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Coaching and Mentoring in Teacher Professional Development: A Systematic Analysis of Practices in Moroccan Primary Schools

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ABSTRACT: Concerns regarding the best course of action for teachers' ongoing training have been brought up by the increased emphasis on teacher professional development (TPD) and its contribution to enhancing both teacher knowledge and teaching techniques. According to these fields, research coaching and mentoring have become increasingly crucial in creating long-lasting and successful teacher preparation programs. Longer-term TPD programs with embedded instructional coaches are showing promising results in terms of improving teachers' content knowledge and proficiency. Ongoing research in the area is still equivocal though about whether these programs have a commensurate effect on student achievement. Considering current research, this paper conducts a systematic analysis of Moroccan primary schools to investigate TPD and coaching practices. This article synthesizes the most recent research on coaching and mentoring in the Moroccan education system drawing on empirical data from Moroccan educational contexts such as assessments of the Regional Centers for Education and Training Professions (CRMEF) and the newly formed 'Pioneer Schools' initiative. The analysis shows significant differences between what is expected of teachers in theory and classroom realities; this may be of relevance in future research directions and policy formation.

KEYWORDS: teacher professional development; coaching; mentoring; primary education; Morocco; instructional coaches; CRMEF

1. INTRODUCTION

1.1 Background and Context

The Moroccan education system is at a crossroad, where both high modernizations are measured and enduring quality and equity issues are put to test. The Strategic Vision of educational reform in the Kingdom 2015-2030 uses teacher quality as the pillar of educational improvement because no education system can achieve better than teacher quality (CSEFRS, 2015). This realization is timely given that Morocco is grappling with major educational issues as confirmed by alarming statistics in student performance on various global tests. The current critical concern of teacher preparation quality can be explained by the fact that, even though Morocco invests vast amounts of its national budget into education (up to 26%), the results of educational activities so far lag significantly below the regional and international standards (El Berkouki, 2026).

Moroccan educational landscape is complicated in various ways, as several overlapping factors directly affect the needs of teacher training. The rare multilingual education policy of the country, which includes Modern Standard Arabic, Moroccan Arabic (Darija), Amazigh, French, and increasingly English, requires advanced linguistic and pedagogical skills among teachers that are unlikely to be honed through the model of traditional training (Boutieri, 2016). This linguistic diversity is both a cultural resource and a teaching challenge since teachers have to negotiate complex code-switching behaviour and quality of education instruction across linguistic contexts.

Moreover, Morocco has severe urban-rural inequities in access and quality of education that have a severe impact on the expectations of teachers. The rates of teacher shortage in rural education are up to 60%, as these areas accommodate about 40% of the population with most of the schools having multi-grade classes that operated with little resources (World Bank, 2024). These differences generate varying professional situations; the teacher training programmes should attend to every region in case Morocco would have equal educational performance.

1.2 The CRMEF System and the Pioneer Schools Initiative

The Regional Centres of Education and Training Profession (Centres Régional des Métiers de l'Education et de la Formation - CRMEF) is the main entry point to preparation of teachers in Morocco. CRMEFs have been formed due to the consolidation of other teacher training institutions as early as 2011 and are meant to standardize and enhance teacher preparation throughout the Kingdom (Ministry of National Education, 2023). The CRMEF system is functioning on 12 regional centres currently that serve several provinces and flex to serve the educational demands of those areas, although they have a national curriculum by which they operate. These centres provide a one-year professional qualification program to university graduates who have successfully used competitive entrance tests, including theoretical education (40% of course work), subject didactics (30%) and didactical practicum experiences in partner schools (30%).

The Ministry of National Education initiated the project of Pioneer Schools to respond to the enduring issues on education and to pave the way to establishing a new paradigm of good public schools. In the 2024/2025 academic year, the model is being extended to 2,000 publicly owned primary

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schools that covers about a million students in Morocco (Hibapress, 2024). The initiative aligns with the goals of the 2022-2026 roadmap, which expects to enhance the quality of basic learning through investing in new teaching methods. It is also worth mentioning that the Teaching at the Right Level (TaRL) approach provides practical training to 32,000 teachers under the oversight of approximately 500 educational inspectors, having undergone training with foreign professionals (Hibapress, 2024).

