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❖ Trainers: The impact of smart decisions
❖ Trainees: The value of collaboration and team spirit

CLOSE UP
Kounin or everything you need to know about effective classroom management
Acknowledgement

Acknowledgement and special thanks to the people who were supportive in completing this magazine:

To Mrs. Elfilali for giving us the chance to work on such a classroom management assignment, and for her support and supervision.

To our team who worked on this magazine.

To the CRMEF administration.

To all English department trainers.
CRMEF English department, is a place where trainees teachers are provided with core academic subjects, so they can learn, increase, enhance, and shape skills and knowledge. A trainee teacher in this department has a privilege to be under the supervision of great, knowledgeable, and competent trainers and mentors, who do not save a sweat in order to support, teach, guide, and help the trainees. they also do not think twice to equip their trainees teachers with materials and documents needed, and to share experience with them.

I am one of these privileged people who have this opportunity to be here. Because i once gave up my whole life and diplomats to be a private sector teacher, and it turned that the risk was worthy, but risking this again and joining the public sector has turned to be the right choice, the knowledge, skills, experience, and tips that trainees get here are not comparable to any sort of income.
Teachers are nation-builders. They are farmers who planted seeds of knowledge to their students’ minds. They are architects who helped their students build their dreams. They are great sculptors who mold the heart and mind of every learner. We cannot deny that teaching profession is the mother of all professions. Every teacher creates a big impact to his students’ lives.

Sadly, in real life, not all teachers serve as motivator. There are few who create negative intense emotions among their students.

Negative intense emotion creates negative impact. It affects student’s performance. In today's educational system, students should be the center of teaching and learning process (70-Teachers serve as facilitators of learning; therefore, they should know the strengths and weaknesses of their students, and encourage them to learn. Moreover, teachers should allow the Students to state or voice out their own opinions and perspectives regarding the topic.

However, it seems that some teachers are left at a time when the teachers were dominant and the student's role was just to absorb whatever the teachers taught. In Short, students need to act as passive learners. One Of the worst scenarios is that, teachers even call their students "idiot or bobo". Some Of them are not aware that they gradually crumble the students' confidence, being called "idiot" in front of their classmates is so humiliating. On the part of the students, this incident may open the door for self-doubt and sudden decrease Of self-esteem. Under DepEd Order NO. 40, teachers who humiliate students, scolded them in front of their classmates, and require them to stand and face the wall could face administrative sanctions.

Teachers have different classroom management styles; authoritative, laisses-faire or democratic. However, public humiliation and degradation are beyond imposing of discipline because they affect the personal being of the students.

Well, we cannot lay all the blame to the teachers’ Shoulders. To have a smooth relationship, students should also possess self-discipline and respect towards their teachers.

Teachers, you can change your students' lives, you can affect eternity, and you will never know where your influence stops. Sometimes, the student whom you like the least is the student who needs you the most. So please, if they are wrong, educate them, don't belittle them.
COLOQUIUM
In partnership with Moroccan Center for Civic Education (MCCE) organizes a day of information and sharing with trainees of the English section on Tuesday, March 26, 2019 at 16H at headquarters. This day focuses on the following themes:
1. School Leadership
2. Teacher training
3. Quality Education
4. International Congress on School Effectiveness and Improvement
On March 22nd, 2019, the English department of the Regional Center of Education and Training (CRMEF), Casablanca Settat received six American Professional Fellows from the State of Massachusetts as part of the U.S. Department’s Professional Fellows Program:

This program received 16 Moroccan Professional Fellows last fall from October 6th, 2018 to November 16th, 2018 in the state of Massachusetts to complete their four weeks fellowship with both public and private organizations in order to gain deep understanding of the American society and how it fosters democracy and civic engagement through multiple strategies with multiple stakeholders.

Sana Lamtara who is a trainer at CRMEF English department is one of the Moroccan Professional Fellows who benefited from the six weeks professional fellows Program. She was hosted by Caroline Gear, the executive director of the International Language Institute (ILI) of Massachusetts where she spent four weeks fellowship. Sana Lamtara witnessed high quality instruction and teacher training through class observation and participation in professional development workshops. She also attended meetings with board members as well as teachers and trainers.

