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**SCIENTIFIC JOURNAL OF LITERATURE, LANGUAGE,
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EDITORIAL

Among the Senufos from the north of Côte d'Ivoire, the sacred grove is called "Sinzang". The first of these would date from the time of the patriarch and leader of Korhogo SORO Zouakagnon (1840-1894). It is the tutelary space of the initiatory institute of the secret society: the Poro. These sacred forests exist in all the villages of the region and are highly protected and managed. The proof is that in their midst, adolescents perform the rite of passage leading them to the age of maturity. The "Sinzang" is also the centre of intergenerational knowledge transmission. Thus, the teaching of ancestral knowledge, ontology and cosmogony- contributing to the future spiritual, moral and social formation of the Senufo elite-is associated with this pantheon.

In line with this pedagogical and academic logic, the SINZANG Journal aims to promote African and Western humanities in Literature, Language, Communication and Education Sciences. To do this, it is part of a process of promoting the reflections and studies conducted by Teachers-Researchers and Researchers for the sustainable development of society.

As distinctive signs of "Sinzang", Jacqueline DELANGE, in *Arts et peuple Sénoufo de l'Afrique noire*, identifies among others the huts, earth cones and statues (masks). The visual identity of this magazine presents two masks, one symbolizing ancestral knowledge and the other Western science. The two facing the entrance of a sacred hut express the encounter of diverse knowledge put at the service of humanity. *In fine*, they export to other horizons, hence the idea of huts in perspective.

SINZANG is a pluridisciplinary and biannual peer-reviewed scientific journal. It is published in English and French but also accepts work written in German and Spanish. Moreover, depending on the requests made at the discretion of its review committee, it may issue special thematic publications and conference proceedings.

CONTACTS

Postal Address: BP 1328 Korhogo, Côte d'Ivoire

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ÉDITORIAL

Chez les Sénoufos du nord de la Côte d'Ivoire, le bosquet sacré est communément appelé « Sinzang ». Les premiers du genre dateraient de l'époque du patriarche et chef de Korhogo SORO Zouakagnon (1840-1894). C'est l'espace tutélaire de l'institut initiatique de la société secrète : le Poro. Lieux fortement protégés et aménagés à l'envi, ces forêts sacrées existent dans tous les villages de la région. La preuve en est qu'en leur sein, les adolescents effectuent le rite de passage les amenant à l'âge de la maturité. Le « Sinzang » est aussi le haut lieu de la transmission de la connaissance intergénérationnelle. Ainsi, l'enseignement du savoir ancestral, de l'ontologie et la cosmogonie-contribuant à la formation spirituelle, morale et sociale de l'élite Sénoufo de demain-est associé à ce panthéon.

S'inscrivant dans cette logique pédagogique et académique, la Revue SINZANG ambitionne de faire la promotion des humanités tant africaine qu'occidentale dans le domaine de la Littérature, des Sciences du Langage, de la Communication et de l'Éducation. Pour ce faire, elle s'inscrit dans une démarche de vulgarisation des réflexions et des études menées par les Enseignants-Chercheurs et des Chercheurs pour le développement durable de la société.

Comme signes distinctifs du « Sinzang », Jacqueline DELANGE, dans *Arts et peuple Sénoufo de l'Afrique noire*, identifie entre autres les cases, les cônes en terre et les statues (masques). L'identité visuelle de cette revue présentant deux masques, l'un symbolisant le savoir ancestral et l'autre la science occidentale. Les deux se faisant face à l'entrée d'une case sacrée expriment la rencontre de connaissances diverses mis au service de l'humanité. In fine, elles s'exportent vers d'autres horizons ; d'où l'idée des cases en perspective.

SINZANG est une revue pluridisciplinaire à comité de lecture et scientifique. Elle est bilingue : éditée en anglais et en français. Mais elle accepte également les travaux écrits en allemand et en espagnol. C'est une revue semestrielle,

tenant deux parutions l'an. Au demeurant, elle peut procéder, selon les demandes ou les sollicitations formulées à l'appréciation de son comité de lecture, à des parutions spéciales thématiques et à la diffusion d'actes de colloque.