1.3 Problem Statement

In recent international assessments, there are worrying gaps in student achievement in Morocco which reflect areas of systemic problems in education provision, one of which is the teacher preparation. According to the TIMSS 2023 results, Moroccan primary students have 393 points in mathematics and 390 in science, which is significantly less than international scores and is at the lowest international level (400 points) (IEA, 2024). Such outcomes show a drop in comparison with previous assessment cycles, which means that the current reforms are not yet bearing expected positive outcomes.

The lack of coordination between high goals set in Vision 2030 and the fact of classroom practice indicates the existence of structural mismatches in the preparation of teachers to take up their vocations as professionals. This disjunction is observed on several levels: linguistically, as teachers are unable to navigate the multilingual system of Moroccan education efficiently; pedagogically, where theory does not turn into practice in the classroom; technologically, as digital literacy training remains mostly traditional; and contextually, where the training in urban settings does not apply to the reality of rural schools (El Berkouki, 2026; Ouardani,2020)

1.4 Research Objectives

This systematic analysis pursues four fundamental objectives: (1) to examine the extent to which CRMEF training programmes and coaching initiatives align with practical competencies required in Moroccan primary classrooms; (2) to identify the primary strengths and weaknesses of current coaching and mentoring models as perceived by programme graduates and teacher educators; (3) to evaluate how effectively current approaches prepare teachers for Morocco's specific educational contexts; and (4) to develop evidence-based recommendations for enhancing coaching and mentoring practices in support of Morocco's Vision 2030 educational objectives.

2. METHODOLOGY

2.1 Research Design

The systematic literature review research methodology was used in this study, which incorporated the results of the empirical studies, official reports, and policy reviews to give a holistic view of the coaching and mentoring practices in the professional development of the Moroccan teachers. Systematic searching, screening, and synthesis of the relevant literature comprised the systematic approach.

2.2 Search Strategy and Inclusion Criteria

Explicit literature research was conducted in accordance with the systematic review guidelines. The articles on the Moroccan educational system, specifically related to the teacher professional development, coaching, and mentoring became the subject of analysis. The databases searched included international databases such as Scopus, Web of science and ERIC databases and Moroccan academic publications. Inclusion criteria were: (a) studies, which deal with professional development of teachers in Morocco or similar settings; (b) The studies, which deal with coaching and/or mentoring practices; (c) Publication that falls within the range of 2015 to 2026; (d) Empirical studies, analysis of policies, and theory; and (e) Publication in English. The search query was based on population (Moroccan primary teachers), intervention (coaching and mentoring programmes), comparison (traditional vs. coaching-based approaches), and outcomes (teacher preparedness and student learning) to be expressed in the form of the PICO framework (Fakhar et al., 2024).

2.3 Data Extraction and Analysis

The manuscripts were carefully analyzed to extract key themes regarding coaching and mentoring practices. Through multiple readings, key issues related to teacher professional development, including problems as well as possible strategies to overcome them, were identified and grouped. The information from the articles was synthesized by cross-referencing different perspectives. Similar ideas were merged, and differences were noted to create a comprehensive overview of the current state of coaching and mentoring in Moroccan education. Thematic analysis was used and according to Braun and Clarke (2022), thematic analysis can be divided into six phases: familiarization, systematic coding, theme generation, theme review, theme definition, and report production.

