic content.
- Creating quality media; if local TV channels, for example, have not managed to attract much attention from the younger citizens, it is because of their exposure to a variety of international channels that possess considerable financial and human resources. This, of course, is reflected in the quality of these channels, and the young audience is always attracted by what is different from what they have. It goes without saying here that the various media young citizens are exposed to reflect different ideological orientations. Hence, creating TV channels or websites that would aim at holding local cultural content dear again to this special category of citizens would be worthwhile.
- Allow youth to be part of the media; creating TV channels for schools, universities and different educational institutions would be equalled to no other agent if the target youth are themselves the central focus of media. Strengthening cultural identification should come form the young and future generations.

Conclusion

If globalisation is defined as an accelerated flow of information, for some societies it is a slow but increasing amalgamation of cultures for younger generations. Globalisation of information through the mass media has, then, led to a “radical change” in the rate and pattern of socialisation, with younger generations obtaining all types of knowledge from sources that were not available to societies in the past, and at an unprecedented rate. Adolescents today probably know wider and deeper concerning human relations, norms, practices, etc. than their parents at their age, let alone two or generations ago. One would really wonder if the picture we all had of our grandparents, as the wise and all knowing people, still dwells in the minds of youth today.

Strong cultural identification usually leads to a strong sense of belonging; this contributes to self and community pride; a citizen proud of his/her nation could only be a responsible one; responsibility is one of the components that pave the way to leadership.

Bibliography


Related Online Publications:


Appendix I:

### ANONYMOUS QUESTIONNAIRE

<table>
<thead>
<tr>
<th>I. General:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Age: …… 2- Gender: M F 3- Your city: ………………</td>
</tr>
<tr>
<td>4- How frequently do you use these media (* put the appropriate number):</td>
</tr>
<tr>
<td>1- Internet: ……. 4- Local T.V: ……</td>
</tr>
<tr>
<td>2- Computer games: ……. 5- Radio: ……..</td>
</tr>
<tr>
<td>3- Satellite T.V: …….. 6- Print (books, newspapers, etc): ……..</td>
</tr>
<tr>
<td>So frequently 1 frequently 2 sometimes 3 rarely 4 never 5</td>
</tr>
</tbody>
</table>

**Instructions:**
*Please read the statements below carefully and give your most appropriate answer:*

<table>
<thead>
<tr>
<th>II. Norms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The mass media have taught you different norms apart from your school and parents.</td>
</tr>
</tbody>
</table>
Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

2- Things that are considered normal among young people all over the world are getting the same (more and more similar):

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

3- The mass media influence the norms of young people everyday.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

4- If you didn’t have access to mass media, your norms would be different today.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

5- The world, with more mass media access, will develop the same norms in the future.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

III. Values:

1- The mass media have influence your values.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

2- If you were not exposed to other cultures, your values would be different now.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

3- Young people adopt different values from other cultures because they are passively exposed to mass media everyday.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

4- Because of mass media, the world will have the same values in the future.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

IV. Beliefs:

1- The mass media have affected your generation’s beliefs.
Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

2- Younger generations have beliefs now that are closer to other cultures than their own parents.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

3- Only school and parents teach us beliefs.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

4- Modern media cannot change our beliefs.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

5- Future generations, with more exposure to mass media, will develop different beliefs from past generation.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

V. Practices:

1- Modern media have influenced young people’s practices.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

2- If there are no mass media, our practices now would be the same as in the past.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

3- Young people nowadays prefer global (western) practices to past ones.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

4- Young people nowadays adopt both local and global practices.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1

5- Young people will leave their old/local practices and adopt global ones.

Strongly agree 5  agree 4  not sure 3  don’t agree 2  strongly disagree 1
Leadership Communication

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Introduction
``All you get is the blame if things go wrong``

It seems to be striking that much of what is taught in schools and universities has prepared people to live and lead in a neat and controllable world. The traditional belief is that leadership involves power or control so as to maintain stability and order among other conventional norms. But recent studies have revealed that the world in the 21st century is facing many challenges which have called for exclusively new parameters and different principles so as to attain the desired results. The traditional values appear to be outdated and need to be totally discarded as people typically have difficulty coordinating their activities. Actually, moving from the industrial to the Post-industrial paradigm is what is presently needed (cf. Daft, 1999):

<table>
<thead>
<tr>
<th>Industrial perspectives</th>
<th>Post-industrial perspectives</th>
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<tbody>
<tr>
<td>Stability</td>
<td>Change/risk</td>
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<td>Discussion</td>
<td>Dialogue</td>
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<td>Certainty</td>
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<td>Controlled</td>
<td>Chaotic</td>
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<tr>
<td>Money</td>
<td>Values and vision</td>
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<td>Policies and procedures</td>
<td>Opportunities and purposes</td>
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<td>Safe</td>
<td>Dangerous</td>
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<tr>
<td>Teaching</td>
<td>Learning</td>
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<tr>
<td>Explaining</td>
<td>Exploring</td>
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<tr>
<td>Individual</td>
<td>Integrity/collaboration</td>
</tr>
<tr>
<td>Skill development</td>
<td>Personal development</td>
</tr>
<tr>
<td>Learning in the classroom</td>
<td>Learning elsewhere</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>Critical thinking</td>
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</tbody>
</table>

The ultimate goal behind this paper is to show the reader that a committed leader has to develop a critical awareness about his communication strategies. According to Daft (1999), the leadership challenge is to:
• know how to act as a communication champion rather than just as an information processor;
• use key elements of effective listening and understanding;
• recognize and apply the difference between dialogue and discussion;
• select an appropriate communication channel for (his) leadership message;
• use communication feedback and realize its importance for leadership.

1. Communication and active listening: Rule N° ONE for a successful leader

In order to communicate effectively, a leader is supposed to realize that his task is not just a matter of informing about events, actions or plans in a simplistic and conventional way; rather, he has to bear in mind that much more effort is needed to have a full command of a wide range of activities and strategies that could make his vision clear in the mind of his subordinates or followers. Additionally, he has to be an active listener so as to make his team feel more important, dynamic and deeply involved. It is worth noting that active listening is not as easy as it seems; rather, it is a complex process because it crucially needs “getting prepared to listen, staying involved with the communication, keeping an open mind while listening and reviewing and evaluating after the event”. (Communicating Today, pp. 41-42).

This process could eventually make them like him and adopt what he says with confidence, pride and enthusiasm. This amounts to the conclusion that one of the most important tools in a leader’s communication process is listening. As mentioned above, listening involves the skill of grasping and interpreting a message’s genuine meaning. Only then can a leader succeed in his transmission of the message. Thus, it is generally admitted that listening is an activity; it requires attention, energy, and skill. The act of “good listening affirms others, builds trust, and suppresses personal judgements that shape perceptions. Listening is a requirement for leader communication, for doing better work, and for enabling others to do better work”.(Daft, ibid:164).

It is a fact that communication is generally viewed as a process by which information is transferred from a sender to a receiver. However, this is not the end of the story because many potential problems of misunderstanding could arise due to other factors such as attitudes, conflicting concerns and different background knowledge. These elements, among others, are more likely to create barriers to a smooth communication of the intended meaning or message. In effect, the
positive or negative feedback of the receiver, which could be verbal or nonverbal, often determines whether the message was adequately interpreted or not. According to Samovar et al. (1981:13-14): “communication is complete only when the intended receiver perceives the message, attributes meaning to it, and is affected by it”. So a leader should constantly be aware of this fact so as to be ready to adjust or change the direction of his speech to the end that converges with the needs of his followers if he claims to be empathetic in his relationship and democratic in his style of leading.

This is not the case of a manager who acts as an information processor whose role is to inform his employees in a neutral and sometimes in a mechanical way because he treats them like “objects” or numbers and does not care about their feelings and their feedback. Some managers stick to the rule “Hire and Fire”, which means that they can reject a worker any time if he does not satisfy the company and hire another worker immediately.

