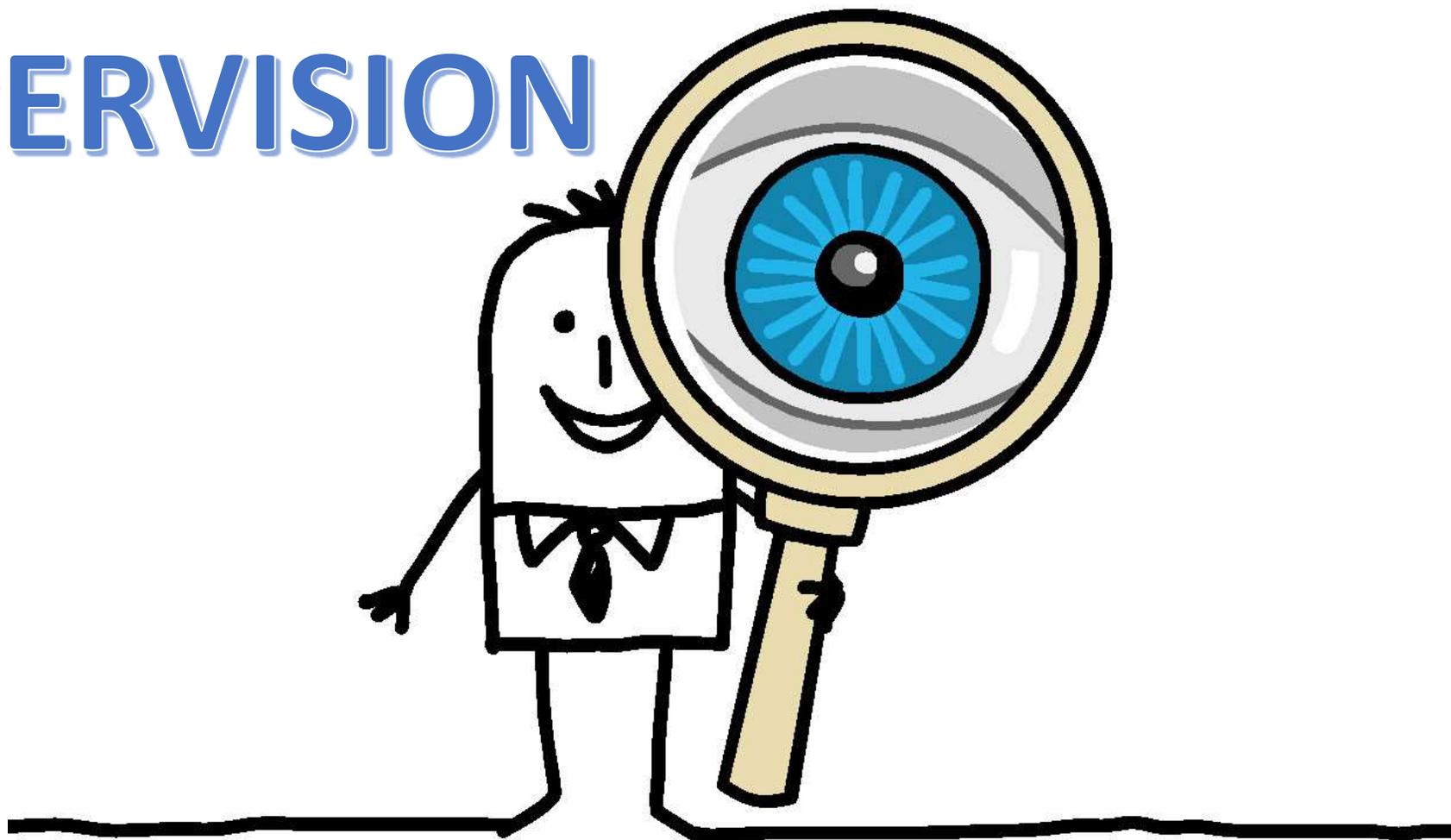


# EDUCATIONAL SUPERVISION



# What is supervision?

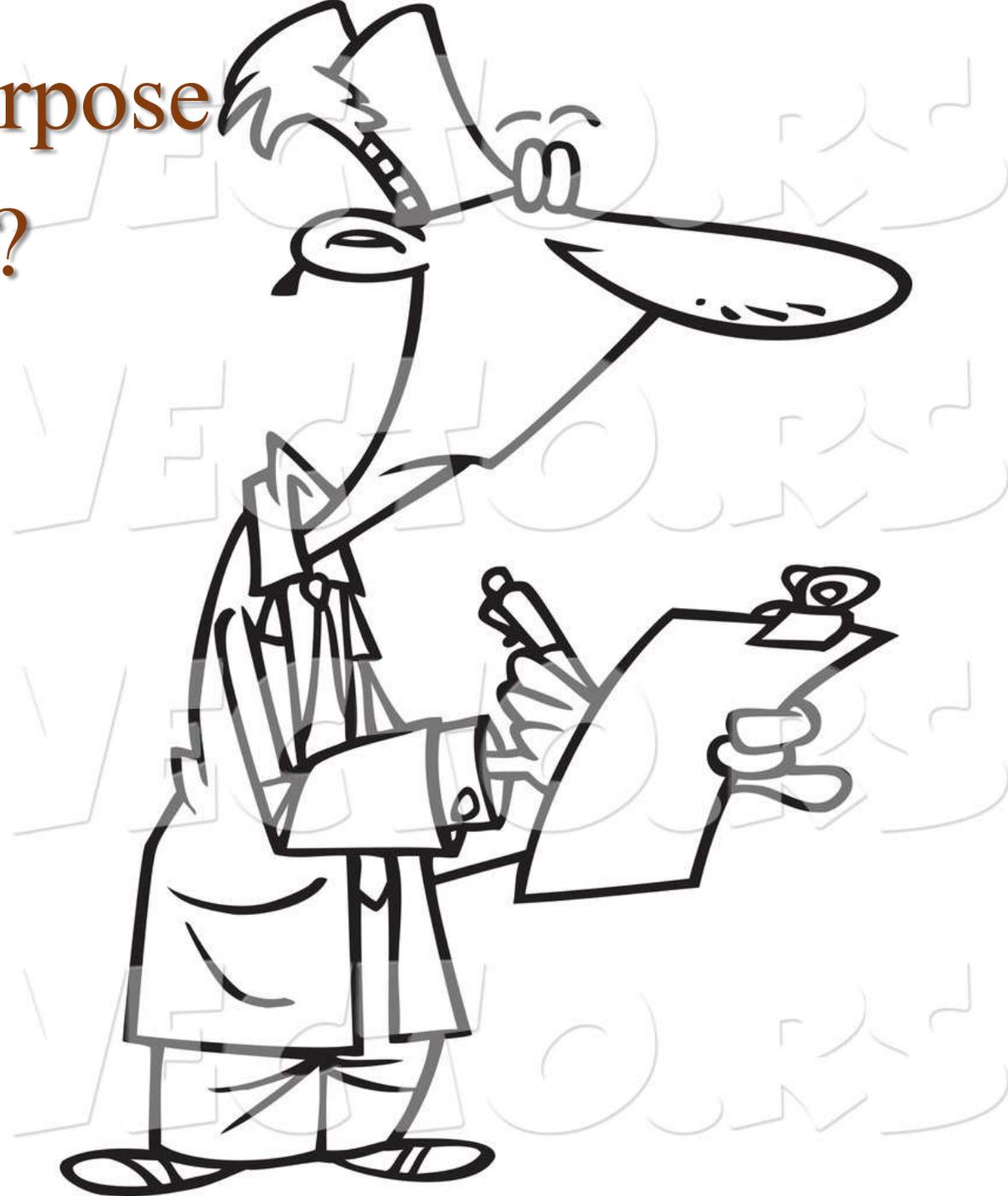


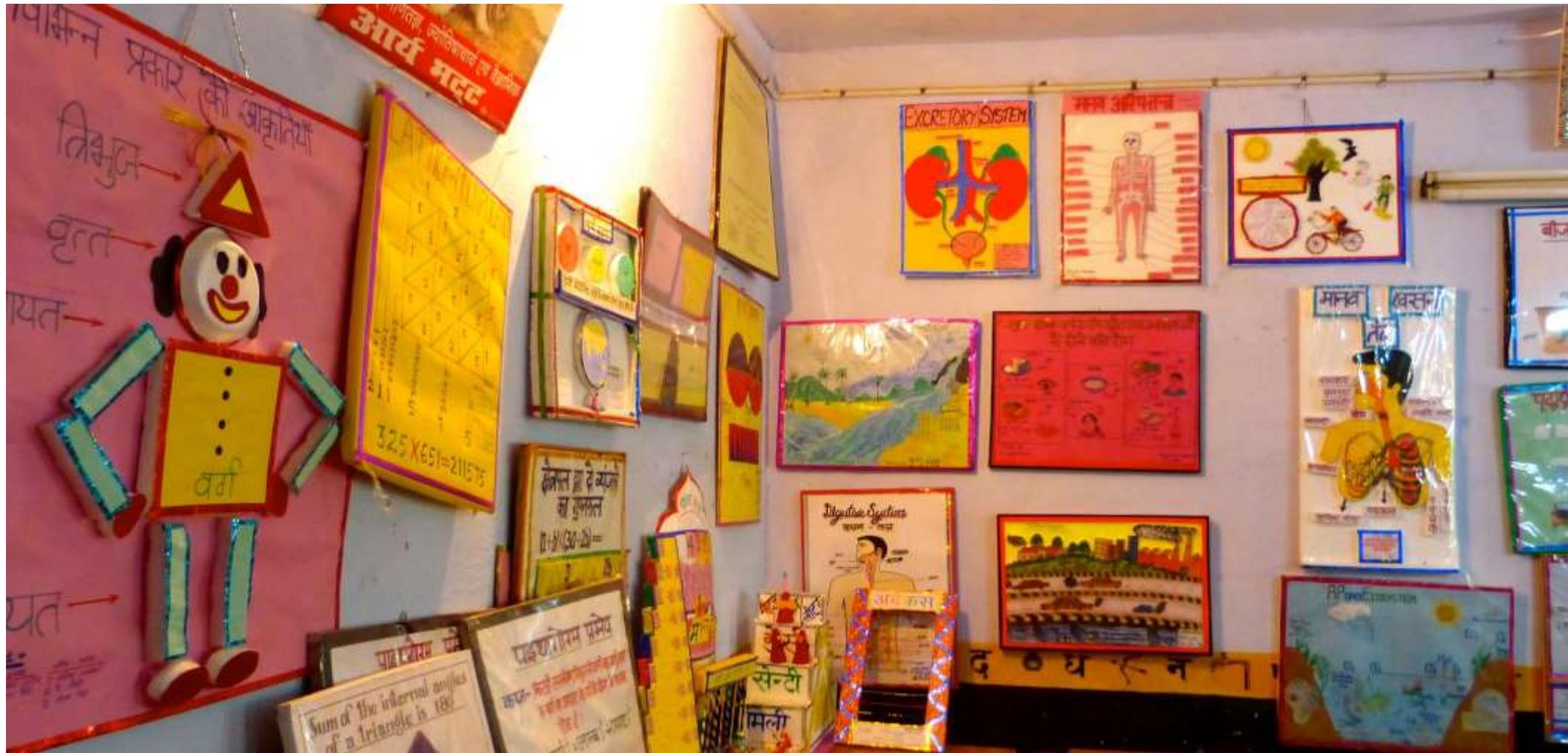
Supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of the feedback in order to make teaching more effective.



Therefore, supervision broadly refers to the professional guidance and support provided by the educational managers, who are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instruction

What is the purpose  
of supervision?