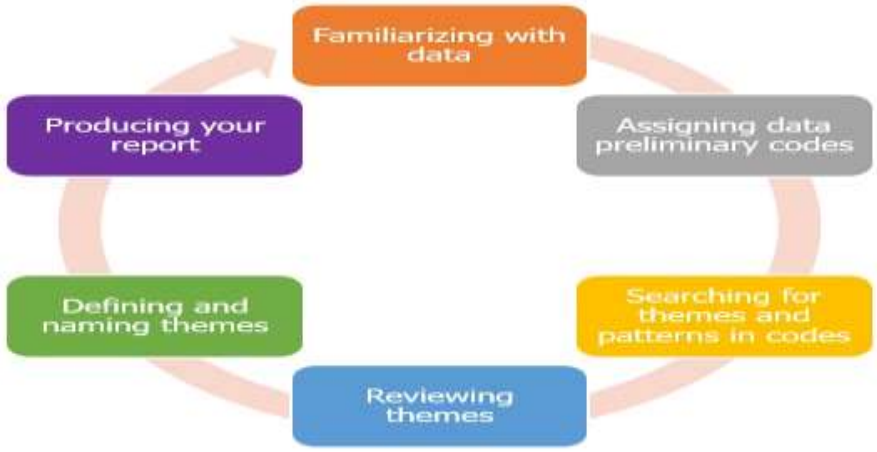


Figure 1. CLARKE AND BRAUN'S THEMATIC DATA ANALYSIS

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3. THEORETICAL FRAMEWORK

3.1 Sociocultural Learning Theory

The basis of sociocultural learning theory, which is developed by Vygotsky (1978) and further elaborated by modern professionals working in the field of education, underlies this study. This theory argues that learning is essentially a social one, and that it takes place through engaging in cultural activities and is mediated by tools, language and more knowledgeable individuals. With teacher education, this viewpoint underlines that teacher learning is not achieved by passively receiving decontextualized knowledge, but through the involvement in teaching communities and real classroom settings (El Berkouki, 2026).

The theoretical framework of situated cognition and legitimate peripheral participation by Lave and Wenger (1991) also offers a basis. This perspective views learning as contextually based and embedded within communities of practice, meaning that, abstract knowledge regarding teaching obtained in university classrooms cannot have much value unless related to the actual teaching practice. The implications of legitimate peripheral participation concept, in which beginners slowly prepare to become full members of professional communities by slowly working their way to the periphery, have significant implications on the way coaching and mentoring in teacher education programmes should be organized.

3.2 The Interconnected Model of Teacher Professional Growth

In their work, Clarke and Hollingsworth (2002) provide a great model of Interconnected Model of Teacher Professional Growth that can be used to interpret how coaching and mentoring may help teachers to change. This model recognizes four areas of analysis (personal domain, teacher knowledge, beliefs and attitudes), domain of practice (professional experimentation), domain of consequence (salient outcomes), and external domain (sources of information or stimulus) and how change in one domain can be linked to change in another. The non-linearity of the model with many interaction points allows identifying specific sequences of changes and developmental networks of growth and recognizing the uniqueness and individuality of the teacher professional growth (Manal et al., 2024).

3.3 Coaching Process Model

In their school context promoting sustainable professional development, Manal et al. (2024) define coaching teachers as a complex and dynamic process of thoughts and practices through, it aims at the realization of specific goals, facilitates developing the learning and teaching process of the teachers, and is influenced by the nature of coaches and school environment. This definition identifies three concepts namely: the coaching process (identification, planning, enacting, monitoring, and adjusting stages), the properties of the coach (past training, knowledge, conceptions, and perceptions), and the properties of the school context (leader of the school principal and the collective properties of the teachers). There are four measures of coaching quality: orientation (goals related to identified problems), precision (clear and realistic goals), complexity (diversity of goals and practices) and dynamism (the existence of different sequences of action) (Manal et al., 2024).

4. FINDINGS

4.1 Current State of Teacher Professional Development in Morocco

The discussion illustrates a great number of problems affecting the professional development of teachers in Morocco. Ouardani (2020) highlighted the presence of many barriers to successful implementation of TPD by referencing a study by the Supreme Council of Education in Morocco which revealed that only a small fraction (56%) of respondent secondary school students were benefiting in terms of TPD with nearly a third (29%) of teachers having zero training on TPD in over five years. Furthermore, only about a quarter of respondents (23%) confirmed that training sessions were helpful, and around one-third of teachers (34%) highlighted that the type of training they had was of limited impact on their classroom instruction.

El Oraiby (2025) synthesized teacher professional development problems into two main classifications. The first relates to the quality and pertinence of TPD programs, including lack of regular continuous professional programs to renovate the teaching profession (Monica Jojo, 2015), limited training opportunities (Chaaban et al., 2021; Ouardani, 2020), and noticeable deficiencies in teachers' training with gaps between onsite training and continuing professional development (Hilali & Moubtassime, 2021). The second classification concerns government efforts and initiatives, including limited training opportunities regarding online education, lack of technological devices and internet connectivity especially in rural areas, and ambiguity of the Ministry's regulatory texts related to TPD (Ouardani, 2020).

