SUPervisory Approaches
(a Case to Case Basis)

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It is being said that a good instructional leader is capable of utilizing various types of supervisory approaches depending on the quality of the educational environment – the learner, the teacher and the curriculum. In reality, there is no one-size-fits-all when it comes to supervision. That is why as a leader, a school principal and at the same time, the aspiring ones should employ supervision on a case to case basis.

• Collaborative Approach – The communication behaviors of problem solving, sharing, brainstorming, compromising, negotiating, teamwork, and mutual goal setting are characteristic of collaborative supervision. The collaborative type of supervision is one of the best approaches when providing instructional assistance to teachers. It is more appropriate to teachers who have the ideas but still need the mentorship and assistance of school administrators to plan effective strategies in order to come up with great performance outcomes.

• Directional Approach – The communication behaviors of presenting, clarifying, controlling, directing, standardizing, and reinforcing are characteristic of directive supervision. The directive approach is best used when a teacher is unable or unwilling to generate alternatives in a more collaborative problem-solving situation. She may be unaware of the need for improvement to be made in the classroom, or she may not have the expertise to identify or solve the instructional problem.

• Non-Directional Approach – The non-directive supervisory approach is best used when the student teacher has many experiences and resources to draw upon. The school head must be confident in those abilities. The communication behaviors of active listening, paraphrasing, questioning, clarifying, and reflecting are used to extract the teacher candidates' own solutions for improving their instructional performance in nondirective supervision. The school head serves as a sounding board.

• Informative Approach – The informational supervision approach is used to help guide new faculty as they become more familiar and confident in their teaching styles and strategies. Informative supervision is often the mode appropriate for many new faculty members, at least for their first year or two at the school. Once they gather confidence in their teaching, they will most likely become more and more self-directed and will subsequently need less supervision.

Reference: