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The Dynamics of Educational Leadership in Implementing Reform Projects Within the Moroccan Education System: The Pioneer Schools Project as a Model

Najib Mezouar[1], Abderrazzak MAZOUAK[2], Maryam NADIR[3], Aziz MOUMEN[4]

1 Assistant Professor at the Tangier-Tetouan-Al Hoceima Regional Center, Kingdom of Morocco
2 Regional Center for Education and Training Professions, Fez–Meknes Region, Fez, Morocco
3 Kenitra Institute of Sports Professions, Morocco
4 Regional Center for Education and Training Professions, Fez–Meknes Region, Fez, Morocco, and Hassan II University of Casablanca, Morocco

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ABSTRACT

"The Moroccan education system is undergoing rapid transformations that require keeping pace with international developments in the field of education. The Pioneer Schools Project is one of the initiatives aimed at improving the quality of learning and enhancing the performance of public schools. The success of this project depends on the extent to which educational leadership can manage change and keep pace with new developments, as the school principal plays a key role in coordinating the efforts of various stakeholders and providing a stimulating school environment. Consequently, educational leadership becomes a decisive factor in translating the objectives of the Pioneer Schools Project into practices that have a tangible impact within the school community."

Keywords: Moroccan educational system, educational leadership, Pioneer School

INTRODUCTION

The contemporary world is witnessing rapid transformations at the technological, social, economic, and cultural levels, which has presented most educational systems with ever-changing challenges that require them to review their operating methods and renew their management mechanisms. In this context, the development of the educational system is no longer dependent solely on the reform of curricula and academic programs; rather, it is also linked to the ability of educational institutions to adopt modern approaches to administration, leadership, and management, thereby ensuring the improvement of the quality of basic learning and enhancing the educational performance of public educational institutions.

In this context, the reform of our country's education and training system has been one of the major national initiatives aimed at transforming educational institutions into effective and conducive environments for learning and for developing the skills necessary for social integration, This approach has been outlined in the official documents guiding the reform projects, starting with the Strategic Vision for Reform 2015–2030, through Framework Law No. 51.17, issued in 2019, and up to the Roadmap 2022–2026, all of which have affirmed, this strategic direction by placing educational institutions at the heart of educational thought and practice through the adoption of an innovative pedagogical model capable given the necessary will of achieving the agreed-upon educational and social goals. To achieve this objective, the "Pioneering Schools" project has emerged with its promising prospects at various levels. It is considered one of the key strategic initiatives relied upon to restore the reputation of the national public school system and strengthen its position within the broader societal project, in which educational stakeholders play crucial roles, as they are the cornerstone of the reform effort's success. From this perspective, educational leadership alongside other stakeholders is of paramount importance in guiding this project and translating its objectives into practical action by working to provide a school environment that fosters learning and innovation.

The Problem and Related Questions.

Educational leadership is of paramount importance to educational decision makers in our country in keeping pace with and implementing new reform projects, particularly in public institutions, which serve as the cornerstone of all ambitious initiatives, Hence, the role of educational leadership is explicitly highlighted in the official documents outlining the new reform plan, including the implementation of the pedagogical model for pilot schools. The principal of the educational institution in collaboration with other educational stakeholders has become the cornerstone of the success of any reform project affecting the educational system, specifically the current initiative related to "Pioneer Schools" and its strategic objectives to be achieved at the school level. Consequently, educational leadership in its interaction with other educational stakeholders and partners is called upon to adopt modern leadership approaches within public educational institutions and to align with the new reform plan, thereby improving the quality of basic learning and enhancing the system's performance and educational indicators at all levels. Accordingly, our research paper is driven by a central issue, which can be summarized in the following question:

- How can educational leadership contribute to implementing and adapting the pedagogical model of the "Pioneer Schools" in the institutions hosting the project?

This central issue gives rise to a series of sub-questions, such as:

- What is the role of the school principal in the Pioneer Schools project?
- What roles are assigned to the school principal in supporting the project and implementing its components?
- What educational and administrative mechanisms enable the school principal to overcome the challenges of implementing the project on the ground?

The Central Hypothesis

Although hypotheses are associated with the empirical scientific method, the study of issues related to the humanities including educational issues does not preclude starting from preliminary or provisional hypotheses, each of which is linked to one of the study's issues or a part thereof, provided that the research process analyzes, tests, and scrutinizes these hypotheses in light of theoretical data and field findings, and based on this methodological requirement, we have based our research paper on a central hypothesis, which serves as a preliminary and provisional answer that helps guide the study, frame its research question, and identify its main elements, as follows:

- Educational leadership plays a decisive role in implementing and ensuring the success of all reform projects, including the pedagogical model of Al-Riyada Schools.

The methodology adopted in the study

As is well known, social and educational phenomena are characterized by their complex and intertwined nature, which requires the researcher to select the methodology and methodological tools appropriate to the nature of the issue under study. Given the close connection between the study's methodology and its subject matter, its research question, and the hypotheses on which it is based, this study adopted a descriptive-analytical approach to frame the issue theoretically and analyze its various dimensions, while remaining open to a range of developmental proposals and practical ideas that could contribute to implementing the study's findings and translating its objectives into educational practice.

Significance and Objectives of the Research

The subject of this study is highly relevant and significant in the fields of education and teaching in Morocco, particularly in light of the growing public debate surrounding the "Pioneering Schools" project among various stakeholders in national education policy. Indeed, according to the official documents outlining it, this project is considered one of the most important strategic initiatives for reforming the educational system, given the scale of the expectations placed upon it such as contributing to improving the quality of education, improving the performance of public educational institutions, and enabling the national education system to fulfill its societal roles as stipulated in the New Development Model. The latter aims to position Morocco among emerging countries and strengthen its standing as a leading development model in its regional context.

Our research paper is designed, in its broadest sense, to provide a scholarly analysis of the "Leading Schools" project and to clarify the role of educational leadership in this project in terms of framing, managing, and supporting it so that various stakeholders and actors in the field of education can benefit from its findings and recommendations.

Overall, we aim to achieve a set of objectives in our research paper, which can be summarized as follows:

- To provide a scholarly analysis of the potential of this model to improve educational performance indicators and enhance the quality of basic learning;
- To examine the dynamics of educational leadership in the Pioneer Schools project, in terms of its roles in framing, managing, and implementing the initiative;
- To identify the most significant challenges and constraints that may hinder the project from achieving its stated goals, while proposing a set of mechanisms and measures to develop the project and enhance its chances of success.

First: Defining the Concepts and Terminology Underpinning the Study.

The issue of defining the conceptual framework in scientific research and clarifying its elements is of particular importance, given that concepts and terminology in the humanities are multidimensional and multifaceted, and their definition varies depending on the researchers' perspectives. While concepts form the foundation of all knowledge construction and without them, knowledge remains superficial it loses its scientific specificity; what defines them and brings them from theoretical potential into actual, discursive existence are terms and definitions. Consequently, "one cannot, under any circumstances, delve into a science until one has conceptualized that science, and conceptualization is derived from definitions" [1],Therefore, in the context of our research paper, I will attempt to define certain terms and concepts in a way that fully encompasses all their features and details, as follows:

1. The Pioneer School

An educational and modernization initiative for public education launched by the Ministry of National Education, Early Childhood Education, and Sports during the current government's term and as part of the implementation of the 2022–2026 Roadmap. This model aims to improve basic learning, combat school dropout rates, and modernize public educational institutions. It is defined in official documents as "a methodological framework aimed at making public schools leaders in their performance according to standards primarily linked to improving the quality of basic learning and the levels of mastery thereof, with a view to preparing a generation of students capable of self-development and qualified to contribute effectively to the development and advancement of society".[2]

2. Leadership

The concept of "leadership" refers to the social role an individual plays in relation to other members of a group; the person who assumes this role is often characterized by strength, competence, good judgment, and the ability to influence and guide others toward achieving the group's

[1] Jamal al-Din al-Isnawi, *Nihayat al-Soul fi Sharh Manhaj al-Usul*, Dar al-Kutub al-'Ilm, 1st ed., 1999, Beirut, Lebanon p. 7

[2] Framework Memorandum on the Implementation of the Leadership Schools Project, 2023, p. 01

goals. Leadership is a behavior that reflects the interaction between the leader and the group they lead, with the aim of maintaining the cohesion and unity of its members and making the most of their resources".[3]

2.1 Educational Leadership:

It is defined as "the school principal's ability to direct and coordinate the efforts of teachers and school staff to achieve the desired goals of the educational process and, consequently, the goals of the educational institution". [4]In this sense, it can be said that leadership in the Moroccan educational context consists of the ability to positively influence the behavior of educational actors within the educational institution, and to direct and coordinate their efforts toward achieving shared educational and institutional goals, through the adoption of effective practices in planning, organization, management, guidance, and evaluation, within the framework of a coherent system of clear humanistic and educational values, based on cooperation, responsibility, dialogue, respect, fairness, and a commitment to improving the quality of learning, enhancing the performance of the educational institution, and improving its educational indicators.