Checking on the availability of teaching-learning materials



Advising on the appropriateness of the teaching-learning materials in use

# Assessing staff levels

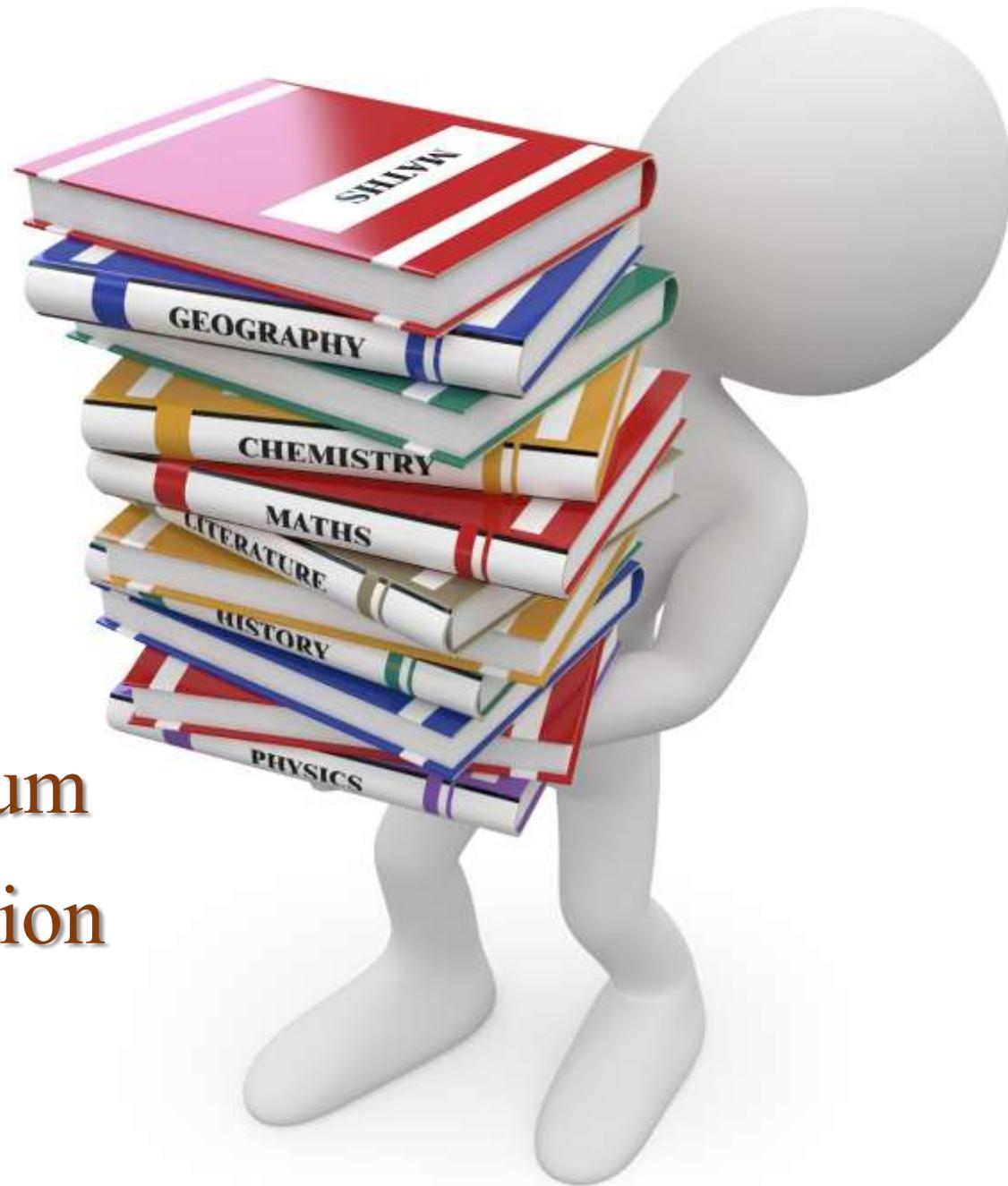


# Advising on the school climate





Advising the availability and quality of advising and support services available to the teacher



Promoting curriculum  
change and innovation

# Timetabling

	Mon	Tues	Wed	Thurs	Fri
09:00-10:30	Orientation Course Requirements	Child Learner Characteristics	Language Development 2	Lesson Planning for Primary	Supervised lesson preparation
Break					
10:40-12:10	Teaching Resources	Language Development 1	Assessment	English for the Classroom	Individual lesson preparation with tutor
Break					
12:40-14:10	Using Storybooks	Teaching through Activities	Lesson Planning for Kindy	Phonics 3	Individual lesson preparation with tutor
Break					
14:20-15:50	Phonics 1	Classroom Management	Phonics 2	Songs & Chants	Supervised lesson preparation
Break					
16:00-17:00	Supervised self-study				

# Attending to the welfare of teachers



# Attending to institutional problems



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Data collection to  
facilitate planning and  
decision making



# Monitoring policy implementation



When we focus shifts to the teacher as a professional operating in classroom, some of the reasons for conducting supervision would be:



- ❖ providing feedback on teachers performance
- ❖ identifying needs for staff development
- ❖ identifying potential for promotion
- ❖ conducting quality assurance checks
- ❖ ensuring teacher motivation and morale
- ❖ providing professional support and guidance to the teachers



In both of the above situations, supervision ensures that the professional environment is supportive of the teaching and learning process. The ultimate objective of supervision is to improve the quality of teaching and learning. This means that supervisor need to play the roles of :

- ✓ Planner
- ✓ Organizer
- ✓ leader
- ✓ Helper
- ✓ Evaluator

appraiser, motivator, communicator, and decision-maker

# Learning activity



What would be the possible effects of lack of supervision on the teacher and the school?



# Types of Supervision



A variety of supervision types can be perceived to lie on a continuum with two extremes. One extreme is a type of supervision in which the supervisor acts as a friend and provides a shoulder for the supervisee to lean on. At the other end of the continuum, supervision demands strict accountability from the supervisee. Here, the supervisor may be interested in fault-finding.

