THE HORROR OF CLASSROOM SUPERVISION
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One of the main duties of a head teacher is to conduct classroom observations. And this happens to be one of the most dreaded part of the subject teacher. But having this as an integral part of the supervision process of school management, the teacher has no chance of escape. Well there might be some options which are believed to be used ever so often. The teacher upon knowing that there is an observation, may opt to suddenly change her lesson from a discussion into a long quiz or a seat work. Sometimes, worst comes to worst cases the teacher may just simply be absent for that day. If all of these fail, and the head teacher suddenly pops in the class and announces a surprise observation, the teacher will suddenly feel sick or be petrified in front of the class until the time runs out.

How can the teacher overcome this dilemma? How can the head teacher improve the condition of the teacher being observed?

It is necessary to conduct class observation because it opens up the opportunity for professional development. Yes you read it right, “professional development.” The teacher may not only get an upgrade or development out of seminars or trainings. The simple class observation may prove to be beneficial to them if it is followed by a sound post conference. The observation process gives the head teacher concrete evidence of what the teacher needs to improve and what to maintain. After the observation, the head teacher and the subject teacher will have a discussion of the classroom proceedings and spend time discussing what went well and what needs improvement. In this case the head teacher can now give appropriate technical assistance to the teacher so as to become better in the craft of teaching.

The subject teacher on the other hand must not view observations as an avenue for the head teacher to see flaws and weak points but strengths and good points as well. Long 2014 as mentioned by Gawron 2018 reports that in creating a positive reaction towards classroom observation, the head teacher may practice
respect in dealing with the concerns of the teacher, provide challenge to the teacher so as to encourage him/her to become better, collaborate to create a good lesson and to celebrate the success of the teacher in overcoming the difficulties.

As for the teacher being observed, Lange 2016 provided several tips to overcome the nerve wracking sensation during classroom observation. By visualizing success of the class, the teacher may have the confidence of executing the lesson and decreasing stage fright. The teacher must be able to connect to the students during discussion, this may be done if the teacher knows the lesson very well thus being able to throw very good questions and you definitely will know which student to call for answers. Keep the lesson simple. Using too much technology or paraphernalia’s might cause problems and delay which in turn increases you nervousness. And the best advice is to ignore the observers as if they are not there. Carry on with the normal process of teaching not minding the observers at the back. This will give you the boost you need to be able to survive the one hour observation time.

In the end the classroom observation is not as fearful as it may seem, all is needed is proper preparation and lots of self-confidence.

Reference:


Lange, J. (2016, May 11), Looming Teacher Observation? 7 Tips for a Better Outcome, retrieved from TeachThought We Grow Teachers: https://www.teachthought.com/pedagogy/looming-teacher-observation-7-tips-better-outcome/?__hstc=175011389.518a47743612c750772e939efb169e12.1528625162929.1528625162929.1&__hssc=175011389.1.1528625162931&__hsfp=1132406398&hsCtaTracking=b43fe751-7527-4ea7-86fd-b80dcb153a59%7Cdaa091fb-f7be-4c6b-9c69-956e76ef077d