

Unit 1: Inspection

AIM:

The aim of this unit is to enable serving inspectors to understand and appreciate the purposes, roles, responsibilities, professional and personal skills required of them.

LEARNING OUTCOMES

By the end of this unit the serving inspectors should be able to:

- define inspection
- list purposes of inspection
- list down types and styles of inspection
- describe the roles and responsibilities of inspectors
- identify inspectors' professional and personal skills.

CONTENT SUMMARY

- 1.1 The Meaning of Inspection
- 1.2 Purposes of Inspection
- 1.3 Types of Inspection
- 1.4 Styles of Inspection
- 1.5 Roles and Responsibilities of Inspectors
- 1.6 Professional Skills
- 1.7 Interpersonal or Human Relationship Skills Required by the Inspectors

1.1 THE MEANING OF INSPECTION

Activity 1a

- (a) In small groups write some definitions of inspection on a large chart.
- (b) As a whole group discuss the definitions and agree on common aspects.

Key Information

Some features of inspection include:

- examination and evaluation
- judgement based on evidence
- judgement of learning and teaching
- assessment of standards achieved
- giving advice

1.2 PURPOSES OF INSPECTION

Activity 1b

- (a) In small groups, brainstorm and agree on the purposes of inspection.
- (b) As a whole group discuss the definitions and agree on common aspects.

Key Information

Purposes of inspection include:

- improving teaching and learning
- quality assurance, quality control and quality audit
- promoting effective administration and management of education
- assessment of teaching and learning in schools
- provision of feedback
- creation of a conducive climate for change
- facilitation of curriculum development and its implementation
- ensuring provision of adequate resources
- provision of guidance and counselling
- conducting needs assessment.

1.3 TYPES OF INSPECTION

Activity 1c

- (a) In groups discuss different ways of conducting an inspection.
- (b) As a whole group, list down types of inspection.
- (c) Give advantages and disadvantages of each type.

Key Information

Types and Ways of Inspection

Full Inspection	Partial Inspection	Special Inspection	Follow-up Inspection
Examine	Examine	Examine	Examine
Evaluate	Evaluate	Evaluate	Evaluate
All areas	Some areas	Special areas	Some areas
Advise	Advise	Advise	Advise
Feedback	Feedback	Feedback	Feedback
In-depth	Snap check	In-depth	Snap check

Below are some of the advantages and disadvantages of the types of inspection cited in table.

Type of Inspection	Advantages	Disadvantages
Full Inspection	<ul style="list-style-type: none"> - All aspects can be covered - Encourages team spirit - Cost effective 	<ul style="list-style-type: none"> - Can be disruptive - Difference in work rate - Can create interpersonal problems
Partial Inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	<ul style="list-style-type: none"> - May gloss over other important aspects
Special Inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	
Follow-up Inspection	<ul style="list-style-type: none"> - Well focused - Corrective 	

1.4 STYLES OF INSPECTION

Activity 1d

- (a) List down styles of inspection.
- (b) Give a summary of each.
- (c) Give advantages and disadvantages of each one of them.

Key Information

Styles of inspection should include:

Directive: This involves clarifying, presenting, demonstrating, directing, standardising and reinforcing.

Collaborative: This is characterised by the following behaviours; listening, presenting, problem solving and negotiating.

Non-directive: Here it is assumed that teachers are capable of analysing and solving their own problems. Behaviours associated with the non-directive approach include: listening, clarifying, encouraging and presenting.

Some of the advantages and disadvantages of the different inspection styles include:

Inspection Style	Advantage	Disadvantage
Directive	<ul style="list-style-type: none"> - Things get done - Task oriented 	<ul style="list-style-type: none"> - Stifles initiative - The human dimension is ignored
Collaborative	<ul style="list-style-type: none"> - It is supportive - Encourages teacher growth - Emphasis is on collegueship 	<ul style="list-style-type: none"> - Difficult to implement in situations where teachers are untrained.
Non-directive	<ul style="list-style-type: none"> - Promotes trust in teachers - Encourages teacher growth 	<ul style="list-style-type: none"> - Associated with <i>laissez faire</i> attitude - Laxity in teacher supervision - Teachers can exploit the situation

1.5 ROLES AND RESPONSIBILITIES OF INSPECTORS

Activity 1e

- (a) Individually list down your roles and responsibilities as an inspector.
- (b) As a whole group use a flip chart to list down your roles and responsibilities.
- (c) Compare your list with the key information below.