# Critical friendship



The supervisor acts as a friend and guides the supervisee

# Mentoring



The supervisor acts as a role model for the supervisee



# Monitoring



The supervisor checks on progress and any problems as well as advising on solutions

# Advisory

The supervisor assumes a relatively superior position in terms of knowledge and skills



# Clinical supervision

in this situation, the supervisor and supervisee engage in face-to-face interaction that is primarily based on

the observation of performance and emphasis on collegiality



## Hard accountability

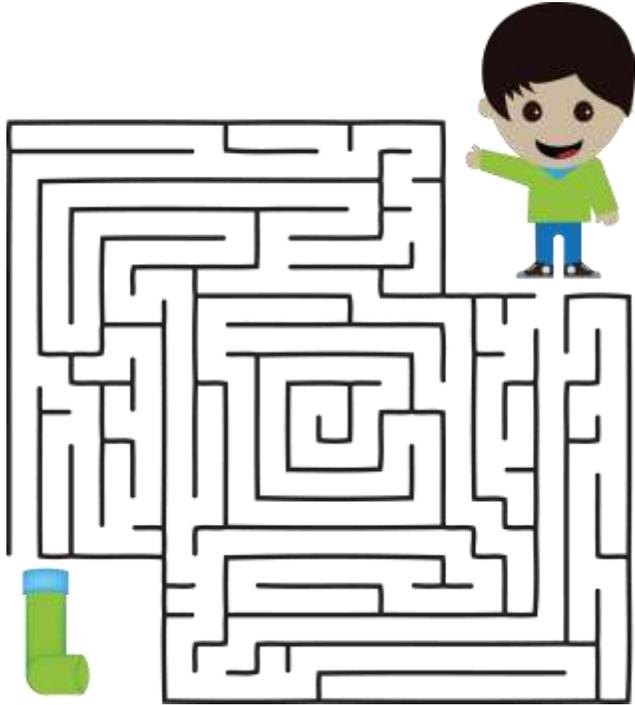
In this case, the supervisor performs the traditional inspector's role, demanding strict accountability from the supervisee



DAVE COVERLY

"MISS WILCOX, SEND IN SOMEONE TO BLAME."

## Learning activity



An educational manager may use different styles of supervision depending on the situation and purpose for which supervision is being conducted. Identify three styles of supervision that you would use as an educational manager. Have you been supervised by anyone using these styles?

# Beneficiaries of Supervision





In conducting supervision, it is important for the educational manager to decide on the target group or aspect of the school that you want to supervise. Your supervision must be focused in order to achieve the desired outcomes.



Below is the list of possible beneficiaries of supervision:

- teachers
- heads of departments
- head teachers
- inspectors





When supervision is effectively and efficiently undertaken, it benefits the learners. Effective supervision can lead to:

- improved physical learning environment.
- provision of adequate and appropriate teaching and learning materials.
- improved management and administration practice.
- improved teacher motivation and morale and effective planning.

# Planning for school supervision



Planning is the first step to take for any education manager who has decided to undertake a supervision exercise.



Planning involves the ability to determine in advance what should be done, how it is to be done and the time frame within which the task is to be undertaken. Failure to plan is planning to fail. Jacson (1968), as quoted by Beach and Reinhartz (1989), concludes that *“planning is a prerequisite for supervision so that they can help teachers to be proactive.”*

# When planning school supervision, education managers should address the following aspects:



Teacher supervision can be both rewarding and frustrating. Duke and Stiggins concur that effective teacher supervision can lead to improved performance, personal growth and professional esteem. If the supervision is poorly done, anxiety or boredom can result. Talented teachers may even be driven from the profession. You must carefully plan supervision in order to yield a positive outcome.

- identifying the target group for supervision.
- identifying people to be consulted.
- deciding on the purpose of the supervision exercise.
- deciding on the time frame for the exercise.
- deciding on the cost of the exercise.
- deciding on follow-up activities.

# Feedback and Follow-Up

As stated earlier, supervision has to be meaningful and beneficial to both the supervisor and supervisee. You must interact with the supervisee in order to address the purpose for which you are conducting the supervision. The supervisee benefits from the feedback and follow-up activities you provide as part of the supervision process.



Providing feedback to the supervisee is beneficial in that you are:

- identifying the strengths of the supervisee and building on them.
- attending to institutional problems.
- Data collection to facilitate planning and decision making and monitoring policy implementation.



A 3D white figure wearing a black tie, standing with arms outstretched. The word 'Good' is written in green above the left hand, and the word 'Bad' is written in red above the right hand. The figure is set against a background of faint, repeating icons of a person with a speech bubble.

Feedback can be provided to the supervisee through oral briefing, lesson observation reports, appraisal forms, checklists and written reports. It is essential that once feedback has been provided, follow-up activities be identified and undertaken. These follow-up activities can take the form of :

- ✓ staff development,
- ✓ staff movement or transfers,
- ✓ guidance and counselling,
- ✓ disciplinary measures,
- ✓ recognition and celebration of success, and review of school development plans.



thank you!