

Unit 2: Inspection and Supervision

AIM

The aim of this unit is to enable newly recruited inspectors to have a clear understanding of the job of inspectors and the skills they need.

LEARNING OUTCOMES

At the end of this unit the inspectors will have an understanding of:

- the meaning of inspection and supervision
- the purpose of inspection and supervision
- the different types of inspection
- the different styles of inspection and be able to determine and use the most appropriate one
- the roles of inspectors
- what is involved in planning inspection activities
- how to plan for inspection activities
- how to conduct inspections and give feedback to stakeholders
- what the job of inspection and supervision entails.

INSPECTORS' KEY SKILLS

- planning
- observation
- problem solving
- communication
- evaluation
- technical skills

CONTENT SUMMARY

- 2.1 The Meaning of Inspection and Supervision
- 2.2 The Purpose of Inspection and Supervision
- 2.3 Types of Inspection
- 2.4 Styles of Inspection
- 2.5 Roles of Inspectors
- 2.6 Planning for Inspection
- 2.7 Conducting an Inspection
- 2.8 What the Job of Inspection and Supervision Entails

2.1 THE MEANING OF INSPECTION AND SUPERVISION

Activity 2a

Brainstorm in groups the following key question:

- What is inspection?

Present your ideas to the whole group

Key Information

Inspection:

- involves examining and evaluating the quality of teaching and learning in the school, based on established criteria
- is judgemental in nature
- monitors education trends and standards in institutions
- checks availability and suitability of the required physical learning facilities, human resources and instructional materials
- checks on the social environment of the school.

Activity 2b

Brainstorm in groups the following question:

- What is supervision?

Present your deliberations to the whole group.

Key Information

Supervision entails giving advice, support and direction for the improvement of the following:

- classroom instruction
- teacher performance
- institutional performance

Supervision is more constant and regular than inspection.

Activity 2c

Brainstorm in groups the following questions:

- What are the key elements of inspection and supervision?
- What are the differences between inspection and supervision?

Present your deliberations to the whole group.

Key Information

Key elements of inspection and supervision include:

- monitoring education trends and standards
- giving advice and regular support for the improvement of education quality
- monitoring the implementation of education policies
- assessing and evaluating teaching and learning outcomes.

While inspection deals with observing/examining and evaluating teachers and institutions of learning, supervision involves giving continuous support for the improvement of teaching and learning.

2.2 THE PURPOSE OF INSPECTION AND SUPERVISION

Activity 2d

In your original groups, discuss the following questions:

- why should there be education inspections?
- why do you think education supervision is important?
- what benefits accrue from education inspection and supervision?

Present your deliberations to the whole group.

Key information

The purpose of education inspection and supervision is to:

- ensure quality - maintain and improve standards
- evaluate the performance of teachers and schools
- monitor instruction
- encourage change and development
- identify needs of schools
- collect data
- provide professional development for teachers
- provide advice to schools
- strengthen the supervision of headteachers
- provide feedback to the Ministry of Education and other stakeholders.

2.3 TYPES OF INSPECTION

Activity 2e

There are four main types of inspections, namely:

- general/full inspection
- partial inspection
- follow-up inspection
- special inspection

In groups:

- (a) discuss what each of the types entails.
- (b) list any other types of inspections you know of.

Report your deliberations to the whole group.

Key Information

There are four types of inspections:

- General/full inspection - this entails inspection of all aspects of the institution as a place of learning.
- Partial inspection - which looks at some aspects of the institution.
- Follow-up inspection - which is a visit to an institution previously inspected. The main focus of such an inspection is to assess the extent of progress at an institution since the initial visit.

- Special inspection - which may be aimed at fact finding, confirmation of teachers and settling of disputes.

NB: *Each of the types of inspection can be conducted through various strategies such as: team inspection or block inspection.*

2.4 STYLES OF INSPECTION

Key Information

Styles of inspection can be seen to be on a continuum:

- 'Soft'-edged i.e. little inspection but lots of advice (critical friendship) to 'hard'-edged i.e. inspection with no advice to the school but a report is produced on the school.
- The other styles are in between, thus:
 - mentorship, which involves providing professional support to school leaders
 - non-directive, which involves an inspection where advice is given only upon request
 - adspection, which involves inspection leading to advice.

NB: *Adspection is an acronym for advice and inspection as recommended by SADC TMS workshop held in Lusaka-Zambia in March 1997.*

- An appropriate style of inspection should be a combination of inspection and advice characterised by:
 - good working relations
 - listening
 - approachability
 - open mindedness
 - receptivity
 - dialogue
 - fairness
 - firmness
 - analysis
 - rigour / thoroughness
 - feedback both ways
 - problem solving
 - reporting with recommendations
 - action planning
 - expectations of high accountability of schools

Activity 2f

While still a teacher, you were inspected at one time or another. Discuss in groups the following:

- what style of inspection have you come across?
- identify the characteristics of the inspection styles.
- which style do you think is most appropriate and why?
- report the outcomes of your discussion to the whole group.

2.5 ROLES OF INSPECTORS

Activity 2g

What do you think are the roles of education inspectors?
Brainstorm as a whole group and list your ideas on a flip chart or chalkboard.

Key Information

The major roles of inspectors include:

- monitoring and evaluating standards
- guiding, advising and supporting the teachers
- ensuring that the curriculum is effectively implemented and evaluated
- ensuring accountability of institutions to the public, government and the pupils
- facilitating and managing educational change.

2.6 PLANNING FOR INSPECTION

Activity 2h

- What do you think is involved in planning an inspection programme and visit?

Discuss in groups and report back to the whole group.

Key Information

In planning an inspection programme and visit, the following steps should be considered:

- determining the schools that need to be inspected
- making a schedule of inspection
- appointing team leaders
- budgeting for the inspection schedule
- making a list of the participating officers
- booking transport (in writing)
- informing headteachers about the inspection
- requesting information from the school(s) prior to the visit
- ordering necessary stationery and reference materials
- booking and confirming accommodation for all participants
- making participants aware of the survival needs
- checking records of past inspections
- calling a short meeting prior to visiting to brief participating officers and allocating duties.

2.7 CONDUCTING AN INSPECTION

Activity 2i

- Conduct a one-day mock partial team inspection in a nearby school.

Remember to record the findings for the purposes of consolidation and report writing.

The aspects of the institution that may be covered in the mock inspection may include:

- school management and administration
- classroom observation
- relationships in the school community
- departmental organisation
- physical infrastructure

Share your experiences as a whole team. Discuss ways in which the inspection could have been done better.

2.8 WHAT THE JOB OF INSPECTION AND SUPERVISION ENTAILS

Key Information

A typical inspection should include:

- a briefing between the team and the headteacher at the start of the visit
- introduction to the teachers
- lesson observations
- discussions with staff (both teaching and non-teaching) and students
- checks on curriculum, resources, administrative and management procedures, buildings and other physical infrastructure
- departmental meetings
- a meeting of the inspection team to consolidate its findings and recommendations
- a meeting with the headteacher to report on the main observations and recommendations
- a meeting with the teaching staff to report on the main observations and recommendations and to respond to any questions they may have
- compilation of a comprehensive report.

PERSONAL ACTION PLAN

Reflect on the activities you have undertaken in this unit and make a note of any action you feel you should take in your Personal Action Plan.

REFERENCES

- Canham, P. (1983) *Inspectors' Handbook - A Guide for Primary School Inspection and Supervision*, Evans Brothers Limited, Nigeria
- Central Inspectorate (1996) *Guidelines for Inspectors of Secondary and High Schools in Lesotho*, Ministry of Education, Lesotho
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