3. The Dynamics of Educational Leadership.

In the context of our research paper, this refers to the role of educational administration officials particularly the principals of educational institutions participating in the "Leading School" pedagogical model project as educational leaders of this ambitious initiative, responsible for implementing its strategic objectives and monitoring its impact on the outcomes of the national public school system.

Second: The Foundations of the Pedagogical Model for Pioneer Schools in Morocco: Its Characteristics and Prospects for the Future of the National Public School System.

3.1 The General Context of the Project and Its Strategic Objectives.

The implementation of the Strategic Vision 2015–2030, the provisions of Framework Law 17-51, and the guidelines of the 2021 Development Model has instilled a continuous momentum for reform in the Moroccan education system, aimed at enhancing the quality of learning, improving classroom performance, strengthen the governance of educational institutions, and, in light of the results of various national and international assessments such as the National Program for the Evaluation of Learning Outcomes (PNEA2019) on average, only 30 percent of public school students have mastered the curriculum upon completing elementary school in Arabic, French, and mathematics, while only 10 percent have mastered the curriculum in lower secondary school a genuine crisis that calls for intervention. International assessment tests such as PISA have also confirmed the results of the previous national program, with Morocco ranking 77th out of 79 countries: 24 percent of students met the minimum proficiency level in mathematics, and in reading, Morocco ranked 75th out of 79 countries, with 27 percent of students meeting the minimum proficiency level. [5]These recorded indicators clearly demonstrated students' weak mastery of basic learning skills. Based on the conclusions of local, regional, provincial, and national consultations on improving public schools, and in accordance with the findings of scientific research in the fields of education, particularly regarding modern pedagogical methods and approaches that have proven effective in mastering basic learning skills and in providing educational support and guidance, the 2022–2026 Roadmap lays a solid foundation for this transformation within the reform process, through a multidimensional approach that encompasses the system's core pillars: the student, the teacher, and the educational institution. Within these three pillars, effective educational approaches are organized, while educational professionals are provided with certification programs that enhance their teaching practices in the classroom and strengthen the leadership capabilities of school principals, enabling them to create a learning environment that provides all the material conditions necessary for learning and aligns with this objective. The "Pioneer Schools" (Écoles pionnières) project has emerged as a general framework for testing new pedagogical and organizational choices, such as explicit instruction based on clarifying objectives, modeling learning, guided practice, independent practice, and regular assessment of learning, along with an intensive program of various forms of support. Overall, the project represents a genuine opportunity to fulfill numerous expectations, namely: [6]

- Implementing the provisions of the Educational Reform Roadmap (2022–2026) in a phased manner, with a focus on its strategic pillars;

[3] Al-Jar, Khalil, Larousse, The Modern Arabic Dictionary, 1st ed., Maktabat Lubnan, Publishers, Beirut, 2003 , p. 306

[4] Dr. Jassim Saad Zenfier Al-Azmi, "The Role of Educational Leadership in Improving the Educational Process in Middle Schools in the State of Kuwait," Journal of Educational Sciences, Issue 3, Part 3, June 2019 , p. 376

[5] Dr. Ali Balmasil, "Characteristics of a Pioneering School from the Perspective of the Roadmap's Procedural Framework," Takween Journal of Educational Studies and Research on Educational Innovation, Issue 2, 1 , 2024.

6 Framework Memorandum on the Implementation of the Pioneer Schools Project, 2023 , p. 01

- Implementing reform projects within the framework of an integrated approach that, through its synergy, ensures an improvement in the quality of learning;
- Adopting a participatory approach to build a model of an effective public educational institution that meets the expectations of students, their families, educational staff, and various partners;
- Enhancing the professional competencies of educational staff through modern, high-quality certification programs that combine theoretical training with practical field experience;
- Providing close mentoring to refine the professional competencies of educational staff and promote best practices;
- Enabling students to acquire foundational learning through pedagogical approaches whose effectiveness has been scientifically proven;
- Provide the necessary material and pedagogical conditions to facilitate the work of educational professionals by upgrading educational institutions and equipping them with the resources and tools needed to optimally implement reform projects;
- Motivating educational and administrative staff by recognizing their efforts and adopting successful initiatives;