CONTACTS

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EXPLORING SUPERVISION PRACTICES IN RIVE DROITE SCHOOL DISTRICT MADRASAS OF BAMAKO

Adama COULIBALY

Université des Lettres et des Sciences Humaines de Bamako (Mali)
Email: adamafa67@yahoo.fr

Sory Ibrahim KEITA

Université des Lettres et des Sciences Humaines de Bamako (Mali)
Email: kesoryibrahima@yahoo.fr

Abstract

This study is akin to the instructional supervision culture of Arabic-Islamic schooling in the Madrasas of one of the two school districts of Bamako. It explores the characteristics of the supervisory practices and their conformity with the modern trends in the field of instructional supervision. The principal aim of this research is to draw the attention of decision makers to some hitches that plague the sector of Islamic schooling in Mali, and to make researchers interested in the problems thereof. We adopted a mixed method to display our findings. It consists in displaying quantitative data, followed by complementary descriptive clarifications. Our research has found that the supervisory practices in the Madrasas of Rive Droite School District of Bamako are affected by lamentable bureaucratic traditions that put them in conflict with modern trends in instructional supervision.

Key Words: Advisers, Outreach centers, Madrasas, School District, Supervision.

ENQUETE SUR LES PRATIQUES DU SUIVI PEDAGOGIQUE DANS LES MEDERSAS DE L'ACADEMIE RIVE DROITE DE BAMAKO

Résumé

Cette recherche s'intéresse à la culture de supervision des activités pédagogiques dans les Medersas de l'une des deux académies d'enseignement de Bamako. Elle explore les caractéristiques des pratiques du suivi pédagogique dans ces établissements et leur conformité avec les tendances modernes. En outre, cette recherche vise à attirer l'attention des décideurs à certaines tares qui affectent le secteur de l'enseignement arabo-islamique au Mali, et à faire intéresser les chercheurs aux problèmes qui y sont liés. Nous avons adopté une méthode mixte consistant à exposer les données d'une manière quantitative suivie des commentaires descriptifs et complémentaires. Cette recherche a découvert que les pratiques du suivi pédagogique dans les medersas du district scolaire de Rive Droite de Bamako sont affectées par des traditions bureaucratiques peu recommandables qui les mettent en conflit avec les tendances modernes en matière de suivi pédagogique.

Mots clés : Académie ; Centre d'animation ; Conseiller ; Medersas ; suivi.

Introduction

Madrasas are educational buildings initiated by some individuals of Islamic confession at the end of the 1950s. Their primary goals were teaching Islamic study subjects. For this trend, they stayed aloof with the State control for years, because they always saw in the State an enemy that managed to exterminate them because of their religious hue. It was in the end of the 1970s and the start of the 1980s that a semi-cooperation budded between the State and the madrasa promoters.

Centre pour la Promotion de la Langue Arabe CPLA (Center for the Promotion of Arabic Language) was created in 1979. It was the only linking point between the State and the madrasas of the time. Its first director managed to introduce some reforms into the courses of the madrasas. He encountered a strong opposition from the madrasas of Bamako that considered this reform an interference aiming at fighting Arabic-Islamic schooling in the country. Though the reform was of less importance according to the director himself, for it consisted in reshaping the teaching of the already existing subjects more than replacing them with other subjects, the madrasas of Bamako launched a campaign of libeling against the director and accused him of the intention of undermining the Islamic characteristics of the madrasas of Mali.

This frail reform was thwarted, and the director, whose father was the first madrasa promoter in the country, proceeded to implementing a program that was based more on mentorship than revolutionizing a system in need of reform. It is worth noting that the reforms that the government proposed could hardly succeed owing to the private status of the madrasas and the hazy bond that the government had with them. These educational institutions were affiliated to the Ministry of Home Affairs. This implied their non-recognition as educational agents that contributed to the literacy and numeracy of the nation. This fact could not allow the madrasas of Mali to benefit from the favors conferred by the government to the educational buildings (A. Coulibaly, 2021, p. 94).

