EFFECTIVE INSTRUCTIONAL SUPERVISION: THE KEY TO PROVIDE QUALITY EDUCATION

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The most critical functions of the school principal is to improve learning outcomes. Access to education is already at hand in the country however, access to “quality” education is still a challenge in this 21st century. Because student learning is the primary function of all schools, principals have to perform their roles as instructional leaders. In the concept of instructional leadership, supervision and evaluation of instruction play a significant role. Needless to say, through effective instructional supervision, school principals can enhance the way their teachers facilitate instruction. This also reinforces sound teaching practices, which contribute to improved student learning.

However, some teachers have negative perceptions on instructional supervision. Some of them think that classroom observations are faultfinding in nature where in the principals list all their mistakes in the conduct of the lesson. Others say that they feel uneasy when being observed. Certainly, these reactions obstruct the purpose of instructional supervision.

As most leaders believe, supervision is the glue of successful schools and there is no doubt to it. It gives purpose and directions to all teachers who remain to be the agents of change in transforming the youth. Instructional supervision holds the individual teacher’s needs especially on the aspects needing immediate attention. At the same time, it also ensures the delivery of school goals. Being the practitioners who meet the school’s clientele on a daily basis, it is vital for principals to supervise their teachers.
On the other hand, principals must guarantee that instructional supervision particularly classroom observation will be democratic. It is not a faultfinding action but a collaborative and constructive way of improving instruction. Through coaching and mentoring, professional effectiveness can be achieved.

Bautista (2016) in his study “Instructional Leadership of School Principals vis-à-vis School Culture among Public Elementary Schools in Western Part of Region III” revealed that principals have high regards on supervision and evaluation of instruction. With the same response from teacher-respondents, the principals claimed the following: ensure classroom priorities of teachers are consistent with the stated goals of the schools, conduct formal and informal classroom observations, identify and point out teachers’ strengths and weaknesses during observations and post-conferences, protect instructional time by limiting interruptions during class hours and suggest ways on how teachers can further improve the way they facilitate instruction. Both respondents strongly agreed on those practices.

Whether formal observations or walkthroughs, principals must be effective instructional supervisors. The improvement in teaching and learning process rely heavily on how the principals perform their roles as leaders in the field of education. They must bear in mind that democratic leadership is putting teachers on the right track to achieve a common goal.

Teachers should also be reminded not to consider supervision as criticizing but rather bridging gaps in proper functioning of school. Since effective instructional supervision helps teachers plan for better instructions, use effective methods of teaching, and enhance their classroom management skills, unquestionably, it is the key in providing quality education.
Reference:

Bautista J. (2016) Instructional Leadership of School Principals vis-à-vis School Culture Among Public Elementary Schools in Western Part of Region III, Bataan Peninsula State University, Dinalupihan Campus, Dinalupihan, Bataan