3.2 Characteristics and pedagogical approaches adopted in the implementation of the Pioneer School Project.

In the Moroccan educational context, the leading school is no longer an educational institution in the traditional sense, but rather a public educational institution that adopts modern educational approaches and pedagogies, aiming to enhance learning and improve student performance by developing their cognitive, skill-based, and emotional competencies, and preparing them to keep pace with contemporary societal and technological changes. It also utilizes various digital media and modern educational technologies to enhance the quality of the teaching-learning process. The Leadership Institutions project has been designed according to an integrated framework that ensures the synergy among four structured and harmonious components, addressing the three pillars of the 2022–2026 Roadmap, which are implemented simultaneously, as follows: [7]

- Remedial Component: This is based on intensive support at the beginning of the school year to address accumulated learning gaps among students. Educational support activities are implemented in educational institutions according to the Teaching at the Right Level (TaRL) approach, through two formats: integrated support during school hours, alongside the provision of necessary resources; and additional institutional support outside of school hours that addresses learners' needs.
- The Preventive Component: Aims to implement and institutionalize effective classroom practices during the period of establishing new learning, such as explicit instruction and the pedagogy of support and monitoring, while providing the necessary textbooks, workbooks, and teaching aids.
- The Human Resources Development and Motivation Component: This is based on subject-specific instruction to ensure optimal use of learning time and takes into account teachers' interests and competencies. It includes initial and continuing teacher training, the provision of ready-to-use model lessons, and support for educational and administrative staff involved in the project through individual laptops, in addition to incentivizing them with a one-time financial grant of 10,000 dirhams net.
- The component is related to the renovation and equipping of spaces: This is of an administrative and material nature and focuses on the school's indoor and outdoor spaces to make them more attractive and conducive to sustained performance, while equipping all classrooms with projectors.

This educational project aims to ensure that students in primary and lower secondary school master the core curriculum, foster their openness to their surroundings, and ensure they complete their academic journey by reducing school dropout rates, through the adoption of a pedagogical model based on innovation in teaching practices, as follows:

- Adopting active and interactive learning: The pilot school is centered on making the learner the focal point of the teaching-learning process by actively involving them in the construction of knowledge and developing their abilities in critical and creative thinking, problem-solving, and decision-making, rather than relying solely on rote learning and memorization;
- Utilizing digital technology in education: The project fundamentally focuses on integrating leading digital technologies and advanced educational resources into classroom practices, thereby contributing to the

[7] Framework Memorandum on the Implementation of the Pioneer Schools Project, 2023, p. 01

diversification of teaching methods, enriching the learning experience, and enhancing learners' motivation to learn;

- Upgrading the educational institutions participating in the project by providing modern educational facilities equipped with the necessary resources for effective learning, such as equipping classrooms with modern presentation tools, equipping science labs with the latest instruments, and establishing well-stocked and diverse libraries that meet the needs of learners;
- Establishing a supportive and stimulating educational environment: by strengthening the leadership capabilities of the institution's director so that he or she becomes a key player, alongside the educational team, in providing a safe and stimulating school climate based on the values of respect, cooperation, and openness, thereby ensuring that this educational and learning environment has a tangible impact on the learner's personality in its various dimensions;
- Promoting the professional development of educational staff: The project places particular emphasis on the ongoing training of educational and administrative staff by adopting a certificate-based training model within the pedagogical framework, culminating in the validation and certification of these training programs;
- To motivate educational professionals and improve their professional conditions, the Leadership Institutions Project is based, in principle, on financial and moral incentive mechanisms aimed at strengthening the commitment of educational professionals to the project's success. These include incentive grants linked to the level of commitment and the achievement of set goals, alongside ongoing training and pedagogical support. These mechanisms aim to boost professional motivation, encourage best educational practices, and foster a spirit of excellence and creativity, thereby positively impacting student learning and enhancing the educational institution's performance.
- The project adopts an evaluative approach and continuous monitoring at all stages: it culminates in the institution receiving the "Leadership" badge upon optimal implementation of the project's components.

To ensure the project's continuity and sustainability, and to guarantee the achievement of its overarching goals and objectives, the initiative is based on three practical pillars: First, conducting regular internal and external evaluations that provide feedback to enhance educational performance; second, adopting a quality label to maintain the quality of leadership institutions; and third, certifying educational and administrative staff to recognize their efforts and preserve their educational and administrative excellence.

Second: The dynamic nature of educational leadership in aligning with the pedagogical model of Pioneering Schools in Morocco and implementing its components in public educational institutions.