After 1991 revolution, the State undertook some educational reforms that included the creation of some educational services to oversee and monitor instruction in schools. These reforms did not gloss over the madrasas. Some curricular reforms were initiated to their intent, the most important of which was that of 2003. The madrasas were put under the control of the educational school districts of the country, fruits of post-revolutionary reforms. Founded in 2001, Bamako Rive Droite school district houses seven educational outreach centers called *Centre d'Animation Pédagogique* (CAP). The CAPs are in charge of 600 schools that offer education to 386920 pupils. The schools are composed of State public schools, community schools, and private schools. The madrasas are important components of the last two with an

official number of 343 madrasas in the school district (Académie Rive Droite, recensement 2022).

Via the CAPs or educational outreach centers, Rive Droite school district is in charge of supervising the instructional functioning of the schools in its jurisdiction. Supervision monitoring involves instructional supervision, more specifically clinical supervision. According to A. Bernstein (2004, pp. 80-88), supervision is a process through which a designated group of people assures the link between individual teacher needs and organizational goals, so that people within a school could work in harmony towards the realization of the school vision. This was confirmed by C. Glickman *et al.* (2009, p. 7) as follows, “ a term that denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.” (p.7).

Actually, clinical supervision was established through the research works of Cogan and Goldhammer in the 1960s. In the years that followed, researchers developed the concept more, and that gave birth to several models of supervision. E. Pajak (2003) classified clinical supervision models into four main models: Original Clinical Models, Humanistic/Artistic Models, Technical/Didactic Models and Developmental/ Reflective Models. These models differ in purpose, type of data to be collected, procedure for recording, control of the supervisor and the teacher, and organization of the procedure (F. Al-Abdali & A. Al-Mekhlafi, 2016) Cogan and Goldhammer developed the original models of clinical supervision. The objective of this model is to enhance professional development of teachers through collegial relationship and cooperation. In this model, a supervisor’s mission is to encourage teachers to make use of their own strengths to find alternatives for challenges. The process is carried out through a free-of-tension exchange between the supervisor and the supervisee. It is applicable with all teachers regardless of their individual differences (E. Pajak, 2003).

As for the artistic supervision model, according to E. Pajak (2003), K. Baily (2006, p. 42) and M. Kayaoglu (2012, pp. 102-117), it is based on building human relationship with the teacher by respecting his concern and dignity. In this model, the supervisor encourages and helps teachers use their talents and aspirations in order to improve their instructional performance.

The third model is technical didactic clinical supervision. It is based on reflection on didactics, and focuses on classroom observation techniques and procedures. Its instrument is direct interactions through the cycles of classroom observation. Its aim is to develop procedures that may improve teachers' reflection through that instrument (K. Acheson & M.

Gall, 2011, pp. 125-126). Developmental/Reflective model is the fourth supervision model. It was developed by Glickman, Costa, and Garston. According to C. Glickman and S. Gordon (1987, p. 64) “Supervisors should match their assistance to teachers' conceptual levels, but with the ultimate goal of teachers taking charge of their own improvement.”(p. 64). Developmental supervision takes into account the professional development levels of teachers. Its procedure consists in matching the supervisory technique with these levels. This is because, as C. Glickman and S. Gordon (1987, p. 64-69) perceive it, the different backgrounds and contexts of teachers make their perceptions different as regards their role and the way they relate to their students and colleagues.

If we search the literature more, we note that there are sub-models that researchers have developed, and that are affiliated, in a way or another, with the foretold big models. This research is interested in appraising supervision practices in the private madrasas of Rive Droite School District in the light of Goldhammer, Anderson, and Krajewski’s model. According to E. Pajak (2003), it is the most widely known supervision model.

Educational advisers, called in French *Conseillers Pédagogiques*, carry out supervision in Rive Droite School District. This school district is hiring the service of seven tenured educational advisers and some monitoring agents to supervise instruction in the private madrasas of its seven educational outreach centers. These educational advisers and monitoring agents implement supervisory activities according to an internal planning and coordination of their own.

This study is not aiming at refuting a theory, nor is it an attempt to infirm or confirm a hypothesis. It is an exploratory research. It tries to fathom a problem that has gained, so far, less interest on the part of specialists. Two essential research questions direct it:

- What are the characteristics of the supervisory activities of Rive Droite School District supervisors in its private madrasas?
- How related are Rive Droite supervisory activities to the principles of modern clinical supervision?