It is undeniable that managers have a big communication responsibility while directing their company. What matters for them is to provide accurate information, sometimes supported with statistics. Another difference between a leader and a manager is that the former always tries to ‘communicate the whole picture - the vision - rather than facts and pieces of information’ (see Daft, 1999).

Thus, it is the duty of leaders to direct their followers’ attention toward the vision and values of their organization. To this effect, they may be compelled to use many communication methods such as rich channels of communication, stories, metaphors and dialogue. This is briefly explained below.

2. An open Communication Climate

To be successful and more fruitful, leadership communication requires an open climate within the organization in the sense that there should be felt equality between all members in expressing their opinions and sharing information. The relationship gets closer between the leader and his followers when his speech, his actions and his behaviour truly reflect the ideas and values he embraces. The followers feel secure and have no inferiority complex or psychological barriers since the hierarchical levels are deliberately ignored. This ‘friendly’ environment of communication, which is created by the talented and visionary leader, does also raise the followers self-esteem and motivation and consequently communication can be diffused easily in all directions in a constructive and transparent manner. This stands in sharp contrast with management communication, where
hierarchical levels are prominent and managers strictly follow the top-down flow of information to their subordinates, based exclusively on an autocratic style.

Another skill that a leader should have is to know how to engage in a dialogue rather than a discussion. A dialogue is a logical outcome of active listening when it spreads throughout an organization. A dialogue’s emphasis is on the feelings of participants and the possibility to establish common ground, which is not the case with discussion since the latter is limited to the topic under consideration and usually encourages opposition between individuals and may often lead to conflict. So, a dialogue is a clear index of mutual understanding, harmony and achievement of shared objectives. This is the satisfaction that both leader and followers strive to attain in their collaborative endeavour to make a positive change in their organization, in particular, and their society in general.

3. Rich Communication Channels

As pointed out by Daft, a channel is a medium by which a communication message is carried from sender to receiver. Leaders have a choice of many channels through which to communicate to subordinates. A leader may discuss a problem face-to-face, use the telephone, etc., depending on the nature of the message.

Face-to-face discussion is the richest medium, because it permits direct experience, multiple information cues, immediate feedback, and personal focus. Because a leader is always expected to communicate his new ideas to a large audience, he may be obliged to choose public speaking. In this case, he has to be well prepared, articulate, full of enthusiasm and able to impress the public. He should also support his ideas by logical arguments and emotional appeals. Most importantly, he needs to make use of stories and metaphors. This technique is made explicit below.

4. Stories and Metaphors

Communication encounters can be enriched by leaders who are conscious of the language they use, and the definitions and context they create with their language. The choice of the best terms, the use of the appropriate metaphors help leaders to make sense of situations in ways that will be understood similarly throughout the organization or to the audience he is addressing. Consider the meaning conveyed by a leader telling followers:
Every morning in Africa, a gazelle wakes up. It knows it must outrun the fastest lion or it will be killed. Every morning in Africa, a lion wakes up. It knows it must run faster than the slowest gazelle or it will starve. It doesn’t matter whether you are a lion or a gazelle- when the sun comes up, you’d better be running (cited in Daff, 1999:168).

As we can see from this short passage, the use of the terms “gazelle” and “lion” goes beyond the literal meaning to convey the idea of hard work, a non-stop race. The image is so striking that it makes the listener deeply involved and willing to understand the metaphorical use of the language. The gazelle seems to represent the weak (the workers) and the lion stands for the strong (the boss). The short passage above shows that it is a matter of life or death if one of these two animals does not run fast (starve/killed). The act of “running” means competition and sacrifice to maximize production in the workplace. In this way, the leader makes his language powerful and inspiring, which helps him communicate his message effectively while gaining the admiration and respect of his followers. In fact, it is often the case that the audience go beyond the verbal interaction while listening to a leader. They pay more attention to his appearance and other features as the following paragraph reveals.

5. Symbols and informal communication

It is undeniable that leaders are watched, and their appearance, behaviour, actions and attitudes are symbolic to others. Symbols are a powerful tool for communicating what is important. Therefore, leaders are aware of what they signal to others in addition to verbal messages. Indeed, nonverbal communication, i.e., messages transmitted through action and behaviour accounts for over one half of the entire message received in a personal encounter. People interpret Leader actions as symbols, just as they attach meaning to words. Leaders use their actions to symbolize their vision and their commitment to it. They draw attention to specific values and ideas, as used to be the case with Martin Luther King when he was defending the rights of black Americans in the sixties, or Nelson Mandela when he was fighting apartheid in South Africa. What makes the leader’s speech more influential is when he resorts to informal communication. This strategy of informality narrows down the gap between the speaker and listeners. It is important not only because it is symbolic of leader vision, but also because it has great impact on participants. Some Moroccan political leaders resort to it consciously or unconsciously, but it is their right to use all strategies to gain the attention of the audience, to influence the members of the listeners and push them to act in the direction one is driving at.
Finally, it is crucial to note that leaders should be aware of the audience’s feedback. This could guide them better and help them increase their communication effectiveness and improve the organization where they work. The result of feedback is change—positive change in the follower and in the organization.

Conclusion

Effective communication is a vital element of leadership. Leaders make choices about how to communicate with others. In an organization, the shift to open communication is far reaching in its effect. An open climate paves the way for more opportunities to communicate with followers; more practice at listening actively, more opportunities to use rich channels are expected; more chances to repeat the leader’s vision through true feelings and symbolic actions. In addition, a conscious choice to communicate through stories, metaphors, and meaningful language enables a leader to direct attention to specific ideas, and have a lasting impact on followers. Finally, using feedback as an essential tool for communication provides the leader a means by which to develop followers and transform organizations. This is a challenging task that needs more efforts, honesty, competence, patience and self-confidence.

References


Sustainable Leadership in Education: Whose responsibility is it?

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Introduction

Leadership is not a new concept. It took its way in the field of education years ago, especially in Anglo-Saxon countries with the movement of school effectiveness. So, what is leadership? What are the components involved in school leadership? What is sustainable leadership and what are its principles? And whose responsibility is successful sustainable leadership? These are the main issues I will deal with in my paper.

What is leadership?

Hundreds of definitions have been given to this concept. Malcolm J. Richmon and Derek J. Alisson, for instance, explain that leadership has been thought of “as a process of exercising influence, a way of inducing compliance, a measure of personality, a form of persuasion, an effect of interaction, an instrument of goal achievement, a means of initiating structure.” Another definition of leadership was suggested by George R. Terry, who successfully described it as an activity geared towards influencing people to strive willingly for group goals.” The key term in both definitions above is that leadership is a process of exercising influence which involves recognition of a purpose, for example the need to change or create something. It also involves communication, interaction, willingness to participate and many other joint and synergy-based actions. School leadership, on the other hand, is the “activity of mobilizing and empowering others to serve the academic and related needs of students with utmost skill and integrity.” (Stuart G. Smith & Philip, K. Picle). The main focus of school leadership, by implication, is the improvement of teaching, learning and consequently students’ achievement.

Components involved in school leadership

Managing school change is a critical issue and its improvement is a very complex task to undertake by school leadership. In fact, for school improvement efforts to be successful, teachers, parents, community and business partners, administrators and students must share the various leadership functions. It is clear that there are
different agents involved for successful leadership to come about. This is what is referred to as distributed/shared leadership among these agents:

- **Parents**: One can even say that leadership starts at home. Parents initiate leadership. They should always be involved in any educational change. Successful change calls for a collective educational vision and a strong partnership.

- **Teachers**: The second important agent after the parents are the teachers. They are at the heart of the school mission and their leadership can be identified through responsibility-sharing, collaboration and participation in pedagogical projects, leading to school development and commitment to providing high quality learning for all students. It is necessary that the context of the school allows teachers the opportunity to take leadership roles, i.e. they should enjoy some power. Muijs and Harris maintain that teacher leadership implies a democratic redistribution of power and a realignment of authority inside the structure of the school.

- **The principal or headmaster**: The personality of the principal or headmaster, together with the administrative staff, has a crucial impact on the climate of the school and its success. To respond to leadership requirements, headmasters need an in-depth fundamental training in effective leadership and management. They should not confine their responsibility simply to the management of human resources and the safety of the school. They should have expertise in human relations, communication and piloting school projects. So, “*the principals’ role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach and a strategic teacher.*” (Senge, 1990).

- **Students**: Student leadership is the result of the collaborative work of all the agents mentioned before. It might be triggered at home by parents, and, then, be developed at school. Initiating leadership skills via establishing a culture of team work, project work and voluntary work is something possible at school provided there is the appropriate climate for such activities.

**Sustainable leadership and its principles**

Leadership involves change. This change, in the field of education, is easy to propose, hard to implement and extraordinarily difficult to sustain. This is compatible with the view that nothing is easy to sustain. Likewise, leadership is difficult to sustain. However, we should not by any means abandon investing efforts to reach our goals. Sustainable leadership can be defined in the following way:
“Sustainable leadership matters, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affects it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development.” (A. Hargeaves and D. Fink, 2003).

Leadership, then, is more than a matter of endurance or making things last. In fact, seven principles of sustainable leadership can be inferred from this quote:

1. **Sustainable leadership creates and preserves sustaining learning**
   The basic responsibility of educational leaders here is to be able to cause and sustain learning, i.e. learning that lasts and engages students intellectually, socially and emotionally.

2. **Sustainable leadership secures success over time**
   The biggest challenge for sustainable leadership is leadership succession. Effective leader succession means having an intent and making plans to create effective and coordinated flows of leadership, across many years and many people. With this view in mind, successful leaders should be kept as long as they are productive and successful, but there ensuring continuity by nurturing new leaderships is desirable to avoid any unexpected decline.

3. **Sustainable leadership sustains the leadership of others**
   Successful leaders should be kept longer, but not forever. This entails the necessity of ensuring leadership succession. The latter should be prepared for, developed and shared with all the stakeholders. Within the school, for instance, it should be distributed on a contractual basis among various agents to ensure a smooth transition and avoid the crisis of leadership succession.

4. **Sustainable leadership addresses issues of social justice**
   Sustainable leadership in education is not eclectic. All students and schools can benefit from it. “Sustainable leadership is therefore not only about maintaining improvement in one’s own school. It is about being responsible to the schools and students that one’s own actions affect in the wider environment. It is about social justice.” (A. Hargeaves and D. Fink, 2003)

5. **Sustainable leadership develops rather than depletes human and material resources**
   Sustainable leadership takes care of leaders and does not let them be burnt out by excessive work and scarcity of resources. So, policy makers should care
for personal and professional development of leaders through incentives to guarantee the continuity of their productivity and creativity.

6. **Sustainable leadership develops environmental diversity and capacity.**
   With sustainable leadership in schools, there is always room for diversity in the learning depth and environment; this is due to the fact that there are always multifarious ways of approaching issues. In other words, “sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching, and leading and provides the networks for these different kinds of excellence to be shared.” (A. Hargreaves and D. Fink, 2003)

7. **Sustainable leadership undertakes activist engagement with the environment:**
   No matter how helpful or unhelpful the environment is, sustainable leadership has an activist dimension. There are; however, problems of resources related to time, money and support, but the process should be kept.

**Conclusion**

Leadership in education is a distributed necessity. If we are to make it sustainable, it must be a shared responsibility among all the partners. Parents must be present in the educational scene; teachers must be convinced that it is part of their job to develop leadership skills at school for the quality learning it generates. Also, there should be stability at the level of administration of schools whose staff needs intensive basic training both on effective leadership and management. Besides, students must share certain leadership functions. They should be encouraged to be very active and responsible citizens. They should also be motivated and trained to undertake high commitment and engagement in learning. Above all, sustainable leadership must be a fundamental priority of the systems in which leaders do their work if change is to matter, spread and last.

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Teacher Leadership in Higher Education: 
The Case of the University

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Introduction

Leadership has been a concern of several domains such as sociology, anthropology, history, politics, and business since an early age; however, writings in the field of education have only flourished throughout the last two decades. Researchers have studied leadership and leaders at all levels ranging from being a dean, or a principle to being a teacher within a school or a classroom. This article aims at exploring teacher leadership at the university. In the absence of teacher leaders or what is called ‘clinical educators’ (Sherrill, 1999) from the Moroccan university, every teacher is in a position to become a leader inside his/her classroom, and perhaps the institution as a whole. Nevertheless, leadership requires certain practices and traits that a university teacher needs to possess or develop if he/ she seeks to qualify as a leader. The article first outlines some of the ways in which leadership has been defined both in the past and in recent works. Second, it deals with how teacher leadership at the university is perceived.

Defining leadership

Leadership, which has emerged as a discipline for study since the 1920s, is a complex process on which hundreds of definitions have been formulated. Some scholars have even described it as “one of the most observed and least understood phenomena on earth” (Bennis & Nanus, 1985:4). As reported in Hughes, Ginnett, and Curphy (1993:6), leadership was defined in various ways. It is

- The creative and directive force of morale (Munson, 1921).
- The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959).
- Directing and coordinating the work of group members (Fiedler, 1967).
- The presence of a particular influence between two or more persons (Hollander & Julian, 1969).
- The process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984).
Implied in these definitions is the fact that different researchers have considered leadership from different angles, resulting in various perspectives and approaches such as the trait approach, and the behavior approach. However, most of the early definitions are found to describe leadership as one person (leader) controlling and directing other people. Bennis (op. cit.), for example, includes in his conception of leadership the word “subordinate” to show the hierarchical nature of the relationship between leaders and their followers. Fiedler (op. cit.) focuses on directing and coordinating as two major elements of leadership. Thus, it can be deduced that leadership in the past was understood as exercising one’s power and control over others.

Recently, many researchers and scholars have started to see leadership with more or less the same lenses. Several definitions seem to revolve around three main notions that appear to be the pillars on which any leadership conception is built. (1) Leadership is relational; (2) it seeks a certain change or difference on the part of the leader and his/her participants; (3) both the leader and the participants share common goals. As a case in point, Komives, Lucas, and McMahon (1998:11) define leadership “as a relational process of people together attempting to accomplish change or make a difference to benefit the common good”. Along the same lines, Daft (1999:25) views that leadership “involves people in a relationship, influence, change, a shared purpose of achieving a desired future, and taking personal responsibility to make things happen”. He also perceives that “leadership may be expressed in the classroom, your neighborhood, community, or volunteer organization”.

For the purpose of this paper, the above definitions will be adopted for exploring teacher leadership at the university in the Moroccan context. I would argue that real teacher leadership occurs inside the classroom, and true change should stem from the relationship that the teacher leader develops with his/her participants (in this case the students), and also from the shared tasks they perform to achieve the desired goals. In order to realize this kind of relational leadership, some practices and traits are found to be essential on the part of the teacher leader.

Teacher leadership

In European and American colleges and universities, teacher leadership is mainly related to those teachers who, besides their classroom practices, participate in various school jobs such as curriculum development, school exams, teacher evaluation, etc. These are well summarized in Barth (2001, p. 444) who states that teacher leaders are involved in
1. choosing textbooks and instructional materials;
2. shaping the curriculum;
3. setting standards for student behavior;
4. deciding whether students are tracked into special classes;
5. designing staff development and in-service programs;
6. setting promotion and retention policies;
7. setting school budgets;
8. evaluating teacher performance;
9. selecting new teachers and new administrators

Some of these roles (3 & 6), which are exercised by elected teacher leaders, are included in the Moroccan university system. However, all the other tasks that are connected to the classroom context are lacking, a fact which makes the role of the teacher at the university hard and demanding. A teacher needs to be a course designer, a curriculum developer, a test designer, a counselor, and a pedagogue. All this calls for teacher leadership, especially it is believed that whoever the teacher is and whatever he/she does inside the classroom has more impact on learners’ achievement than any other factors within the university. As a matter of fact, following Komives et al (1998), every teacher is in a position to be a leader by developing his/her own leadership philosophy whose concerns, according to (Hadgkinson, 1983 in Komives et al, op. cit.:68), are “affect, motives, attitudes, beliefs, values, ethics, morals, will, commitment, preferences, norms, expectations, responsibilities”.