Mechouat (2024) provided a close reading of official documents, revealing that the absence of a strategic vision for designing the organizational and pedagogical mechanisms required to achieve expected goals has resulted in limited quality of in-service teacher training programs. The study identified structural obstacles including teachers' continuing training provision as a "pending agenda," limited professional development opportunities falling far short of the 30 hours annually recommended by the National Charter, and the rigid structure of teachers' workdays allowing limited opportunities for collaborative work. Pedagogical obstacles included traditional delivery modes (half-day training, workshops, and presentations being most prevalent), basic skills-focused content, and unstructured plans with fragmented strategies for teacher in-service training.

4.2 Coaching and Mentoring Practices in Moroccan Education

The analysis reveals that coaching and mentoring remain underdeveloped in Moroccan primary education, despite growing recognition of their potential. El Berkouki's (2026) mixed-methods study of 384 newly qualified teachers and 45 teacher educators across six Moroccan regions found significant gaps between theoretical preparation and practical classroom demands. Only 42% of new teachers felt adequately prepared for Morocco's multilingual educational context, which requires navigation of Arabic, French, and increasingly English as medium of instruction. While CRMEFs excel in subject-matter knowledge delivery (78% satisfaction), they fall short in preparing teachers for classroom management (38%) and differentiated instruction (35%). Regression analysis revealed that practicum experience quality was the strongest predictor of overall preparedness ($\beta = 0.42$, $p < 0.001$), underscoring the critical importance of practical experience and mentoring support.

Yassine et al. (2024) explored the impacts of peer coaching on the motivation of EFL teachers in Morocco (focus group discussion) as well as their self-efficacy and professional development. The results have shown that peer coaching is believed to be a helpful tool to encourage professional growth, stimulate the desire towards reflective teaching practice and enhance teacher confidence. Poor training and time constraints

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were, however, cited as challenges. Interestingly, there was a difference of enthusiasm between new and more experienced teachers as less experienced teachers were more enthusiastic to participate in coaching relationships. The study concluded that peer coaching can improve teacher development in Morocco if it receives institutional support.

The study by Manal et al. (2024) on coaching approaches to sustainable professional development provides valuable insights applicable to the Moroccan context. The research found that quality coaching processes are characterized by orientation to precise goals, complexity, and dynamism. Coaches' characteristics that explain quality include their perceptions of context and their conceptions of coaching. The most important contextual characteristic explaining coaching quality was the school principal's leadership and the teachers' culture of collaboration. The study emphasized that to promote sustainable professional development, coaching must support teachers' characteristics (agency, self-efficacy) and their learning and teaching process.

4.3 The Theory-Practice Gap

A predominant theme across all studies is the pronounced disconnect between theoretical preparation and classroom realities. El Berkouki (2026, p. 24) found that subject matter knowledge emerged as the domain with highest perceived preparedness ($M = 4.12$, $SD = 0.68$), with 78.1% of participants indicating adequate preparation. Technology integration, however, had the lowest preparedness scores ($M = 2.58$, $SD = 0.95$), and only 31.3% reported having prepared adequately. Classroom management ($M = 2.84$, $SD = 0.91$) and differentiated instruction ($M = 2.71$, $SD = 0.88$) also had worrying trends, with about a third of the respondents revealing insufficient preparation.

This gap has been elaborated by a primary teacher in the rural Souss-Massa who had 18 months of teaching experience: *"At CRMEF, we learned about differentiated instruction for classes of 20 students with adequate materials. My reality? 48 students, three grade levels in one room, sharing textbooks. The beautiful theories crumble when faced with these conditions. We need practical strategies for managing chaos, not theoretical frameworks designed for perfect classrooms"* (El Berkouki, 2026, p. 24 - 25). Teacher educators have admitted this seeming disconnection but have pointed at systemic limitations in what they can do about it.