To answer these research questions, we developed a checklist or an instrument of 16 items for collecting data on the supervisors’ supervision practices in seven private madrasas of the seven educational outreach centers of Rive Droite School District (appendix 1). It is related to the supervisory practices of Goldhammer’s original clinical supervision. Our checklist is based on the first four simplified steps of this model (C. Glickman *et al*, 2009, pp. 227-232): Pre-observation conference, Classroom Observation, Analysis and Strategies, and Post-observation Conference. We did not include the fifth step, Post-conference Analysis, which is emphasized by A. Prosper (2007, p. 44-49), because it requires a second tour in our research field. The supervision schedules of our research subjects could not allow us to return to the field, as

immediate return was not of their routine. The investigation was conducted during the school year 2022-2023.

Our plan for this paper is as follows:

- Introduction
- Methodology
- Result and discussion
- Conclusion

1. Methodology

The design that we adopted for this study is the mixed method to address the contours of the problem and make them easy to grasp. The qualitative aspect of the study is justified by the inexistence of research body on the issue under study. It is also justified by the population size of our research subjects, numbering only seven. The quantitative aspect is justified by the space allotted to us in a scientific magazine. The two designs are complementary in answering the questions of this research. We targeted official advisers because they are the entry to the activities of our investigation and the most experienced advisers. We informed them, as well as the teachers, that our investigation had nothing to do with their career promotion and evaluation. On their initiatives, the days of supervision and the madrasas to be visited were determined. Our role was to accompany them to these madrasas as visitors, and observe what they were doing for their supervisory activities. Here are the private madrasas, the observed grades, and discipline involved in our investigation.

- Aali Sou-oud at Bakokodjikoroni center, Grammar in grade 9.
- Al- Hanafiya at Banankabougou center, Mathematics in grade 7.
- Oumar bin Abdel Azi at Fladje center, Jurisprudence in grade 6.
- Khalid bin Abdel Aziz at Kalabankoura center, Nature in grade 4.
- Abdoulay Barry at Senou center, Morphology in grade 5.
- Manar Dine at Sogoniko center, Grammar in grade 9.
- Al-Mouhammadiya at Torokorobougou center, Koran in grade 3.

We observed the supervisors as they were observing their teachers. We took notes alongside this procedure and questioned them before and after the classroom observation in order to fill in the instrument with information thereof. Afterward, we proceeded to the analysis of the data collected through our instrument and notes. In that, our system is to present the quantitative data after a short introduction, and then proceed to their descriptive analysis and interpretation. We computed the implementation proportion of each supervision practice in the performance of each supervisor we observed. This permitted us to identify the characteristics of their supervisory practices and gauge the extent of their conformity with the principles of the supervision model we adopted as reference point.

2. Results and Discussion

Except the first table, the items in the coming tables and the data thereof refer to the instrument we designed to collect data about the supervisory practices in our research field (appendix 1). The first thing that draws attention in the supervision issues in Rive Droite educational outreach centers is the distribution of educational advisers. Public schools have supervisors for each discipline. The madrasas have only one supervisor for all disciplines, though assisted by monitoring agents numbering two at most. This makes the number of the madrasas' supervisors in the school district under study seven official supervisors for seven centers. They are of different specialties and experiences. According to our investigation, five of them are of 1-5-year experience, and two are of 6-10-year experience. Only one of them is female. However, during our investigation, we did not find out much difference between those who had lasted longer in the field and those who had not. This may be due to the fact that they took their profession instructions from the same mandatory source, tending to rigidity in compliance with what was recommended and written by the hierarchy. The only difference that we observed is the easiness and familiarity of the most experienced supervisors with the procedure, and the stress that some less-experienced supervisors showed during the post observation sessions, in addition to the clumsiness they had in developing supervision tools. For instance, a young supervisor was gleefully surprised to discover with us the supervision checklist of another experienced supervisor.

2.1. Distribution of Supervisors and Teachers in the Private Madrasas of Rive Droite School District Educational Outreach Centers

Private Madrasa supervisors or Arabic educational advisers, as they term it, in the educational outreach centers are not appointed to this position by a specific rule or criteria. Theoretically, educational officials are appointed according to their experience and duration in teaching. However, during our investigation, we found out some official and assistant supervisors who were less experienced and had lasted less longer than many teachers still teaching in the school district. The situation seems to confirm the conclusion of some observers in educators' quarters. They affirmed that the position of educational adviser is obtained by collegial affinity, and sometimes via extra-scholar relationships. In addition, we found out that many educational advisers were accepted in this position on their own demand. This lack of policy in selecting supervisors can result in disequilibrium in the number of supervisors, their specialties, and it can eventually lead to appointing agents with no skills in supervision. This accounts for the weird aspects and characteristics of the following table.