The school principal is a strategic actor in implementing the Pioneering Schools project, given their leadership position and direct responsibility for managing the school and leading educational change within it. Within the framework of implementing the 2022–2026 Roadmap, the principal plays a pivotal role in activating reform programs by leading the educational and administrative team, mobilizing various stakeholders and partners around the project's objectives, and ensuring the provision of appropriate organizational and educational conditions for its success.

1. The roles of the school principal in implementing the project at the school level.

The principal plays a central role in implementing the key pillars of the Leading Schools Project and monitoring its performance indicators and impact on learners. The principal also plays a vital role at the operational level in implementing the project by activating school life activities and carrying out the school's integrated project through a participatory approach with other partners to consolidate the principles of good governance and results-based management. It also prepares periodic reports on the project's progress and the level of its implementation, thereby ensuring that reform programs are monitored and evaluated according to objective indicators, and that educational and administrative frameworks are kept up to date, and to utilize the findings of visits conducted by the institution's regional and central teams, as well as reports from the Educational Supervision and Monitoring Authority, to improve the professional practices of educational staff, and addressing the challenges encountered in implementing the various components of the pedagogical project for Pioneer Schools at all stages, thereby contributing to improving the quality of basic education, ensuring equity and equal opportunities for all students, and achieving the project's intended strategic objectives.

In general, the school principal in accordance with the Principal's Guide for Pioneer Schools [8]plays important roles in implementing and keeping pace with the Pioneer School Project and its major components at the level of the educational institution hosting the project. Thus, we have attempted to outline these tasks while taking into account the project's three pillars, as follows:

Learner-Centered Approach: The principal at the Pioneer School ensures:

- Properly welcoming the institution's students and assigning them to classes in accordance with pre-established educational guidelines, as well as overseeing the distribution of the educational kits needed by the students;
- Overseeing the process of administering the pre-enrollment assessments taken by students at the pilot schools at various levels, whether in elementary or middle school;
- Collecting and analyzing data, and grouping students based on the results of the pre-assessments;
- Organizing intensive support activities in accordance with the TaRL approach and administering post-tests using the same methodology as that used for the pre-tests;
- Collect and analyze data; regroup learners according to the performance groups established in the TaRL approach; and use the results to organize institutional educational support.
- Oversee the launch of the resource-building phase at pilot institutions in accordance with the effective teaching approach, including explicit instruction, in parallel with institutional educational support based on the TaRL approach outside of school hours, and ensure the implementation of the approved pedagogical approaches in coordination with the supervising inspector during this phase.
- Ensure that students benefit from school life activities throughout the academic year.
- Overseeing ongoing assessment sessions and certification exams;
- Activate educational monitoring teams to track the academic progress of all students and implement the necessary interventions to combat academic dropout and attrition.

Principal's Role: The school principal, in coordination with various educational stakeholders, is responsible for the following tasks:

- Encouraging educational staff to engage in the project by creating a motivating school environment;
- Organizing specialized refresher workshops related to the Basic Learning Support Program for educational staff, particularly new hires;
- Preparing class schedules and educational arrangements in accordance with the pedagogical model;
- Support new educators in implementing the project, provide them with guidance on pedagogical and regulatory aspects, and equip them with the pedagogical tools for the project whether during the resource-building phase, the basic learning phase, the support phase, or the various types of review phases;
- Coordinate with the inspector assigned to the project to resolve any difficulties that educational staff may encounter;
- Distribute project-specific educational equipment and materials to educational staff;
- Implement the institutional support project and oversee the selection of educational staff assigned to it;
- Involve educational staff in planning the integrated institutional project;

Institutional Focus: This focus is at the core of the principal's work, as evidenced by:

- Overseeing a successful start to the school year by making the educational institution an attractive space for teaching and learning, by equipping the institution with the necessary resources to implement the "Leading School" project such as installing projectors in classrooms, ensuring the cleanliness of the institution's various facilities, and guaranteeing personal safety on campus through the provision of security services;
- Work to implement the school's integrated project, in coordination with the educational team, in accordance with the guidelines of the "Leading School" pedagogical model;
- Engage parents and guardians in the new project by organizing outreach meetings and open houses throughout the year to present the project's components and share interim results of the project in all its aspects.

[8] Work Guide for Directors of Leadership Institutions, July 2025

- Contribute to fostering a vibrant cultural atmosphere within the school by promoting school life activities and connecting the school to its external environment through agreements and partnerships with civil society organizations active in the cultural, artistic, and recreational sectors;
- Support social support initiatives within institutions that have adopted the pedagogical model of the Leadership Project by approving relevant partnership agreements and activating the roles of management associations particularly the Al-Najah School Support Association and the Sports Association;
- Conducting an interactive evaluation to obtain the Leadership Badge and encouraging the educational team to engage in this process;

2. Constraints and challenges facing educational leadership in the proper implementation of the pedagogical model for Pioneer Schools within the educational system.