The six U.S. fellows visited our training center in order to inform about the organization they represent and share their previous experience with the Moroccan fellows they hosted in their organizations. Dr. Abdessalam Mili, the managing director of CRMEF, Casablanca Settat region delivered a speech in the English language to welcome the U.S. fellows to Morocco and to Casablanca teacher training center and to highlight the importance of such exchange programs.

Since the U.S professionals were eager to know about our teacher training center, the head of the English department, Brahim Hadad, presented a brief overview of the teacher training center. Then, a group of teacher trainees presented a number of activities, in which they informed about the content of their training. These activities included plays, songs, posters as well as oral presentations.

Then, Sana Lamtara presented the project she developed in her four weeks fellowship. This project is an Information Communication Technology (ICT) Teacher Training program which aims at training teacher trainees on ICT integration in their teaching. The implementation of this project is scheduled for the second semester which will start next May.

Finally, the executive director of ILI, Caroline Gear, informed of her institution and its different programs. She also highlighted ILI’s involvement in civic engagement as it offers free English classes for area immigrants and refugees as well as the volunteer tutor program which encourages community members to come closer to English learners. Caroline shared some of her experience and knowledge in teaching as well as she introduced a learner-initiated pronunciation technique.

Our sincere thanks to the American guests who allowed for a mutual exchange of experiences and best practices.

Department’s Professional Fellows Program:

Ms. Emily Davis Slotnick, Senior Planner, Environment and Land Use Pioneer Valley Planning Commission, Springfield, MA

Caroline Ann Gear, Executive Director, International Language Institute of Massachusetts, Northampton, MA

Emily Rodriguez, Community Organizer, Pioneer Valley Project, Springfield, MA

John Francis Waite, Executive Director, Franklin County Community Development Corporation, Greenfield

Amy Beth Shapiro, Director of Business Development, Franklin County Community Development Corporation, Greenfield, MA
Workshop day with a Ukrainian trainer

30th April (by Mrs. Wardane)

Learning to chant
Lana Sushko
CRMEF
ICONS
Thoughtful, Mr Mili leads the way through referent power. He has a nice word for everyone. Would offer generous and empowering support to encourage each and every one. Indeed, great leaders, like Mr Mili, make other people feel that they are great too, in their own specific way.

Mr Toubi is our to be or not to be counsellor. One cannot go far without his pieces of advice on technical issues and protocol of administrative work.
ENGLISH DEPARTMENT ICONS
ENGLISH DEPARTMENT
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Mr. Hadad

Mrs. Lamtara

Mrs. Elfilali

Mr. Sardi

Mrs. Wardane

Mr. Kaoukaji
Mr. Haddad is one of the CRMEF trainers and the headmaster of the English Language department. He is known for his expertise and long years of teaching. He is a helpful guide, hardworking and serious person. Mr. Haddad is dynamic, flexible, provides us with good tips, shares with us important things concerning teaching and he is punctual and always answers our questions in a polite and a smart way.

Q. How do you see the CRMEF role in the Moroccan educational system?

Mr. Haddad: The CRMEF is an opportunity for a number of university graduates in Morocco to get a training on the teaching profession. Teaching is a vacation that requires a special training that universities in Morocco cannot provide. The role of the CRMEF, then, is essential in catering for the needs of Moroccan schools in terms of trained teaching staff.
ICT, Methodology, and language awareness trainer.
Cheerful, supportive, and hardworking

Classroom management trainer
Creative, lovely, and humble

Didactics trainer
Brilliant, friendly, and helpful

professional development trainer
Energetic, polite, and thoughtful

Grammar trainer
Dynamic, resourceful, and popular
What does teaching mean to you?