Table: I**47Proportion of Supervisors and Teachers in the Private Madrasas of Rive Droite School District**

CAPs	Nbr.* Mad.	Nbr.* Teac.	Nbr. Sup*	Supervisors' Specialties	
				Ara. Majored*	Sc. Majored*
Bakojikoroni	60	391	02	01	01
Banankabougou	59	547	03	01	02
Faladje	29	238	01	00	01
Kalabankoura	32	412	01	01	00
Senou	54	470	03	01	02
Sogoniko	16	180	03	01	02
Torokorobougou	21	320	02	02	00
Total	271	2558	15	07	08

Nbr.=number/ teac.=teachers/ Mad.=madrasas/ Sup.=supervisors/ Ara.=Arabic/Sc.=science

In this table, we can observe the overwhelming number of teachers compared to that of supervisors. No educational outreach center was sufficiently equipped to take care of its madrasas' teachers and address their developmental issues. During our tour, supervisors said that they had unsuccessfully managed to work out annual programs aiming to visit each teacher in his class at least once, and see what he needed. No matter what they did, they could not terminate their tour even in the classes of half of their teachers. Technically, it was impossible for the supervisors, with their current work rhythm and schedule, to cover the number of their teachers during the school year. Some of them went to only one school per day and per trimester. During that visitation, they supervised only one teacher. This was specifically the case of single supervisors who had no assistant. It was also the way of most of the supervisors who were assisted by monitoring agents. Some of the assisted supervisors commissioned their assistants to supervise some teachers while they were supervising others. However, this was not the common use in the realm of private madrasas' supervision. In most cases, the official supervisor and all of his or her assistants attended the same classroom to supervise a teacher. This could not allow them to attend the class of every teacher during a school year.

What compounds the issue is the discontinuity of the process. A new supervision program is set every year, and the process starts all over again without taking into account

⁴⁷ Rapports annuels des CAP de l'Académie d'Enseignement de Bamako, Rive Droite 2022-2023

those teachers who have been supervised and those who have not. The situation calls on selectivity. Supervisors select teachers who are teaching in their discipline or closer. The supervisor who is specialized in language studies would prefer supervising language teachers, and science specialist supervisors would go for science teachers. This selectivity results in some teachers not being supervised for years because the supervisor does not have the required skills to supervise them. This problem emerges from the fact that supervisors are appointed to this position on the ground of their knowledge of Arabic language, not on their expertise in any other discipline.

Data about Pre-observation Conference

It is worth noting that the methods adopted by the supervisors in supervising their teachers at the different class levels and subject matters did not differ. This is obvious in the analysis of the data to come. For the phase of pre-observation conference, the supervisors of this district have a culture consisting in catching their teachers in their nests. They can surprise them any day and any time. In that, they do not have to inform the administration of the school, least of all teachers to be observed. Their argument for this is that if they inform teachers of their coming for observation, they will keep everything correct even if this is not of their professional habit. Consequently, the truth about them and their practices would be hidden, and what the supervisor observes would not be the reality he is looking for to build his planning on. Therefore, this surprise visitation is a way for them to disclose the bad habits of teachers, more specifically those who do not prepare their day lessons.

It is worth pointing out that this surprise visitation has negative consequences on the supervision practices in the school district as we will see later.

Table: II

Implementation of pre-observation skills in the supervision practices of Rive Droite School District supervisors.