Given all this state of affairs, the teacher at the university is expected to fulfill his/her duties with rather big concerns since he/she is considered to be a professional who has greater self-governance. Thus, a teacher who is able to build a certain intimacy and passion toward his work would succeed in leading his/her classroom and achieving his/her goals. To this end, I would suggest some practices that seem vital to teacher leadership; in fact, some of those practices overlap with some principles of English language teaching like learner-centeredness and action research.

In designing a course, one needs to take into consideration his/her participants. In other words, he/she needs to make the course accessible and suitable to their level of learning. Once in the classroom, the teacher leader needs to choose which methodology to use in order to facilitate the teaching and the learning process so as to achieve the proposed goals. The participants do not only need to know tangible purposes and aims of the course but also be involved in discussing the
material taught in an attempt to raise their motivation and self-esteem which might help them both inside and outside the classroom. Classroom experience is a lifelong learning process. The teacher leader is expected to reflect and learn from the different practices he/she engages in with the participants, and being able to constantly question one’s teaching approaches is a necessary step to an understanding of the nature of the teaching/learning process. In this respect, one will be able to become aware of his/her weaknesses and strengths, mistakes and successes, for it is viewed that self-examination is the key to leadership development, and learning is one of the fundamental elements of any teaching experience. As Bennis (1989:56) has suggested, there are four elements that play a crucial role in developing self-knowledge:
- You are your best teacher.
- Accept responsibility- blame no one.
- You can learn anything you want to learn.
- True understanding comes from reflection on your experience.

Professional growth and development are essential to the teacher leader who needs to be able to face the difficulty of finding effective ways to change his/her perception so as to get rid of one’s “long-held traditional beliefs with respect to pedagogy, culture, and learning” (Andrews, 2007:8). Indeed, instead of merely using the same approaches, methods, and course contents throughout one’s career, he/she needs to keep up with the current ideas and teaching approaches. In so doing, the teacher will “sustain high level of vigor in the classroom, and provide appropriate information and feedback to learners” (Heffernan, 2005:5). For this purpose, attending and participating in conferences would undoubtedly result in continuous improvement and innovation.

Dialogue is a vital component of a teacher leader’s practice inside the classroom. It has proved to be a useful way to approach and know one’s audience (the students). In this practice, being a good listener is as important as, and in some cases it is even more important than, being a persuasive speaker. It is critical to listen to the learners’ concerns and problems with their studies; to this end, empathy is of paramount importance within this kind of relationship between the leader and his/her participants. Komives, et al (op. cit.) has alluded to this point by asserting that, “the ability to understand others, be understood by others, and together create an effective organizational or group environment is the challenge of relational leadership” (p. 159).
Modeling is another crucial classroom practice that the teacher leader needs in his/her relationship with the participants. One is expected to teach his/her students punctuality by being punctual; responsibility by being responsible; fairness by being fair, and so forth. In this way, the teacher leader will give his/her learners a good model to follow, a fact which will bear a positive reputation on the part of the teacher’s colleagues and administrators. In fact, “leading by example is perhaps the purest form of leadership and the one over which each of us has the most control” (Barth, op. cit., :447).

To be able to fulfill the above practices, some traits deem essential to the teacher leader. Although research has revealed that personal traits do not necessarily lead to successful leadership (Stogdill, 1974 in Hughes, 1993), some researchers have argued that some traits are characteristic of effective leaders (Daft, 1999). Honesty and integrity have, for example, proved to be indispensable to any leadership process. Whereas the first refers to “truthfulness and nondeception”, the second means that “one is whole, so one’s actions are in keeping with one’s words” (Daft, op. cit., p. 67). Through these, the teacher leader builds a trustworthy and principled relationship with his/her students, along which one is expected to be highly consistent, that is, to do what one promises to do when he/she promises to do it. As Albert Einstein once said, “whoever is careless with the truth in small matters cannot be trusted with important matters”.

Self-confidence is another trait which appears to work in favor of leadership success. It generally refers to “the degree to which individuals feel comfortable with their own judgment, abilities, or skills” (Hughes, et al, 1993, p. 151). Hence, the teacher leader is required to develop self-confidence in order to be able to take risks, to make decisions, and to solve problems when they occur. Indeed, self-confidence is among the traits that enable a leader to confront all the challenges (Daft, op. cit.). Related to this is self-esteem, which refers to “how you think and feel about yourself” (Komives, et al op. cit., p. 113). Being able to feel one’s strengths and face one’s weaknesses is, according to these researchers, a first step toward higher self-esteem which ultimately results in a strong drive.

Motivation, following Daft (op. cit.), is also one of the traits that is characteristic of an effective leader. He views that, in whatever domain, leaders “with drive seek achievement, have energy and tenacity, and are frequently seen to have ambition and initiative to achieve their goals” (p. 68). Motivation is much more needed in the field of education where it has for long proved to be a key element for successful language teaching and learning. The teacher leader with a high
level of motivation will constantly try to raise his/her learners’ interest and to make his course interesting, instructive, as well as constructive.

Conclusion
Leadership has been defined in this article as a relational process that the leader and his/her participants develop together with the aim to achieve a certain change. This kind of leadership is mutually influential and is based on shared goals. The article also argues that since there is an absence of clinical educators at the Moroccan university, every teacher is able to become a leader. However, to achieve relational leadership inside the classroom requires a combination of the proposed three traits (honesty and integrity, self-confidence, and motivation) along with the proposed teacher leader practices. A teacher who belongs to this tradition will undoubtedly motivate, empower his/her students and contribute to an everlasting improvement of the teaching and learning process in the university context.

Notes
1. Following Komives et al (1998), it seems that it is inadequate to use the term followers meaning “they are following someone or something, unable to think for themselves, or remaining indifferent to the group’s goals” (p.12); instead, the term participants is preferred and will be used throughout this paper.
2. The word leader is used in two different ways in the literature on leadership. One use refers to leaders who have been elected or selected for a certain position. These are sometimes called “positional leaders”. The second use refers to any person who engages with other people to achieve some change.

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Shared Leadership Competencies and Communication in Foreign Language Classrooms

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Introduction
The present paper addresses the issue of how foreign language classrooms can best contribute to the development of learners’ shared leadership competencies and skills with a particular emphasis on the importance of their classroom communicative competence and the nature of the classroom environment and communication. To this end, it will provide a brief overview of some of the major defining principles of shared leadership theory and practice. Then, it will present some of the major competencies for effective and successful practice of shared leadership. Finally, it will present and discuss some implications of shared leadership for language classroom communication. In this respect, it highlights the importance of open classroom communication and environment, and students’ classroom communicative competence for enhancing their active and creative participation in interactive classroom communication and practicing and promoting their interactional and social leadership competencies and skills, necessary for them to handle successful communication in different multi-cultural and multi-functional interactions and contexts.

1. Shared leadership: definition and principles

In the history of leadership, various models have been developed to describe and explain this work organization and performance phenomenon. These models differ with respect to their theoretical assumptions about the nature of management, communication, and influence processes and patterns. They also differ with respect to their implications for how work is or should be organized and performed, as well as the role of individuals in an organisation or group and the patterns of relationships that are or should be established and maintained between them, namely the role and power relationships and the nature of the social interaction. Overall, in the literature on leadership theory and research (e.g. Northhouse, 2001; Pearce and Conger, 2003; Yukle, 1998, etc.), a distinction is generally made between the traditional command-and-control and the shared models of leadership.