Mrs. Lamtara: Teaching is a noble profession through which we can touch the lives of individual learners. Teaching is not only about sharing knowledge, but it is also about inspiring, guiding and shaping learners' lives. It is true that this cannot occur unless the teacher is a role model whose actions and values help learners grow and develop when they are led towards seeing the best in themselves in order to reach their highest and fullest potential. Real teachers are leaders who foster positive change through guidance, empowerment and engagement. In fact, learners are engaged towards that positive change when their intrinsic motivation and self-confidence are boosted so that they can focus on their strengths and make a lot of efforts to overcome their weaknesses and difficulties both inside and outside the classroom. A good teacher is the one who empowers learners through the recognition of their different learning styles and capabilities so as to create appropriate and meaningful learning opportunities for all learners.

Mr. Kaoukaji: Teaching is not a job or a career; It's a passion. A love story that you can live for a life time. Teaching is a learning process...every day you discover new techniques and you apply new methods.... Going to class is like going to a party...we go there to have a good time...Teaching is updating your skills, information, techniques, documents and above all your motivation to avoid the burn out you may fall in.

Teaching is not running after money...it is the mission of prophets and saints.... Teaching is dealing with people, not machines. These people have different cultural and social backgrounds. They also have different tendencies and abilities. So, teachers must be well equipped to face these challenges, otherwise they should go and do something else.

In one word, teaching is a divine gift, not available for everyone.

Mr. Sardi: teaching for me is the art of making the minds, building the personality and shaping the way for the future generation.

Teaching for me, is the brighter part of my life, without which my life is worthless.

Mrs. Wardane: I love teaching and it means ongoing growth and development for I have never ceased to learn new practices and views from professors and events that have professionally impacted and sharpened my profile as a teacher. I am a profile with different shades and teaching is both a passion and a profession for me. That is why I describe myself as a passionate teacher of English who is much involved in improving myself and sharing with my students and colleagues. Living in Casablanca and being a mother of 3 kids makes me lead a stressful life. However, the very time I enter the class and engage in activities with students, the stressful clock stops and I forget all my worries.
The CRMEF is known as a favourite place for teachers to hang out in, for its many social spots, like the big colorful cafeteria where teachers from different departments can come together. The spacious green grounds, the tree shades and of course the peaceful library where teachers like to revise. One of the trainees in the center quoted ‘I like to stay here in my free time’. Another teacher trainee claimed ‘I like to sit on the bench next to the basketball field and watch teams play’. And many others claimed that the food in the cafeteria is delicious.
The CRMEF center contains many parts that trainees enjoy. The first one is the library, it is so big in which you can find different kinds of books mainly about the process of teaching and learning. The second part is the cafeteria. It’s a nice and cozy place where trainees eat or drink something. The green spaces are everywhere in addition to some specific places for sports. There is also a small farm where you can see different kinds of animals.
CLASSMATES
ICONS
GROUP2
Mehdi or Mr. Know is a person who is highly interested in doing a lot of research. He is always excited to share a lot of information especially when it is related to his research. He usually participates and enriches the debates and the discussions that are held in the classroom.

Jamila is a well-known person in our group. She has a strong personality and she is always laughing. She has almost all the qualities that a good teacher can have. She is also very creative, and she likes including a lot of motivating and engaging activities while teaching. In addition, Jamila likes sports and volleyball in particular.

Marwan is one of the unique classroom members, his basic income is from dropshipping as he is too good using technology. He has been abroad for a period of time, before he came to the CRMEF he has been through many experiences which shaped his personality and made him who he really is now: joyful, funny, always smiling and making other people laugh, he spreads joy and happiness everywhere with his special sense of humor. He is always challenging and known for his open free spirit, fearless, close to everyone, sharing whatever he got without any hesitation.

