

New Reforms to Improve Professional Development of Mathematics Teachers in Morocco

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ABSTRACT This paper has emerged from a research undertaken in the framework of the Project Mathematics Teacher Professional Development Programs (Math-TPDP) in selected Developed and Developing Countries, initiated by the College of Education, University of South Africa (UNISA). It deals first with a brief survey on the introduced actions to improve the quality of Education in Morocco with the main objective to strengthen teachers' professional skills. The paper results reveal that the Moroccan Educational System has not yet placed the Mathematics Continuous Professional Development (MCPD) in a strategic position to respond to the real needs of teachers. It is recommended that mathematics teachers be retrained to get a better understanding of recent reforms for effective integration into their profession. It is also recommended that established reform commissions in the country come out with policy strategies to implement MCPD programmes.