CA Ps	Implementation														
	A-a			B-a			B-b			B-c			C-a		
	Y es	N o	Har dly	Y es	N o	Har dly	Y es	N o	Har dly	Y es	N o	Har dly	Y es	N o	Har dly
Ba k		X			X			X		X				X	

Ba			X		X			X		X				X	
Fal		X			X			X		X				X	
Kal			X		X			X		X				X	
Se		X			X			X		X				X	
So			X		X			X		X				X	
To		X			X			X		X				X	
Tot		4/	3/7	0/	7/	0/7	0/	7/	0/7	7/	0	7/7	0/	7/	0/7
al		7		7	7		7	7		7	/7		7	7	

We can observe in this table that there was hardly a two-way communication in three supervision cases. In the other cases, teachers were not willing to be observed by supervisors. This might be due to the constraining aspect we alluded to earlier. No supervisor in the district agreed with the teachers on supervision objectives. Consequently, they could not agree on what was expected of the supervisor and the teacher. Usually, as we pointed out earlier, the supervisors drop in the madrasa without prior notification. The Principal will then choose one classroom at random for them to go. The teacher on duty in that class is informed on the spot that the school district supervisors have come and that he is the one designated for their observation. This approach is due to the secrecy supervisors hold around their supervisory operations.

We can also infer from this table that the object of supervision in the madrasas of Rive Droite school district touched on all aspects of teaching. This is not recommended in modern supervision. The modern trend is to treat teachers' instructional problems case for case. This surgical procedure allows the supervisor to address each issue by providing the appropriate input and identifying the output for analysis.

2.2. Data about Classroom Observation

The classroom observation of Rive Droite School District supervisors rests on checklists that are filled in alongside the performance of their observed teacher in class. These checklists are homemade documents inspired by the trainings supervisors go through and the instructions they receive from their hierarchies. Some components of these checklists have nothing to do with the instructional performance of the teacher. Seemingly, these checklists are worked out to facilitate classroom observation for supervisors. Though we never met a

supervisor who did not collect data during his observation, we sometimes observed some relaxation in this procedure. Here are the data found about Rive Droite School District supervisors' classroom observation.

Table: III

Implementation of classroom observation skills in the supervision practices of Rive Droite School District supervisors.

Educational Outreach Centers	Implementation								
	A-			B-			C-		
	Yes	No	Hardly	Yes	No	Hardly	Yes	No	Hardly
Bakojikoroni	X				X				c.l.*
Banankabougou		X			X				c.l.
Faladje	X				X			X	
Kalabankoura			X		X				c.l.
Senou	X				X				c.l.
Sogoniko		X			X				c.l.
Torokorobougou	X				X				X
Total	4/7	2/7	1/7	0/7	7/7	7/7	1/7	1/7	6/7

*checklist designed by supervisors

We can infer from the table above that more than half of Rive Droite supervisors observed teachers' lessons and collected data about them. However, there were no agreed-upon data to collect because they did not hold any pre-observation session with teachers. The teacher was not asked about his needs and shortages that could guide the supervisors during their observation.

During our observation of the supervisors, they did not interrupt teachers' lessons to correct mistakes, which is theoretically recommended. However, they did not have any method for collecting data either. Their system was incrustated with the homemade checklist they had. Only one supervisor did not have a homemade checklist. When we asked him, he said that he had no idea about pre-established checklists. He had less than one year-experience. Another supervisor used neither checklist nor personal consistent method for collecting his data. This may be due to incompetency, which is an outcome of the system the supervisors are appointed thereby.

2.3. Data about Analysis and Strategies

Generally, the supervisors of Rive Droite school district have no session of data and strategy analysis in their supervision culture for madrasas. The observed teacher is generally sent for to the Principal's office to be criticized according to his performance. Some few supervisors review their observation notes before calling in the observed teacher for post-observation conference. This review can hardly be considered analysis and strategy session. Here are the data about this phase in their supervision practices.

Table: IV

Implementation of analysis and strategies skills in the supervision practices of Rive Droite School District supervisors.

Educational Outreach Center	Skill Implementation								
	A-			B-			C-		
	Yes	No	Hardly	Yes	No	Hardly	Yes	No	Hardly
Bakojikoroni			X			X		X	
Banankabougou		X			X		X		
Faladje		X			X		X		
Kalabankoura	X				X			X	
Senou			X		X			X	
Sogoniko	X					X	X		
Torokorobougou	X					X		X	
Total	3/7	2/7	2/7	0/7	4/7	3/7	3/7	4/7	0/7

In addition to the checklist, supervisors take notes on what they see. From the table above, we can see that three Rive Droite madrasa supervisors organized their notes or their observations on the lesson observed. Two of them hardly organized theirs, and two others did not. The notes taken are dependent on the items filled in the different compartments of the checklists.