Educational leadership in the Pioneer Schools project faces a range of challenges, the most notable of which include, but are not limited to:

- The challenge of educational supervision and support

The shortage of administrative staff relative to the number of educational institutions participating in the project makes it difficult to ensure consistent and proper oversight of the project, especially given the Ministry's intention to begin rolling out the project across the entire elementary school system; the project's coverage is projected to reach 80 percent by the 2026–2027 school year, in addition to expanding the initiative to the middle school level. This requires providing sufficient administrative staff to enable educational institutions to effectively implement the project's components.

- The Challenge of Managing Educational Change in Educational Institutions

The Pioneer Schools Project is based on the introduction of new educational practices and methods, which requires educational leadership to manage the change process within the educational institution rather than merely issuing instructions; Successful leadership must convince stakeholders of the importance of reform, rally them around its goals, address the challenges they face, and minimize resistance to change, while creating an institutional climate that encourages creativity and innovation.

- Pedagogical Challenges

Educational leaders face pedagogical challenges such as delays in the delivery of teaching materials to educators and their poor quality; some educators' lack of sufficient skills to use IT equipment and digital content; and poor skills in online presentation and delivery, as well as the challenge of overcrowding at certain grade levels and the difficulty of implementing the curriculum in mixed-ability and inclusive classrooms.

- The challenge of limited financial resources and weak governance in the management of educational resources

The issue of financial resources is one of the most significant challenges facing the project in the medium and long term at the educational institutions hosting it, Furthermore, the aging of educational resources used in the teaching-learning process by the educational team and their occasional damage and deterioration in quality over the years presents educational leadership with administrative and pedagogical challenges that negatively impact the project's outcomes.

- The challenge of engaging families in supporting their children in this project

We observe a lack of family engagement with the recommendations of educational staff during meetings and open houses throughout the school year.

Based on the foregoing, it is evident that the implementation of the pedagogical model for Pioneer Schools in Morocco, in all its components, faces multiple challenges at the level of the institutions hosting the project. From this perspective, drawing on my professional experience in leading and implementing the project at the elementary level, as well as the views of educational stakeholders particularly teaching staff, I present a set of development proposals designed to enhance the work of educational leaders, improve their working conditions, and optimize the project's outcomes overall. These are as follows:

- Grant principals of pilot schools significant authority to implement the project in coordination with the local and regional teams, the supervising inspector, and other stakeholders;
- Ensure the long-term continuity of financial and logistical support for the project;
- Extend merit-based incentives to all educational stakeholders working in institutions participating in the project; reduce their workload; grant them room for

creativity and innovation; and reduce working hours to motivate them toward professional excellence;

- Review the assessment model at all stages of implementing the educational framework in the pilot host institutions and make better use of the results of these assessments in implementing support methods, whetherextended or intensive;
- Evaluate the project's implementation in elementary and middle schools, taking into account the reports of the Supreme Council for Education and Scientific Research regarding the project;
- Update the curricula at higher-level teacher training centers whether regional, the Inspector Training Center, or the Guidance and Planning Center to align with the Pioneer School project for both the elementary and middle school levels;
- Issue pedagogical guides on the project for mixed-ability classes and inclusive education classes;
- Develop an intensive training program for educational and administrative staff in the field of information technology and digital education.

CONCLUSION

The Pioneer Schools in Morocco represent a new educational experiment aimed at bringing about a qualitative leap in the public education system by adopting modern pedagogical approaches, improving the quality of basic learning, developing learners' skills, and empowering them to meet the challenges of our time; They are not schools in the traditional sense, but rather public educational institutions that seek to renew educational practices, utilize modern tools and technologies, and place the learner at the center of the teaching-learning process. However, the success of this project is not solely linked to the provision of resources and capabilities; rather, it depends to a large extent on the effectiveness of educational leaders and their ability to drive change and implement the requirements of the Pioneer School's pedagogical model. The school principal, as an educational leader, is responsible for translating the project's general guidelines into concrete practices within the school through planning, organizing, coordinating, monitoring, and evaluating, mobilizing various educational stakeholders, motivating them to engage in the project, and creating a school environment that is supportive and conducive to productivity and dedication.

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