1. 1. The command-and-control model of leadership
By definition, within this perspective command and control are the essence of management and leadership in that organizations tend to be too structured, that is, all the power is given to the formally appointed leader, who tends to control things too much and whose rights as a legitimate leader have direct influence on his subordinates, who are consequently subject to some strictly defined obligations. In other words, members of an organisation or group are either leaders, whose role is to “make strategic decisions effectively” (Northhouse, 2001), or followers, who are broken away from the process of making decisions and who must adjust to their behaviours and practice to strictly execute the decisions and orders imparted from above by the formally appointed leader. This relationship of followship is established and maintained through a rigid hierarchical and vertical distribution of power particularly its concentration in the hands of the legitimate leader, and through restricted one-way structure of communication. This pattern of leadership has long been established and deep-rooted in organizations and organizational and institutional practice. In this respect, Pearce and Conger (2003:2), for example, state that “historically, leadership has been conceived around a single individual – the leader – and the relationship of that to subordinates or followers. This relationship between the leader and the led has been a vertical one of top-down influence”.

However, this approach to leadership has recently been questioned and challenged for its neglect of different situational factors that may come into play to influence the effectiveness of work organisation and performance. Additionally, this focus on a single individual leader does not respond to the growing need for multi-functional and cross-cultural team-work and small-group work as an organizational unit of effective work organisation and performance. Therefore, a new form of leadership emerged reflecting the need for leadership to be shared or distributed among members of organizations and small groups. This form of leadership is widely referred to as shared leadership, mutual leadership, or distributed leadership. Below, this model of leadership is generally defined and some of its principles are presented and discussed.

1. 2. Shared leadership
Shared leadership is a recently emerging form of leadership that stands in sharp contrast to the command-and-control style of leadership. It is generally defined as a recent conceptualization of leadership as “a dynamic interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” (Pearce and Conger, 2003:2). This approach to leadership is based on the principles that
1. Leadership is an activity that can be shared and distributed among members of a group or organisation.
2. Small-group work and team-work is the basic and most effective unit of work organisation and performance.
3. Diversity among individual members with respect to their socio-cultural and functional backgrounds is a resource to be used rather than a problem to be overcome.
4. Coordinated actions and closer relationships among the group members lead to effective performance.
5. Openness to change and openness of power, communication, and social organization and interaction patterns, whereby all members of a group or organisation are engaged in making decisions, setting common goals and priorities is likely to enhance successful and effective organization and performance of team-work and group-work tasks.

These are some of the major defining principles of shared leadership which constitute the elements most frequently referred to by advocates of this approach to leadership (e.g., Pearce and Conger, 2003; Pearce, Conger and Perry, 2003; Yukle, 1998; Fletcher and Kaufer, 2003; Owen, 1997, etc.). For example, Pearce, Conger and Perry (2003: 48) explain that “shared leadership is a different perspective on leadership which relies on a dynamic exchange of lateral influence among peers rather than simply relying on vertical, downward influence by an appointed leader”. The elements of this definition point to the collaborative relationship and two-way influence and communication between members of a group who are considered as peers and partners including the formally appointed leader, whose role is to support other peers, facilitate communication between them and coordinates their efforts. This interest in the group dynamics including the social context of interaction and the complex nature of communication and influence networks is also emphasized by Fletcher and Kaufer (2003:21) who point out that leadership within this perspective is conceived of as “a more relational process, a shared or distributed phenomenon at different levels and dependent on social interaction and networks of influence”.

Within the perspective of shared leadership, effective and successful practice of shared leadership depends on the ability of the self-management and self-organisation of the group and the self-responsibility of the individual. Shared leadership is then a search for ways to enhance the performance levels of the group and its members which depends on the type of formal leader and his style of leadership. Shared leadership practice tends to promote the potential of members’ performance and change in that it provides ample opportunities for
members to fully express themselves and give the best they can. In this respect, Owen (1997: 149) explains that “the varieties of advanced human performance desired appear under many titles including empowerment, self-managed work teams, shared leadership, management of ambiguity and diversity, and of course change management”.

This focus on leadership as a group level phenomenon and consequently the growing interest in the group communication dynamics suggest that shared leadership is not only a call for the redistribution of power among members of a group or organization, but also a different perspective on communication as an integrated process of give and take between all members of a group, a process shaped by different contextual factors including the socio-cultural backgrounds of participants, their type and degree of motivation, personality characteristics, levels of task ability, their expectations and perceptions, and their functional backgrounds, etc. So, shared leadership is a shift of focus from one-way communication, whereby the formally appointed leader exercises rigid control over the structure of interaction and the flow of information to “the interactional nature of dialogue, one of the coordinating practices of shared leadership” (Yukle, 1998). As a result, the focus is no longer on the single leader, his individual vision, and his ability to make strategic decisions effectively and set the goals and priorities to the exclusion of his subordinates or followers. Moreover, the observation of the behaviors, actions, and mind-sets of distinguished leaders is no longer an excellent and sufficient way to develop leadership competencies.

Within shared leadership perspective, emphasis is rather placed on the social organization and performance of the group and on the social and linguistic interactional competencies and skills. In other words, the focus is placed on the abilities to build and work with groups or teams, to build and maintain relationships appropriate to foster positive environmental conditions, to promote the group effective organization and performance and to enhance individual members' self-motivated, self-responsible, free and deliberate, creative and productive engagement in the process of decision making, setting goals and priorities, effective accomplishment and evaluation of group-work tasks. Below are some shared leadership competencies and skills presented and discussed.

1.3. Shared leadership competencies
In the literature on leadership theory and research (e.g. Connerley and Pedersen, 2005; Guggenheimer and Szulc 1998; and Owen 1997) there is a general agreement on the close interrelationship between leadership and communication
processes. Therefore, the most widely distinguished leadership competencies which have been used as guiding standards in leadership training and education are closely related to effective communication in a variety of multicultural and multifunctional business contexts. This particular emphasis on effective cross-cultural communication has been motivated by the increasing need for human resources qualified enough to operate in different multicultural contexts and able to deal with business partners from different socio-cultural and functional backgrounds in an increasingly interdependent global economic environment. These abilities are generally referred to as global leadership competencies. The most widely referred to in the literature are summarised by Aycan (1997) as follows:

- in-depth business and technical knowledge,
- willingness and commitment to succeed,
- ability and willingness to learn from experience,
- ability to cope with uncertainties and conflict,
- managerial competencies,
- willingness and ability to enhance integrated multiple perspectives,
- communication effectiveness,
- competence in developing and maintaining interpersonal relations,
- ability to motivate and develop people potential, and
- competence in playing the role of a change agent

(Quoted in Connerley and Pedersen, 2005: 70)

These competencies are interdependent and interrelated and they focus essentially on cross-cultural awareness, knowledge, and communication, as well as the expertise necessary to operate effectively and successfully in different global business organisations. These competencies are also referred to as global literacy, which means “seeing, thinking, acting, and mobilizing in culturally mindful way. It is the sum of the attitudes, beliefs, knowledge, skills and behaviours needed for success in today’s multicultural, global economy” (Rosen and Digh, 2001: 74). In this context, Rosen et. al. (2000) argue that effective communication, management, and leadership in various multicultural and multifunctional business organisations and contexts requires the following literacy competencies:

- Personal literacy (understanding and valuing oneself)
- Social literacy (engaging and challenging other people)
- Business literacy (focusing and mobilizing one’s organization)
- Cultural literacy (valuing and leveraging cultural differences)

(Quoted in Connerley and Pedersen, 2005: 71)
In addition to these competencies required to handle successful multicultural interaction, particularly in the context of business and management, shared leadership places more emphasis on the abilities and traits of character not only to manage business organisations, including effective human resources management, but also the abilities and qualities necessary to operate as a member of the group. As previously discussed, within the perspective of shared leadership team-work and small-group work has become the most effective unit of work organization and performance. This focus on leadership as a group level phenomenon has motivated an increasing interest in understanding the dynamics of communication in small groups. For example, Fletcher and Kaufer (2003:21) state that the “recognition of leadership as a group phenomenon would suggest an important theoretical and practical link between leadership research and research on group processes and team work”. To this end the focus has come to be placed on what can be referred to as Group participatory membership competencies. These competencies are generally the knowledge, skills, and personal characteristics that help members of a group, team, or organization to lead one another and cooperate to make decisions, set common goals and priorities, accomplish and perform the group tasks, and achieve the goals of the group. Following Guggenheimer and Szulc (1998), Owen (1997), and Owen and Stadler (1999), these competencies can be summed up as follows:

**Group participatory membership competencies**

1. Openness to change and change management:
2. Ability to cope with uncertainties and conflict
3. Setting common goals and priorities
4. Vision and passion
5. Humor and Courage
6. Energy, vitality, and enthusiasm
7. Building a team, Integrity and trust
8. Motivation and creativity
9. Appreciation of diversity and tolerance

These competencies highlight the ability and willingness to be open to change, that is, readiness to change one’s practices and help others to deliberately join change efforts. However, change introduces uncertainty, ambiguity, confusion, conflict, and fear. Therefore, shared leadership practice requires that members of the group are able to overcome these situations of conflict and uncertainty that may result from their differing interests, expectations, types and degrees of motivation, and their ability levels, as well as the complexity of the group-work
task itself. In this respect, a sense of humour on the part of members of the group may help to release tension and create a stress-free atmosphere. It may help to solve communication breakdowns and problems. It also helps to break different barriers that may hinder group members’ full expression of themselves. This sense of humour is therefore an important group membership competency for it helps to set the ground for open patterns of communication and social organisation necessary for a supportive and motivating group climate. Moreover, motivation is another contributing factor to successful shared leadership practice. Being self-motivated is then a prime prerequisite for full expression of passion and self-responsibility. To be motivated and able to motivate one’s peers would likely help innovation and creativity for unmotivated people are unlikely to be creative and productive. Adequate levels of motivation among members of the group are important for their practical and playful involvement and necessary for effective group organization and performance.

Furthermore, the ability to accept and appreciate diversity among members of the group with respect to their socio-cultural and functional backgrounds is a prerequisite for members to work together and participate in the process of making decisions, setting goals and priorities, and collaborative implementation and evaluation of the group-work tasks. This collaborative effort may reduce the degree of uncertainty, confusion, and conflict and would therefore make expectations clearer and would increase members’ self-motivated and self-responsible engagement in the achievement of group common objectives. It is the ability to bring a very diverse set of functional backgrounds and efforts together.

2. Implications for language classrooms communications

2.1. Learner-centeredness

Shared leadership practice in second and foreign language classrooms implies a redefinition of teachers’ and students’ roles in terms of power, participation, communication, and social organization patterns established and maintained in these classrooms. In other words, it implies that leadership and responsibility for the organization, management, and accomplishment of classroom communication tasks and events should be distributed among and shared between students and teachers, as well as between students themselves. Within this perspective, the teacher’s role is to act as a peer, whose formal and legitimate leadership is extended beyond explicit control to cover the implicit roles of assisting, supporting, enabling, and facilitating students’ successful and effective engagement in classroom experiences, whereby they could practice and develop the competencies and traits of self-organization and self-leadership, which would,
in turn, help them develop a variety of organizational and interactional skills, as well as the personality traits associated with them, such as tolerance, mutual leadership and appreciation of diversity. The practice of shared leadership on the part of students requires them to assume an active, participatory, creative, and productive role in classroom communication and organization. This successful engagement in shared leadership practice would certainly contribute to teachers’ professional development and would help students to develop life long learning abilities, that is, “the ability to continue learning after the end of their formal education” (Littlewood, 1999: 71). It would also help them to grow as “authentic persons [who] know what they are doing, and attend in relaxed or focused ways, in accordance with the demands of the situation, [who] are also autonomous, in the sense of feeling responsible for their own actions, and able to deal with choices” (Vanlier, 1996: 144).

2. Two-way communication

In the literature on classroom communication (e.g. Johnson, 1995 and Lynch, 1996, etc.), two types of communication have been distinguished. The first type is one-way communication where the initiative-response-evaluation/feedback interactional sequence is the dominant structure of communication. This structure allows the teacher to control the structure and content of communication which becomes a process of top-down influence and allows leadership to be centralized in the hands of a single participant, the teacher, the formally appointed leader, who leaves little space for other participants/students to practice the interactional competencies recommended by advocates of shared leadership. This pattern of participation reflects the traditional vertical approaches to leadership which is closely related to teacher-centred approaches to second and foreign language teaching and learning.

Shared leadership education suggests a view of communication as an integrated and complex process which is achieved through interactive language use, collaborative and cooperative negotiation of meaning, and shared understanding between participants in communication in general and classroom communication in particular in order to sort out misunderstanding and communication problems and breakdowns. It is a two-way communication which stresses the centrality of interactive communication or “the interactional nature of dialogue, one of the coordinating practices of shared leadership” (Yukle, 1998). Within the perspective of this type of communication, the emphasis is placed on students’ active and motivated participation in open and free communication whereby they could exchange opinions, share ideas, chair discussions, and practice different interactional skills and various speech acts and exercise a great deal of control.
over the structure and content of communication. In brief, as previously pointed out there is a close interrelationship between shared leadership and open patterns of communication, one of the major defining elements and innovations brought about by shared leadership and communicative language teaching, on the one hand and between the traditional command-and-control models of leadership and traditional teacher-centred approaches to second and foreign language teaching and learning. Therefore, shared leadership provides further arguments for the need to implement more communicative approaches, which would be recommended here for successful practice of shared leadership in foreign and second language classrooms.

2. 3. Small-group work and team-work
The patterns of communication in general and classroom communication in particular which have been distinguished to foster participants’ active, productive, and creative participation and leadership sharing in interactive communication are generally student-students interaction in problem solving, information-gap, and role-play activities in pair-work, small-group work, team-work, and whole class discussion. These activities and patterns of organization are recommended because they are student-engaging and student-led in that their “major characteristic in terms of participation is that the student is primary speaker” (Vanlier, 1988: 173). Student-student(s) communication in small-group work activities provides an interactional environment in which they could practice various speech acts, a communicative environment in which they could share a great deal of ideas, initiate discourse, exchange opinions, give and ask for information, give instructions, interrupt and be interrupted, and correct other peers and be corrected. Students’ self-motivated involvement in such patterns of organization would help them to develop their confidence in speaking in public, develop personal characteristics, develop the skills of logical and creative thinking, develop the skills of chairing and many other shared leadership and group management abilities, develop the skills and traits of efficient and cooperative group work, and would also help them to develop the abilities to organize information, ideas, and priorities, to develop problem solving strategies and the ability to cope with stress and complexity and to manage time. In brief, students’ engagement in such kind of interaction would help them practice various skills and competencies of shared leadership, which are essentially interactional, managerial, and communicational in nature at the linguistic and social levels.

2. 4. Classroom communicative competence
As previously discussed, shared leadership education suggests a view of communication as an integrated, complex, and rich two-way process, shaped by a variety of variables, namely the participants’ expectations and perceptions, which are, in turn, shaped by their socio-cultural and functional backgrounds, or are the result of the immediate contest of communication including the setting and the nature of interaction itself. Therefore, shared leadership practice depends not only on global leadership competencies, emphasizing the knowledge and abilities to handle cross-cultural and interpersonal communication with people from diverse socio-cultural and functional backgrounds, but also the competencies and skills to cope with the demands of interaction resulting from the emerging complexities of the immediate situation including those that may result from the interaction itself and its different stages. Consequently, emphasis has been placed on the knowledge and competencies needed to handle cross-cultural and cross-functional communication, as well as small-group and team-work interactional skills necessary for effective shared leadership practice. This would apply to second and foreign language communication, which is consequently shaped by teachers’ and students’ perceptions and expectation and the classroom environment, as well as the nature of communication, participation, power and social organization patterns established and the activities designed in a specific classroom. These variables, among many others, are usually referred to as the dynamics of classroom communication, which is the variety of forces that may come into play to shape the nature of classroom interaction, including what Karen; E. Johnson (1995) refers to as classroom communicative competence, and which she considers as a prerequisite for students’ successful and effective participation in classroom interactive communication and events.

