

Unit 3: Instructional Supervision

AIM

The aim of this unit is to enable the new inspectors to understand the concept of instructional supervision and gain the basic skills to undertake supervision.

LEARNING OUTCOMES

By the end of this unit, the new inspectors will be able to:

- explain what instructional supervision is
- identify aspects of the clinical approach to instructional supervision
- apply aspects of the clinical approach to instructional supervision
- develop a measuring instrument for assessing inputs in the teaching/learning environment
- analyse the teaching and learning process in order to determine the instructional needs of both learner and teacher.

CONTENT SUMMARY

- 3.1 What is Instructional Supervision?
- 3.2 Why Carry out Instructional Supervision?
- 3.3 Key Aspects of the Clinical Approach to Supervision
- 3.4 Applying the Clinical Approach to Instructional Supervision
- 3.5 Devising a Check-list to Help Assess Material Inputs that Impact on the Teaching/Learning Process.
- 3.6 Assessment and Evaluation of The Teaching/Learning Records.

LEARNING EXPERIENCES

3.1 WHAT IS INSTRUCTIONAL SUPERVISION?

Activity 3a

In groups come up with your own definition of instructional supervision.

Key Information

Instructional supervision is a process of checking and evaluating how well teaching/learning takes place. The process should include classroom observation.

3.2 WHY CARRY OUT INSTRUCTIONAL SUPERVISION?

Activity 3b Discussion (in pairs)

Share your personal experiences of instructional supervision during your teaching career.

- were you ever supervised?
- have you ever supervised others?
- write down your positive and negative experiences in both situations.

Consolidation and discussion of points from the pairs (whole group).

What are the advantages of instructional supervision?

Key Information

Instructional supervision is meant to provide guidance in the teaching/learning process in a classroom system. This is the most direct way of evaluating and improving the effectiveness of a teacher.

3.3 THE KEY ASPECTS OF THE CLINICAL APPROACH TO INSTRUCTIONAL SUPERVISION

Activity 3c Role play (randomly chosen participants).

Two trainees role play a situation where a patient comes to see a doctor for a consultation.

- (a) Identify the phases (aspects) in the clinical consultation of the role play.
- (b) Make the connection (draw a parallel) between the clinical situation and the classroom situation.

Key Information

Aspects of clinical supervision

1. **Pre-observation meeting** - between supervisor and teacher to prepare for lesson observation.
2. **Observation** - the supervisor observes while the teacher teaches.
3. **Post observation meeting** - meeting between supervisor and teacher to discuss the lesson.

3.3.1 *Trainer's Notes*

1. *Pre-observation meeting:*

The following points should be borne in mind during the meeting.

- (i) Establish a rapport (climate setting) between the teacher and the supervisor.

(ii) Discuss the lesson plan and note the following:

- lesson objective
- relevance and appropriateness of content
- availability and relevance of teaching aids
- learning activities
- time allocation
- evaluation

(iii) Characteristics of learners:

- strengths
- special needs
- parental support
- attendance/gender distribution

(iv) Teacher's needs:

- strengths
- intentions/ambitions
- shortcomings/limitations

(v) Classroom environment:

- space
- furniture
- seating arrangement etc

(vi) Agree on the observation strategy.

2. *Observation:*

- (i) The lesson plan should be available.
- (ii) The supervisor should take objective notes of events as the lesson unfolds.
- (iii) During lesson observation, attention should be paid to the following:

Introduction

- link with previous lesson
- the lesson objective
- pupil involvement

Development

- logical development of content
- display of mastery of content by teacher
- pupil involvement
- proper use of learning/teaching aids
- variety of teaching methods
- relationship between pupils and teacher
- discipline

Conclusion

- summary of the main points of the lesson

Evaluation

- assessment of whether the lesson objectives have been achieved

Other considerations

- how the teacher evaluates the lesson
- questioning techniques
- gender sensitivity
- voice projection
- interpersonal skills
- time management

3. Post-observation meeting

- (i) Both the supervisors and the teachers should have a few minutes to themselves after the lesson observation and before the meeting. This should be done so that they can contemplate the observed lesson and formulate their impressions.
- (ii) The teachers should preferably be given a chance to give their impression of the lesson before the supervisors give their views.
- (iii) The supervisors should present their observations of the lesson to the teachers basing their comments on objective points noted during the lesson.
- (iv) There has to be agreement between the supervisor and the supervisee about the areas that need improvement. This will facilitate follow-up.

3.4 APPLYING THE CLINICAL APPROACH TO INSTRUCTIONAL SUPERVISION

Activity 3d

Preparation for role playing. The trainer coaches participants on role playing clinical supervision.

Role play

- Pre-observation meeting
- Observation - micro lesson where one trainee acts the teacher, another as the observer, and the rest as a class.
- Post observation meeting

Discussion (whole group)

- behaviour of performers
- evaluate aspects of the clinical approach to supervision
- strengths/weaknesses of the approach

3.5 DEVISING A CHECK-LIST OF PHYSICAL INPUTS THAT IMPACT ON THE TEACHING/LEARNING PROCESS

Activity 3e

Brainstorm physical inputs found within the classroom that would impact on the teaching/learning environment (whole group)

Outcome: List of elements.

Suggest an instrument for measuring all the elements from the poorest to the best. Decide on the number of levels and define each one of them (two groups).

The list might look like the sample below:

Key Information: Sample Check-list for the Trainers				
Physical materials that affect teaching/learning processes	Scale			
	1	2	3	Comment
<i>Stationery</i>				
pupils' stationery				
teacher's stationery				
<i>Instructional materials</i>				
pupils' text books				
teacher's guides				
audio equipment				
visual equipment				
science kits				
mathematics kits				
<i>Accommodation</i>				
size of classroom				
ventilation				
light/illumination				
furniture				
				Key
				1. not available
				2. inadequate
				3. adequate

3.6 ASSESS AND EVALUATE THE TEACHING/LEARNING RECORDS

Activity 3f Group discussion

- (a) Suggest the records that you may consult to establish whether there is effective teaching/learning in a class.
- (b) How can these records be used individually and collectively to establish whether there has been effective learning/teaching?

Key Information

Examples of teaching/learning records

1. Scheme of work/record of work
2. Prep book/lesson plan
3. Pupils' written work
4. Test/examination records
5. Test/examination question paper and marking schemes
6. Continuous assessment records
7. Time tables
8. Teaching aids records
9. Stock book/inventory

- (i) The inspectors should be able to make a secure judgement on the standard of work reached in order to assist the teacher.
- (ii) They should also be able to trace content material from the syllabus through the scheme of work, lesson plans, pupils exercise books, records of work and the test records.

PERSONAL ACTION PLAN

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

REFERENCE

Ministry of Education and Culture with UNICEF (1993) *An Essential Handbook for Inspectors of Primary Education*, Lilongwe, Malawi