Key Information

Roles and responsibilities of inspectors should include:

1. Inspection Roles

(a) Inspecting and monitoring standards

Classroom observation
 Check on and assess lesson preparation
 Check on and assess schemes and record of work
 Examine pupils' work
 Check classroom inventory e.g. attendance register, time-table, furniture, displays, equipment, textbooks

(b) Subject/Department Inspection

Check teaching materials for availability, access, storage, suitability etc.
 Records of departmental meetings
 Management style in the department e.g. delegation, staff appraisal, staff development.
 Check scholastic records - examination results

Staffing levels and relevant qualifications
Availability of relevant and current syllabuses, schemes of work, records of work

(c) Assessment of School Organisation and Management

Check admission register
Staff and pupil files
Assess school mission statement
School Development Plan - mission statement translated into Action Plan
Check the school inventory including master time-table
Check on historical and achievements display boards
Check examination records
Check availability of statutory regulations and procedures
Check financial records
Check specialised rooms
Check school routine and assemblies
Check general learning atmosphere
Check projects in operation

(d) Assessment of the School Environment

Safety and cleanliness of buildings
Sanitation - adequacy and cleanliness of toilets and ablution blocks, clean water
Grounds - playing fields, pathways etc.
Check boarding facilities

2. Advisory Roles

Dissemination of good practice and innovation
Guidance and counselling
Curriculum development
Policy formulation
Co-ordination of examinations
Liaising with other stakeholders
Identifying training needs and running INSET
Action research
Advice on protocol
Advice on current trends in education
Advice on new schools

1.6 PROFESSIONAL SKILLS

Activity 1f

- (a) Individually list all professional skills you can think of that are required by the inspectors of schools.
- (b) From your experiences, which of the skills listed above do most inspectors lack? Suggest possible solutions/remedies to this situation.

Key Information

Professional skills required by inspectors should include:

- evaluation skills
- note taking skills
- reporting skills
- data collection and analysis skills
- interviewing skills
- record keeping skills
- planning skills
- project management skills
- training skills
- guidance and counselling skills
- management skills
- conflict resolution skills
- trouble shooting skills
- research skills
- computer literacy skills
- interpreting regulations skills

Trainer's Note

There is no single correct answer for the problem on professional skills. Trainers should therefore allow as much discussion as possible.

1.7 INTERPERSONAL OR HUMAN RELATIONSHIP SKILLS REQUIRED BY THE INSPECTORS

Activity 1g

In small groups, compare and contrast the qualities of good and bad inspectors.

The interpersonal qualities of good inspectors include the following attributes:

- honesty
- integrity
- helpfulness
- frankness
- enthusiasm
- reliability
- determination
- patience
- desire to learn
- approachability
- fairness
- firmness
- sympathy
- empathy
- politeness
- impartiality
- positive attitude towards work

- competency
- flexibility
- understanding
- communication
- respect
- sensitivity to gender issues
- awareness of the constraints in the work environment

REFLECTION

Having gone through this unit, reflect on your past experience as an inspector and identify some aspects of school inspection that the unit has helped you to reexamine.

REFERENCES

- Bangale, M.B. (1995) *The Role of a Senior Education Officer as a Multi-functional Administrator and Manager in Botswana* (A partial contribution to the fulfilment of a post-graduate course on educational planning and management - Malta)
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- Tait, D. (1996) *Educational Inspection and Supervision: Project on a Pattern of School Inspection in Namibia*, Institute of Education, University of London