Classroom communicative competence is then considered as another contributing factor to the dynamics of classroom communication, which is defined in terms of “students’ knowledge of and competence in the structural, functional, social, and interactional norms that govern classroom communication” (Johnson, 1995:161). This suggests that the classroom needs to be treated as a specific socio-institutional setting where some particular interactional and socio-cultural conventions are at work. Accordingly, Johnson assumes that students’ awareness and understanding of these interactional conventions would enhance their participation in interactive classroom communication. Moreover, she argues that in order to motivate students’ successful involvement in interactive communication patterns they need to establish their classroom communicative competence. To this end, she suggests that teachers need:
“to identify the prerequisite knowledge and competencies that their students will need in order to participate in specific classroom events, and be cognizant of the contextual issues surrounding classrooms, [which] enable teachers to adjust the patterns of communication so as to maximize students’ linguistic and interactional competencies and create opportunities for students to begin to acquire a repertoire of competencies that they can successfully participate in a wide range of classroom events” (1995: 163).

This clearly would suggest the need for explicit statement of the pedagogical purposes of the language classroom and of each lesson or lecture at the levels of objectives, content and methodology of classroom communication and evaluation. In other words, the course descriptions and objectives should be made clear and be explicitly and concretely explained to students at the beginning of the academic year. In addition to this, patterns of classroom participation and organization need to be explained, that is, the necessary participative linguistic and interactional competencies need to be presented and explained to students in order to facilitate their creative and productive engagement in classroom interactive communication; otherwise, they could become confused about what is expected of them, or how they are expected to participate. In this regard, Johnson (1995) suggests that for teachers to establish their students’ classroom communicative competence they would need to:

- Make the norms that govern classroom communication both explicit and predictable,
- Create opportunities for students to practice instructional tasks using more exploratory language before being expected to perform in front of the entire class,
- Use the class meeting to teach small group interaction skills.

(op.cit:163)

2.5. The classroom environment
Shared leadership practice in language teaching classrooms depends on the ability to create a relaxed and safe atmosphere in the classroom to make it as open a space as possible where students could feel self-confident and self-dependent and where they could share responsibility and assume some responsibility for conducting classroom interaction and class management. This would be of great importance with groups of students whose general conceptions of their roles and that of their teachers are rather traditional and conservative, groups of students who generally expect the teachers to assume a total responsibility and leadership
for their learning, their achievement and class management. More importantly, such conceptions are generally shaped by their socio-cultural backgrounds and previous learning experiences. The creation of an atmosphere of familiarity, friendship and mutual trust and respect in the classroom through the establishment of free and open communication in small-group work activities and whole class discussion would be of great value for students to practice and develop shared leadership competencies and values, particularly in contexts, characterized by rigid disciplinary routines, highly ritualized patterns of social participation and pre-distribution of power and role relationships. It would also promote the students’ linguistic and interactional competencies recommended by shared leadership as well as the values associated with them such as cooperation and collaboration through communication.

In this respect, Cartwright (1970:325) states that “to change the behavior of individuals, it may be necessary to change the standards of the group, its style of leadership, and its emotional atmosphere”. This suggests the importance of changing the structures of power, communication, and social organization, whereby power, responsibility, and leadership are equally distributed among the members of the group, open and free communication, whereby all members have shares to contribute, and the two-way flow of information is allowed, and a relaxed atmosphere of familiarity, friendship, whereby more proximity is maintained and closer relationships are built to create a group climate which would facilitate students’ self-motivated, and affectionate engagement in the effective accomplishment of classroom interactional events and small-group tasks. According to Owen (1997) and Owen and Stadler (1999), the creation of an open space environment is very important for effective meetings to take place, including the classroom meeting, for this kind of environment allows:

- Breakthrough learning (self-organization, teamwork, take responsibility, self-awareness, improve communication)
- Appropriate situation
- Spirited performance
- Playful involvement
- High productivity
- Growth from within
- Powerful tool for creation and environment for innovation, problem solving, creativity, reenergizing, and rapid change.

In brief, an open space environment would help to break with the rigid structures of communication and social interaction and could help to create the conditions
for maximum and effective results for the individual and the group, for it fosters participants’ full expression of themselves.

Conclusion

To sum up, these are some of the major ingredients for the successful practice of shared leadership and for effective and productive group-work and team-work organization and performance. So, shared leadership is a practice and attitude that requires some personal commitment and some social and linguistic interactional competencies and skills, the most important of which are the abilities to change one’s behavior, attitudes and actions as well as those of others, that is, to be open to change and to play the role of a change agent through open structures of communication, power, social organization and interaction in an affectionate and social environment positive for all members to fully express and be themselves, to change, and to promote their performance and organization.

References


تقرير إجمالي حول:

الندوة السنوية السابعة والعشرون للجمعية المغربية لأساتذة اللغة الإنجليزية

في موضوع: القيادة والقيم في التربية اللغوية

2-3-4 أبريل 2007، المركب الثقافي مولاي رشيد، بوزنيقة

نظمت الجمعية المغربية لأساتذة اللغة الإنجليزية ندوتها السنوية السابعة والعشرين هذه السنة تحت عنوان: "القيادة والقيم في التربية اللغوية" وذلك بتعاون مع الأكاديمية الجهوية للتربية والتكوين لجهة الشاوية ورديغة، أيام: 2-3-4 أبريل 2007 بالمركب الثقافي مولاي رشيد بوزنيقة.

وتهدف الجمعية من تنظيم هذه الملتقيات السنوية الهامة بالإضافة إلى المشاركة إلى جانب الوزارة الوصية في التكوين المستمر لأساتذة القطاع وفي بناء قدرات الأساتذة التدريبية ومساعدتهم على تفعيل تصور التدريس بالكفايات حتى يتسنى لهم مواجهة الإصلاحات المتظرة لقطاع التربية - إلى المساهمة في دعم دعم الانتقال الثقافي واللغوي، وتجسيد قيم التسامح والتفاهم بين مختلف مكونات الحضارة الإنسانية، فضلا عن الارتقاء بآليات وطرق تدريس اللغة الإنجليزية وتيسير تعلمها لدى الناشئة المغربية.

لقد دأبت الجمعية المغربية لأساتذة اللغة الإنجليزية منذ تأسيسها على تنظيم ندواتها السنوية لمدة 27 سنة متوجة بذلك خدماتها المرتعدة والمتعددة لفائدة أساتذة اللغة الإنجليزية مبتعثة من وراء ذلك تحقيق التقدم والتطور المتشهدين في مجال تدريس اللغة الإنجليزية ببلداننا.

وقد راهمت جمعيتنا تجربة فذة اعتبرت بشهادة أخصائيين وطنيين ودوليين تجربة فريدة.
ومتميزة فرضت نفسها وبدأت تؤخذ كمثال يحتمي. إن تراكم هذه التجربة والخبرة أضاحي
تحديا أمام مكتب وطنى للجمعية ينتخبه أعضاؤها ويدعوهم أمام محك حقيقى.

وإن وعي أعضاء المكتب الحالي بجسمة المسؤولية الملائمة على عاقبه جعله يفكر بعمق في
القيام باختيارات استراتيجيتة تقوي من الأساس المكونة لهذه الجمعية والمتمثلة بالأساس في
(1) عصرها البشري، (2) ووسائل عملها القانونية، والتنظيمية، ووسائل تحقيق تواصل
أفضل بين أعضائها وتنظيم أنشطةها وإنتاجاتها، (3) وكذا تنوي أنشطة استجابه لمنظمات
المرحلة الراهنة وأيضا استجابه لاحتياجات أساتذة اللغة الإنجليزية المتنوعة والمتنوعة
والمعارضة.

إن اختيارنا لموضوع "القيادة والقيم في التربية اللغوية" يدخل في إطار الاختيارات
الستراتيجية الكبرى للمكتب الحالي واستجابه للتطور المتواصل والمطرد لجميعنا واحتياجاتها
المثلية لتطوير قيادات محلية ووطنية كفؤة قادرة على عمل مشعل التنموية والإصلاح التربوي
الذي انخرط فيه المغرب منذ أواخر القرن الماضي. وقد شارك في أشغال هذه الندوة التي
دابت الجمعية على تنظيفها منذ أزيد من ربع قرن، أساتذة باحثون متميزون من داخل
الوطن وخارجه من أجل تضليل الضوء على هذا الموضوع الحيوي والحساس وبالخصوص
في ظل التطورات الهامة التي يعرفها العالم حاليا في مجالات اللغة والقيم والقيادة. كما أن
الندوة عرفت كما جرت العادة مشاركة كبيرة وواسعة من طرف أساتذة اللغة الإنجليزية من
مختلف المستويات والأسماء والقطاعات.

وتجرر الإشارة إلى أن الحفل الافتتاحي عرف حضور كل من:

- السيدة الكاتبة العامة لوزارة التربية الوطنية، الأستاذة لطيفة العيدة
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إن السيدة مدورة المناهج بوزارة التربية الوطنية، الأستاذة زكية العراقي،
السيد مدير أكاديمية الغرب الشرادية بني حسن، الأستاذ المحفوظ بوعلام،
السيد النائب الإقليمي لوزارة التربية الوطنية على نيابة بن سليمان، الأستاذ عبد
القادر طالبي،
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السيد الكاتب العام لخالفة بن سليمان،
السيد باشا مدينة بوزنيقة.

ونود بهذه المناسبة أن نشكرهم جميعًا على دعمهم الكبير مادياً ومعنويًا لجمنيتنا، وشكرهم
بالخصوص على تشريفهم لأساتذة اللغة الإنجليزية بتناول الدعوة والحضور للحفل مما يدل
على تقديرهم الخاص لهذه الفئة من نساء ورجال التعليم.

وخلال هذه الندوة قدمت عروض وورشات حاول من خلالها المتدخلون التعريف بتجاربهم
والدفع نحو تبني نظرية القيادة التربية، بما لها من أثر في تقوية القدرة التدريسية للاستاذ
ومساعدة على الرفع من مستوى المتعلمين على مستوى المعارف والمهارات والقيم
والمتطلبات والمواقف والممارسات. وهذا ارتبط بالمحوريات حول ثلاثة محاور أساسية:

**المحور 1: القيادة والقيم في إطارها العام**

حيث تم التطرق إلى القيم الإسلامية والمغربية وقيم الحمولات الثقافية للغة الإنجليزية
والسياسات الثقافية المتبقية في العالم العربي. وفي مجال القيادة صبت بعض المداخلات على
التعريف بنظرية القيادة التربية ومرجعياتها الفكرية والسياسية والاقتصادية
والسوسوية. فيما حاولت بعض المداخلات الجمع بين دور القيادة والقيم في التنمية.
البشرية. وحددت مداخلات أخرى ميزات القائد التربوي الكفاءة والأدوار التي يمكن أن يلعبها في التنمية والدفع بعجلة تطور المجتمع.

المحور 2: القيادة التربوية في علاقاتها بالمتعلمين

انصبت المداخلات في هذا المحور حول مقاربة القيادة التربوية من منظور المتعلمين مع تحديد توقعاتهم من القائد التربوي (الأستاذ، المدير، وباقى أطر الإدارة التربوية). وقد أجمع المتغلبون في هذا المحور على أن المتعلمين رغم صغر سنهم، يمثلون أحياء مواقف القائد التربوي ويتوقعون مجموعة من المهام التي يجب أن يستطلع بها هذا القائد كي يساعدهم على تحقيق أهدافهم العلمية-الاكاديمية والاجتماعية والمهنية والشخصية. وتم التركيز من جهة أخرى على ضرورة تحصين المتعلم المغربي من التأثير السلبي لوسائل الإعلام ومساعدته على التشيع بالثقافة المغربية السلمية المؤمنة بالذات وبالاختلاف.

المحور 3: القيادة وإشكالية التعليم العالي بالمغرب

تمحورت المداخلات في هذا المحور حول مرجعية الإصلاح التربوي ببلادنا مع الدعوة إلى التعامل بأكثر واقعية مع بنود الإصلاح وضرورة تبني نظرية القيادة التشاركية (shared/participative/distributed leadership) التربوية والتكوين، وخاصة الشطر المتعلق بالتعليم العالي. وفي نفس السياق، ركزت بعض المداخلات على العلاقة العضوية بين القيادة والتواصل مع ذكر أمثلة من الجامعات المغربية الخاصة منها والعمومية.

ولقد حظي مشروع التربية على المواطنة الذي انخرطت فيه الجمعية منذ 2005 بالقط الوافر من المداخلات والورشات. وتم التعريف بمشروع الجمعية وبالدليل البيداغوجي الذي
أتمنى أن يتم الإشارة إلى مشاريع أخرى دولية ووطنية وتمت مناقشتها بعمق.

والإجابة على هذا، تم تقديم مجموعة من الورشات في تدريس اللغات الأجنبية واللغة الإنجليزية على وجه الخصوص. وهكذا أخذت الندوة 27 طابعا نظريا استشراقا من خلال الأوراق النظرية والأكاديمية وكذا طابعا تطبيقيا من خلال البحوث التي أجريت على تلاميذ مغاربة ومن خلال الورشات التي كان الهدف منها تأهيل أستاذ المادة لتعامل إيجابيا مع المناهج والمقررات والكتب المدرسية الجديدة.

وكما سبق القول، فإن الندوة السابعة والعشرين تعتبر تتويجا لسنة حافلة من العطاء والعمل المتواصل والندوب نجعله في ما يلي:

- تنظيم أيام دراسية وتكوينية وطنية تذكر منها:
  - الأيام التكوينية الرابعة في تكنولوجيا الإعلام والتواصل بمدينة أكادير
  - الأيام الدراسية الثالثة لتدبير الجمعيات غير الحكومية بمدينة الرباط
  - الأيام الدراسية الأولى للتربية على المواطنة بمدينة مراكش
  - الأيام الدراسية الثالثة لتدرير اللغة الإنجليزية المتخصصة بمدينة أكادير
  - الأيام الدراسية والتكوينية الأولى لفائدة أساتذة التعليم الثانوي الإعدادي بمدينة مراكش.

ب. تنظيم أنشطة أيام ترفيهية تكوينية بمختلف جوئل المملكة شملت لحد الآن المدن التالية:
  - القنيطرة - الرباط - أكادير (مرتان) - ورزات (مرتان) - كلميم (مرتان) - بن ملال (مرتان) - مراكش - فاس - صفرو - الدار البيضاء - العرائش - بن سليمان - سطات.
ج- تطوير سبل التواصل والنشر بالاعتماد على تكنولوجيا الإعلام والتواصل، وذلك بخلق شبكات للتواصل بين مجموعات ذات اهتمامات خاصة، وإعادة بناء الموقع الإلكتروني للجمعية وتحييته بصفة دائمة، وكذا تحويل إنتاجات الجمعية من الشكل الورقي إلى الشكل الرقمي.

وقد تم تتويج أعمال الجمعية لهذه السنة بتوفيق عقد شراكة فعالة ومنتجة مع وزارة التربية الوطنية التي نشكرها بهذه المناسبة على دعمها المادي والعوني لجمعيتنا.

إن نجاح الندوة السابعة والعشرين هو نتيجة لتضافر الجهود بين أعضاء المكتب الوطني والمكاتب المحلية والأعضاء الفاعلين من جهة وبين الجمعية ومختلف الشركاء والداعمين الذين نجد لهم الشكر الجزيل ونتمي أن تستمر وتتطور شراكتنا معهم لخير هذا الوطن وأبناءه.

أنجزه:
محمد حسيم
نور الدين بندوقي
القيادة والقيم في التربية اللغوية

من إعداد
محمد حسيم
أحمد الشعبي

منشورات الجمعية المغربية لأساتذة اللغة الإنجليزية