4.4 Regional and Urban-Rural Disparities

There were some major regional differences in teacher preparation. El Berkouki (2026, p. 24) found that Casablanca-Settat showed the highest preparedness ($M = 3.68$, $SD = 0.62$), followed by Rabat-Salé-Kénitra ($M = 3.62$, $SD = 0.68$). These economically developed, urban-dominant regions differed significantly from Souss-Massa ($M = 3.19$, $SD = 0.77$) and Tangier-Tétouan ($M = 3.28$, $SD = 0.69$). Urban teachers ($M = 3.42$, $SD = 0.71$) reported significantly higher overall preparedness than rural teachers ($M = 3.11$, $SD = 0.89$), $t(382) = 3.74$, $p < 0.001$, Cohen's $d = 0.39$. The biggest urban-rural difference was observed in technology integration, $t(382) = 4.21$, $p < 0.001$, $d = 0.44$, where the difference in technology accessibility in training and availability of greater digital resources in urban schools was observed.

Interestingly, the phenomenon of multilingual instruction did not differ significantly between urban and rural regions, which leads to the conclusion that the difficulty in the development of Moroccan teachers in the intricate linguistic environment has no geographical context effects but affects all teachers in the country, irrespective of their location (El Berkouki, 2026, p. 24).

4.5 The Pioneer Schools Initiative: A Case Study in Coaching Implementation

The Pioneer Schools program is the most recent effort by Morocco to provide coaching in the teacher development program. Hibapress (2024) states that the program consists of hands-on training of 32,000 educators with the Teaching at the Right Level (TaRL) strategy, in two stages. The educational teachers are monitored and trained by educational inspectors, who are presented with theoretical knowledge and embark on diagnostic and simulation tools. On a special platform of capsules, guides and ready-to-use lessons, teachers have access to digital materials in relation to the approaches adopted.

The TaRL model of education strives to enable students to circumvent challenges that prevent them in their school career, especially at the primary cycle, by learning simple subjects in Arabic, French, and mathematics through interactive, efficient and entertaining activities (Hibapress, 2024). It is a major move towards job-embedded professional development, which has yet to be tested empirically.

4.6 International Perspectives and Comparative Insights

Appiah (2025) gave some practical experience of the implementation of coaching which could be structured to inform Moroccan practice. She assisted a PGCE mentor who had challenges by applying the TGROW model (Topic, Goal, Reality, Options, Will) to assist her in setting realistic objectives and preparing her in future placements. The mentor became much more confident through the joint lesson observations and instant feedback. To enhance more critical reflection, video reflection was employed to enable mentors and student teachers to look at the practice in new dimensions, which led to better sequence of lessons and lesson structure.

The report highlighted that empowering mentors through coaching transforms both their practice and that of the students they support. The important strategies involved organizing and implementing CPD programs about effective target setting, creation of target banks based on teaching standards, and development of reflection templates that facilitated systematic reflection and student-teacher mentor collaboration (Appiah, 2025).

Tissera, Ivetic and Relihan (2025) pointed out that schools actively assisting teachers to work in collaborative settings report positive outcomes in the school learning environment. Key insights included the importance of seeking support as a teacher, maintaining a teacher's mindset as a mentor, recognizing teachers as 'adult learners,' cultivating vulnerability in mentoring, and using mentoring skills in interactions with parents and carers. The authors emphasized that *"a skilled mentor knows the difference between the skills they may apply with their students and the skills they may apply when supporting an adult learner"* (Tissera et al., 2025).

Audisio et al. (2024) provided empirical evidence from a fellowship model for professional development in the United States, finding that school participation in the fellowship program significantly increased student proficiency rates in English language arts and math on state achievement exams. The positive impact was concentrated in sustained participation, varied depending on the share of a school's educators who participated, and differed based on whether fellows independently selected into the program or were appointed by school leaders. These findings suggest that professional learning organizations, schools, and policymakers should pay attention to the design, implementation, and impact of educator professional development.

