How Instructional Supervision should be viewed

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As Glickman (1990) made mention that everybody would agree, “Supervision is the glue that holds a successful school together, a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals that individuals within the school can work in harmony toward their vision of what the school should be.” Therefore, it implies improvement of the total instruction and teaching-learning situations. In the school setting, it is about how a principal work with teachers and the teachers on how they work on pupils.

In the same manner, whenever we supervise, we control. We exercise directing influence over to reduce the incidence of dissatisfying result. However, there are teachers who view supervision as fault-finding activity especially during observations wherein it should never appear like what some teachers think of.

Instructional supervision on its own meaning based on Instructional Supervision: Standards, Procedures and Tools handbook, means a professional, continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation or creation to help teachers improve learning situation and quality of learning in the schools. Thus, it should not appear as a warning to the teachers. It should appear a necessary regulation that is characterized by wide understanding and constructive criticism.

A study in Turkey entitled “The Relationship between Teachers’ Perceptions towards Instructional Leadership Behaviors of their Principals and Teachers’ Attitude towards Change” by Kursunogly and Tannogen (2007,) revealed that teachers’ perceptions towards instructional leadership behaviors of their principals and teachers’ attitudes towards organizational change have been found as “moderate” level. According to teachers’ perceptions, there was a positive relationship between instructional leadership behaviors of their principals and teachers’ attitudes towards organizational change. (http://www.sciencedirect.com)

Likewise, since the ultimate goal of supervision is the improvement of instruction, school heads should find ways to develop their teachers’ attitude on being open to change. Change is the only constant thing on earth and whether we like it or not, we have to adjust to our ever-changing world. At the same time, administrators should provide proper guidance and support to develop teacher instructional competence. They should never feel that supervision is looking for their mistakes but a way of ensuring improved instruction of the learning institution.