As for their way of having a session for analysis. We did not see any supervisor conducting a session of analysis of his notes before calling his observed teacher. Only three supervisors reviewed their notes before calling in the supervised teacher for his critiques. The others had no such practices. This might be due to their supervisory culture and the instructions they received from their hierarchy. Because of their observation being related to filling in checklist compartments, their analysis could hardly go beyond seeing to it if the observed teacher's performance was reflecting the items of their checklists.

As for making their observations useful to teachers, we can observe from the table that almost no supervisor had a specific way to make his observed teacher benefit from the observations he had jotted down on the lesson. Some of them orally suggested to the teachers to call them back or ask them any question they want about their observation on the lesson.

2.4. Data about the Post-observation Conference

The post-observation conference of Rive Droite supervisors seems to be a session of criticism rather than critique. During our investigation, we did not meet any supervisor who did not hold a post-conference. However, their sessions revolved around pointing out the foibles of the observed teachers. The positive characteristic that was shared by all supervisors was starting their conference with asking their teachers to evaluate their own performance. In most cases, teachers graded their performance Good, and then proceeded to talking about the shortages that might have demoted their performance. Nonetheless, we did not see any supervisor attempting to propose solutions to what their observed teachers exposed as weakness in their teaching practices. Supervisors would rather provide suggestions to solve the shortages they had observed in the teacher's performance. Here are the data we collected on Rive Droite supervisors' post-observation conferences.

Table: V

The Post-observation conference of Rive Droite Supervisors' Supervision Practices

Educational Outreach Center	Implementation														
	A-			B-			C-			D-			E-		
	Yes	No	Hardly	Yes	No	Hardly	Yes	No	Hardly	Yes	No	Hardly	Yes	No	Hardly
Bak	X			X			X			X				X	
Ban	X					X			X		X			X	
Fal	X				X				X		X			X	
Kal	X				X		Xp					X		X	
Sen	X					X			X		X				X
Sog	X			X					X	X				X	
Tor	x			X			X			X				x	
Total	7/7	0/7	0/7	3/7	2/7	2/7	3/7	0/7	4/7	3/7	3/7	1/7	0/7	6/7	1/7

We can infer from the table above that the supervisors held post-observation conference at all educational outreach centers. Three of them delivered clear oral propositions without writing them and handing them to the observed teachers for reading and analysis. Two of them hardly proceeded likewise, and the other two did not present any clear data that might benefit teachers. As for the democratic aspect of the post-observation conference consisting in asking observed teachers to analyze the data, apart from the pre-designed data source, no supervisor presented an organized data to his observed teacher. Nonetheless, some supervisors asked their observed teachers to talk about their own lesson. We can observe that with three supervisors in the above table. The other four hardly proceeded likewise. This is almost the case with the next skill consisting in asking questions to focus the observed teachers on certain aspects of their lessons. Three supervisors drew teachers' attention to the aspects they forgot in delivering their lessons. One supervisor hardly did likewise, and the other three supervisors did not. As for the skill of discussing with the teacher the ways of improving lesson delivering and the need of a next observation, we can observe that only one supervisor talked about an eventual observation during which he could recheck what he had blamed the observed teacher for. Six over the seven supervisors glossed over this practice. This may be due to the fact that Rive Droite supervisors hardly go back to the teachers they have observed to see the aftermath of their observation feedback.

Going through the data above, we can easily notice that supervision practice in the madrasas of Rive Droite school district is grounded in the educational philosophy called Essentialism. Created by William L. Bagley in 1938, this philosophy supposes that nothing existed outside the principles of nature. Accordingly, the aims of education should be to condition the mind to thinking in a natural and logical way. In supervision domain, Essentialism emphasizes that the supervisor is the person who conditions the mind and teaches truths about how to teach. Essentialism emphasizes as well that there is a body of timeless knowledge, both historical and contemporary, of value to the living (Glickman et al., 2009, p. 81). The supervisors of Rive Droite have a body of knowledge to condition the mind of their observed teachers to. It is grounded in the instructions and regulations that are pre-designed by the hierarchy. Its main dimensions are classroom upkeep, lesson preparation, and lesson delivery. Many elements of these dimensions have little to do with teachers' performance, such as writing the number of pupils on the blackboard, the decoration of the classroom wall, and posting the list of pupils' names. The checklists that supervisors have, and which bear the elements of these dimensions, vary from center to center. In some educational outreach centers, teachers are to be blamed for the behavior of pupils during lesson delivery. This is to say that some checklists are more captious than others are.