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5. DISCUSSION

5.1 Interpretation of Findings

The strong gap between theoretical training and the ability to apply in practice either confirms the Korthagen (2016) framework and demonstrates Morocco-specific features of the theory-practice gap. The revelation that three-quarters of the teachers are confident in subject matter knowledge, and only 38% in classroom management, may serve as an illustration of what Shulman (1987) calls the missing paradigm in teacher education, the application of content knowledge into practice. The teachers have a great knowledge of what to teach and have a problem of how to teach effectively in a complex, resource-limited setting.

This lack seems to be especially acute in Morocco because of the narrowed one-year CRMEF model. The worldwide standards indicate that successful teacher preparation needs 2-4 years of combined study and practice (Darling-Hammond et al., 2017). The condensed timeline in Morocco shows that there is not enough time to go through the process of practice, reflection and refinement that typify professional learning. This interpretation is supported by the fact finding that practicum quality does the most in predicting preparedness ($\beta = 0.42$) high-quality and long practical experience with effective mentoring is the most continuous predictor of developing complex teaching competencies (El Berkouki, 2026, p. 25).

As just 42% of the teachers' state that they are ready to teach in the multilingual setting, the results show an acute inconsistency between the linguistic fact in Morocco and teacher education. This difficulty goes in more than mere competency in translation to what current researchers refer to as "translanguaging pedagogy" the strategic application of the entire linguistic repertoires for learning (El Berkouki, 2026, p. 25). The fact that there are no great urban-rural disparities in terms of multilingual preparedness is an indication that this is a systemic gap in the training model and not a situation-specific problem.

5.2 Coaching as a Strategy for Bridging the Theory-Practice Gap

The synthesized evidence of this analysis indicates that coaching and mentoring may be significant in the effort to bridge this relentless theory-practice gap in teacher training in Morocco. In job-based professional development, coaching is a main mode of professional development known as job-embedded professional development (JEPD) that makes the teacher the main actor wholly accountable to professional development alongside peers (Yassine et al., 2024). This design is a definite contrast to the traditional top-down professional development, which is often not connected to the needs of teachers and refined to classroom realities.

Various mechanisms contribute to the success of coaching. First, coaching provides individualized support targeting specific classroom challenges, allowing teachers to receive "custom-made answers for their educational requirements" (Yassine et al., 2024). Second, coaching enhances teacher confidence and motivation, with coached teachers reporting greater willingness to experiment with new teaching techniques. Third, coaching promotes reflective practice, forcing teachers to *"periodically evaluate teaching methods"* and consider *"not only what we are doing, but also why and how we may get better"* (Yassine et al., 2024).

The study by Manal et al. (2024) provides particularly valuable insights into the characteristics of effective coaching. The quality of coaching depends on several personal characteristics of the coach, including perceptions of context regardless of the reality of that context. This is important because coaches may have perceptions of context that are not always accurate monitoring must focus on perceptions as well as practices. Additionally, coaching depends on characteristics of the coaching context, including the leadership of the school principal and the teachers' culture of collaboration.

5.3 Challenges to Implementing Coaching in Moroccan Primary Schools

Although coaching has been proven to be beneficial, a number of challenges exist that hinder its adoption in primary schools in Morocco. Time constraints are the most mentioned barrier, and teachers have indicated that they lack time to coach and engage in the coaching process in the context of lesson planning and grading and other responsibilities (Yassine et al., 2024). The strict organization of the workdays of teachers, along with excessive workloads, allow few possibilities to collaborate in the work on the improvement of instruction (Mechouat, 2024).

Poor coach and coach training is another important setback. The existing CRMEF curriculum lacks systematic training of teachers or supervisors to become coaches. Lack of systematic training in coaching techniques implies that even the most desired coaching programs cannot have their projected effect (Ouardani, 2020; El Oraiby, 2025).

Another challenge is resistance by the experienced teachers. Yassine et al. (2024) discovered that more expert teachers even though it is ineffective because of coaching, which they found unnecessary since they had already developed their methods of teaching. This conclusion is relevant to other studies by Joyce and Showers (2002) who found that novice teachers tend to gain more by coaching since they tend to get more instruction as they get used to their teaching practice. Experienced teachers might require more sophisticated professional development opportunities that are concerned with honing in on particular areas of their operation as opposed to teaching techniques.

These are exacerbated by resource constraints, especially in the rural areas. The use of technology-based methods of coaching is hindered by the lack of technological infrastructure, insufficient teaching aids, and lack of internet access (Chaaban et al., 2021; El Oraiby, 2025). When urban and rural schools have a digital divide, then, in the process of designing the coaching programs, the implementation might not be fair.

5.4 The Role of School Leadership

The significance of the leadership of school principals regarding the successful implementation of coaching cannot be emphasized. Manal et al. (2024) found that the orientation and complexity of the coaching process were influenced by principals' leadership. School principals, in both cases studied, asked to be coached, provided information on problematic situations, as well as shared goals that were embraced by coaches. The frequency and type of coaching practices varied according to the presence of the principal with more of the coaching opportunities being provided by principals.

The connection between principal leadership and coaching effectiveness is however complex. The question of how to facilitate leadership of the school principal without influencing the agency of teachers and coaches is open (Manal et al., 2024). There is a fine line in effective coaching,

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principals should offer support and resources, but at the same time give coaches and teachers the freedom to prioritize and meet their individual needs.

The culture of collaboration and professional development of teachers impacts coaching as well. The lack of collaboration in teaching and professional development influences the existence of the goals and practices that foster the collaboration of the teachers (Manal et al., 2024). However, there is still more to be done to ensure that teachers cooperate with one another more, and the resistance to change is always caused usually by the belief that something is imposed on them, not created together.

6. RECOMMENDATIONS

6.1 Policy-Level Recommendations

Depending on the synthesized evidence, several policy-level recommendations come out. Firstly, Morocco must increase teacher preparation programmes to at least two years of professional preparation on top of undergraduate degrees that will allow them to develop practical skills in more in-depth cycles of learning and practice (El Berkouki, 2026). It seems that the existing one-year CRMEF model is not as structurally sound as it needs to foster the desired competencies, especially considering the fact that the educational environment in Morocco is multicultural.

Second, practicum ought to be redesigned so that they comprise at least half of programme time, and semester-long residences in varied school settings. All applicants must be required to do rural placements where they are exposed to difficult conditions most of them will encounter during their first placements (El Berkouki, 2026). Practicum quality and preparedness ($\beta = 0.42$) have a strong relationship, which indicates that efforts to enhance the quality of the teacher preparation experience by improving the mentor training process, mixing the placement sites, and strengthening university-school relationships would have a significant payoff on teacher preparedness.

Third, the Ministry of National Education ought to come up with national coaching frameworks that provide standards of coaching practice, qualification of coaches, as well as quality assurance measures. This framework must be informed by global best practices and yet be sensitive to the realities in Morocco. The framework must further dwell on how coaching will be integrated in the newly established Pioneer Schools initiative in that the 500 educational inspectors that will act as coaches should be well-prepared and supported (Hibapress, 2024).

6.2 Programme-Level Recommendations

Curriculum revision would take place at the programme level; to make the reduction 40% to 25% of programme time of theoretical pedagogy and maximize the practical elements. Multilingual pedagogy should be presented with dedicated modules (8%), as well as technology integration (8%), and classroom management (10%). The learner should incorporate theory and practice instead of considering them as different fields (El Berkouki, 2026, p. 25).

Peer coaching programmes must be rolled out systematically in primary schools with coaching activities maintained in the teacher schedules with a protected time to facilitate coaching. The results of Yassine et al. (2024) indicate that peer coaching would contribute to teacher motivation, self-efficacy, and professional development, but the results would only be possible with institutional support. The schools must also assign coaching coordinators whose tasks involve scheduling the coaching sessions, resources and supervising the quality of implementation.

The structured training of the mentor teachers should be emphasized to enhance mentorship programmes. Based on the experience of Appiah (2025), effective setting of targets relying on such frameworks as TGROW (Topic, Goal, Reality, Options, Will) should be approached using mediation-based training, reflection-based training related to video reflections to enhance lessons planning, development of reflection templates to support structured reflection and collaboration. Mentors need to be rewarded and compensated in addition to their other roles based on the importance of their services in development of teachers.