Alaa Eddine El Bihel is the delegate of our group. He is chosen to be a delegate for many qualities. In fact, Alaa is a calm person who tries to deal with issues wisely. Moreover, he is cooperative and helpful. Whenever someone is in need, he never hesitates to help. As a responsible of the group, our fellow, Alaa Eddine, is in charge of coordinating with other groups’ delegates and the administration stuff. Finally, as my colleague, he is a respectful teacher whom I never see hurting other people. He indeed respects others and he is respected in turn.
CLOSE UP
KOUNIN OR EVERYTHING YOU NEED TO KNOW ABOUT EFFECTIVE CLASSROOM MANAGEMENT
The Kounin Model

Jacob Kounin is known for two studies regarding classroom management in the 1970’s. These studies emphasized how teachers could manage students, lessons and classrooms to reduce the incidence of bad behavior. Kounin identified specific teaching techniques that help, and hinder, classroom discipline. According to Kounin, the technique used, not the teacher’s personality, is the most crucial aspect in classroom management of student behavior. His book, Discipline and Group Management in Classrooms, focuses on preventive discipline. According to Kounin, good classroom management depends on effective lesson management. Jacob Kounin identified a cluster of proactive teacher behaviors that distinguished effective classroom managers from ineffective ones. Kounin’s key ideas include the rippling effect, withitness, overlapping, effective transitions, momentum, smoothness and class management.
Ripple Effect

According to Kounin, when a teacher corrects the misbehavior in one individual student, often this positively influences the behavior of other nearby students. Known as the “ripple effect,” the effect is greater when the teacher clearly names the unacceptable behavior of the student and provides the reasons why the behavior is unacceptable.

Withitness

“Withitness,” a term coined by Kounin, describes the need for the teacher to be aware of what is going on in all parts of the classroom at all times. Students need to know that the teacher is aware of what is going on in the classroom. According to Kounin, when students are off-task, the teacher should send a clear message that communicates to students the awareness that they are not working and that they need to become engaged. Classroom applications of “withitness” include:

1. Continually being alert to the myriad of sights and sounds in the classroom
2. Arranging the classroom so that all students are always within eyesight
3. Scanning the room periodically when working with individuals or small groups of students
4. When helping an individual student, the teacher faces the rest of the class
5. Briefly acknowledging student misbehavior at first detection to let the student and the class know that the teacher is aware, thus preventing an escalation of the misbehavior

Overlapping

Overlapping is the process of attending to two or more events at the same time. An example of overlapping could be when a teacher gives a student individual feedback at one station and also monitors the performance of other students in the room. Kounin suggests that overlapping is a teacher’s ability to effectively handle two or more classroom events at the same time, instead of becoming engrossed in one and letting the other be neglected. When instructing one group, a teacher should be able to acknowledge difficulties that students outside of the group may be having so that instruction may continue. This also includes distractions from outside the classroom such as notes from the office or students walking through the hallways.

Effective Transition

Often classroom misbehavior increases when a classroom moves from one task or activity to another. Student behavior is influenced by the smoothness and effectiveness of transitions between tasks in a lesson. Effective transitions, according to Kounin, include keeping lessons moving with avoiding abrupt changes. Well-established routines, a consistent signal for gaining the class attention, clear directions, preparing students to shift their attention from one task to another, and concise explanations that highlight the main points of the task help reduce student misbehavior. Kounin emphasizes that providing smooth and effective transitions is one of the most important techniques in maintaining student involvement and class control.

Momentum

Momentum refers to the force and flow of a lesson. An effective lesson pulls the student along. Effective teachers move through the lessons at a brisk pace and appear to have very few slowdowns in the flow of activities. Maintaining such momentum and having a steady sense of movement throughout the lesson helps engage the learners in activities and helps prevent student misbehavior.

Smoothness

Smoothness is maintaining direction in the lesson and not being diverted by irrelevant incidents. This management practice refers to the teacher’s ability to manage smooth transitions between learning activities. Valuable instructional time is often wasted in the process of the teacher moving the class from one instructional activity to the next. The time spent actually instructing students is often known as “Time on Task” and can be measured. Smoothness then refers to a teacher’s ability to preserve instructional time by eliminating many of the common barriers to a smooth class transition.
THANK YOU TEACHERS!
Teaching is an art

This magazine is an assignment by Ms. Elfilaly

Edited by: Mr. Gannaoui Amine

The magazine team:
Ms. Soumia Elouahidy- Ms. Sabah Khalifa-
Ms. Meryem Elkharbouchi-
Ms. Ahlam Bensahraoui-
Ms. Maria Benzaoual- Ms. Dhiba Fatimzahra