To complete the checklists, the supervisors provide their feedback in their post-observation conferences. The common points that emerge in almost every supervisor's feedback revolves around curriculum alignment, checking progress in the program, remarks on the order and the neatness of pupils' notebooks, remarks on teachers' preparation sheets, and focusing more on didactics rather than on pedagogy. All these elements are perfunctory instructions predesigned to condition teachers' mind to according to the Essentialist belief in supervision

Conclusion

The supervisory practices in the madrasas of Rive Droite school district is encrusted with homemade checklists that govern their implementation and monitoring. This practice is related to the traditional paradigm of supervision called Inspection. This paradigm was in use in the 1970s and 1980s in Mali. Its shadow on supervision practices today confirms Glanz's thought that stipulates that past practices influence present ones. This trend in supervision lays an authoritative hue on the supervision process. Teachers are alert about their duties and responsibilities because they are sure that these duties can be inspected any time when they are in classroom. This offhanded manner in supervision has affected its performance in Rive Droite school district. Teachers find it disrespectful to their profession. Most teachers are not willing to collaborate with supervisors. Consequently, they have less regard for the recommendations and instructions of the supervisors. This will be more so as long as there are no strong measures to penalize those teachers who do not discharge their duties properly. Some teachers will repeat the same performance shortages in spite of the supervisors' recommendations. Besides, some Principals and school owners are resentful about this method. This aspect in the process thwarts the two-way communication principle. In addition, the model in use in Rive Droite comprises items that have little to do with the developmental improvement of teachers. What compounds the issue is the acute lack of supervisors. The underestimation of schooling through the madrasas is one of the factors that underpin this phenomenon. One supervisor to observe more than 230 teachers is more than revealing. Owing to these remarks, one can say that supervisory practices at Rive Droite school district are not in harmony with modern trends and recommendation of the field. These shortages in technical procedures, administrative planning, and human relation requirements in supervision process necessitate diligent and eclectic measures to address instructional supervision problems in the madrasas of Rive Droite school district of Bamako.

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Appendices

Appendix 1

The instrument used to appraise the supervision practices of Rive Droite School District supervisors in the private madrasas of their jurisdiction.

CAP (educational outreach center):

Date:

Supervisor's name:

Telephone number:

Gender: Male..... Female.....

Number of years served as academic advisor: 1-5..... 6-10..... 11-15..... 16-20..... 20+.....

Supervised Madrasa:

Class:

Discipline:

Supervision Practice Sheet

1	Pre-observation	YES	NO	HARDLY
	A- Is there a real two-way communication?			
	a. Does the teacher want improvement, and does the supervisor want to help?			
	B- Do the teacher and the supervisor agree on an objective of supervision cycle?			
	a. Does the teacher formulate the objective of supervision with the supervisor?			
	b. Is the supervision object-focused?			
	c. Is the supervision holistic?			
	C- Do they agree on what is expected of the supervisor and the teacher?			
	a. Do they agree on the method of collecting data?			
2	Classroom observation			
	A- Does the supervisor observe the lesson and collect the agreed upon data?			
	B- Does the supervisor interrupt a lesson to correct?			
	C- Does the supervisor have a classroom observation method?			

3	Analysis and Strategies			
	A- Does the supervisor organize the data collected?			
	B- Does the supervisor have a way to make the data useful to the teacher?			
	C- Does the supervisor proceed to a session of analysis and strategies?			
4	Post-observation			
	A- Is there a session of post-observation?			
	B- Are the data clear and presented well?			
	C- Does the supervisor ask the teacher to analyze the data and tell the supervisor about the lesson?			
	D- Does the supervisor ask questions to focus the teacher on certain aspect of the lesson?			
	E- Does the supervisor discuss with the teacher the ways to improve the lesson, and whether the focus of the next observation is going to remain on the same agreed upon objectives?			