6.3 Technology-Enhanced Coaching

Since it was learned that technology integration is the least prepared subset of the teacher preparation ($M = 2.58$, 31% prepared) it is important to specifically implement the interventions. As Fakhar et al. (2024) accentuate, the introduction of AI into the CPD program positively affects it by providing intelligent resources, which, based on the needs, preferences, and the level of the proficient teacher, can be used to design adaptive training programs. Morocco ought to think about creating an online system of ongoing teacher development using AI-based on the online platform already created due to the Pioneer Schools project.

The online environment created as a part of the TaRL strategy, comprising capsules, guidelines, and pre-options lessons, leaves room to grow (Hibapress, 2024). Coaching capabilities must be added to this platform, such as lesson observation and feedback via video, peer coach networks, coach resources and examples accessible, and coaching progress and outcomes tracking. Nonetheless, there still should be attempts to close the digital divide between urban and rural schools but the technology investments should be accompanied by providing rural teachers with connections and devices to effectively join.

6.4 Culturally Responsive Coaching Models

Moroccan coaching models have to be culturally oriented, taking into consideration the peculiarities of the Moroccan education environment. According to El Oraiby (2025), implementing a religious and role model approach based on Islamic views on training and professional development can be adopted. Hassi (2012) has highlighted that the Islamic approaches of training and development, including communication, discursive method, Halaqa (study circles), probationary appointment, and apprenticeship can be applied in the working environment to respond to the modern tasks in the work dimension.

The role model approach, as stated by Asserraji (2019), with its focus on the role of teachers as role models on the Moroccan context, states the significance of the role teachers play. Teachers should consider reflective teaching, which is based on constructivist teaching approach, love of teaching, artistic solving of problems and caring ethics to enhance their teaching practices and grow professionally. Instead of wholesaling western models, coaching models must be based on these cultural strengths.

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7. CONCLUSION

This analytical paper has discussed coaching and mentoring practices in Moroccan education, summarizing some of the available empirical results of recent research and policy documents and international studies. The analysis displays some of the major issues on teacher professional development in Morocco: short preparation timelines depriving teachers of adequate time to practice their skills, high theory-practical gaps that expose them to classroom realities with little preparation to the reality of professional practice, very poor preparation in the multilingual nature of Moroccan education, and very weak support systems in the process of teacher preparation to professional practice.

The results indicate the strongest correlation between teacher preparedness and practicum quality and mentorship, that is, practical experience and support in the professional learning process is essential. The identified vast regional and urban rural differences highlight some systemic inequities that continue to create educational imbalances of the most unprotected groups of students. The range of the suggested solutions (prolonging preparation programmes, augmenting field experience, creating context sensitive curricula, building vigorous coaching, and mentoring networks, relying on technology in the right places are not only in conformance with global good practices but also take note of the limitations and opportunities of Morocco.

The project of the Pioneer Schools is a significant move towards integrating the concept of coaching in the process of Moroccan teacher professional development. The success of the initiative, though, will hinge on coach training quality, adequacy of resources delivered, integration of coaching into larger professional systems of development, and development of cultures in schools that will support collaboration and continual improvement.

Morocco is at a crossroads of the development of the system of education. Equity, quality, and promotion as part of the Vision 2030 are impossible without basic change in teacher preparation and professional development. This discussion offers an evidence based upon which such transformation is based on vibrant synthesis of empirical studies, based on the world best practices, and refined to Moroccan realities. It will take considerable financial efforts and enduring political goodwill to implement, yet the price of allowing the status quo to continue to be educational in underachievement and reinforcement of inequities is considerably higher than the price of reform.

Researchers have to do research in the future that will take note of some limitations of the present knowledge. The longitudinal research of the development in teachers as they proceed into professional practice under the influence of their pre-service training would offer more valid arguments about the effects of training over time. Self-reported preparedness should be validated by classroom observations and measures of student outcomes, as well as exploring the correlation between coaching and student achievement. It would also be useful to compare the various coaching models with emphasis on the Moroccan context to determine the most effective models to use. Lastly, studies that investigate the adoption of the Pioneer Schools program would be informative of the realities and achievements of scaling the coaching-based professional development programs in Moroccan primary schools.

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