

## **Models of supervision**

### **1-Directive supervision**

In Directive supervision the role of the supervisor is to direct and inform the teacher, model teaching behaviours, and evaluate the teacher's mastery of defined behaviors. There are at least three problems with directive supervision. First, there is the problem of how the supervisor defines good teaching. Second, this model may give rise to feelings of defensiveness and low self esteem on the part of the teacher. Third, there is the problem of assigning ultimate responsibility for what goes on in the classroom.

A second problem with directive supervision is that it can make teachers see themselves as inferior to the supervisor, and this can lower their self-esteem. Another negative consequence of directive supervision is that it can be threatening. While going to work the teacher keeps saying more than once, "Oh, supervisor, don't come today". This state of affairs can produce a half engagement. Although the teacher wants to fully engage himself in his own ideas of what the students could benefit from, he could not because of the overriding threat that the supervisor would disapprove.

A third problem with directive supervision is that a prescriptive approach forces teachers to comply with what the supervisor thinks they should do. This keeps the responsibility for decision making with the supervisor instead of shifting it to the teacher.

### **2-Alternative supervision**

In this model, the supervisor's role is to suggest a variety of alternatives to what the teacher has done in the classroom. Having a limited number of choices can reduce teachers' anxiety over deciding what to do next, and yet it still gives them the responsibility for decision-making. Alternative supervision works best when the supervisor does not favour any one alternative and is judgmental. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing. The supervisor offers suggestions about how alternatives can be used to guide the beginning teacher. One

way is to have teachers try the opposite of they usually do. Another way is to duplicate inside the classroom what goes on outside of the classroom setting.

The aim is for teachers to try alternative behaviors and to pay attention to the consequences. If teachers are provided with strategies that give them a way to understand the consequences of what they do, teachers can gradually on themselves to make teaching decisions.

Instead of prescribing what the teacher should have done with a lesson, the supervisor could have had the teacher describe what he did and then the opposite of what he did. The supervisor could have requested that the teacher try the opposite to see what happens ,which could have taught him a strategy of paying attention to the different consequences on the students' behavior of doing lessons differently.

### **3-Collaborative supervision**

Within a collaborative model the supervisor's role is to work with teachers but not direct them. The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship. The teacher and supervisor work together in addressing a problem in the teacher's classroom teaching. They pose a hypothesis, experiment and implement strategies that appear to offer a reasonable solution to the problem under consideration. Instead of telling the teacher what he should have done, the supervisor could have asked, 'what did you think of the lesson? How did it go? Did you meet your objective?'" This would be said in a positive, interested, and non judgmental way.

### **4-Non directive supervision**

The essence of non directive supervision the supervisor attempts to have the teacher come up with his own solutions to teaching problems. Supervisors who listen and demonstrate an understanding of what the teacher has said are providing an understanding response. An understanding response is a recognized version of what the teacher has said. if supervisors are more non directive when supervising teachers will

have the freedom to express and clarify their ideas and a feeling of support and trust could grow between the supervisor and the teacher.

Non directive supervision can also have a different result. Some teachers report that it makes them feel anxious and alienated. One reason for anxiety may be due to the inexperience of the teacher.

The way the supervisor understands nondirective supervision could also cause the teacher anxiety. The supervisor has simply used the surface techniques while ignoring the deeper principles.

### **5-Creative supervision**

The creative model encourages freedom and creativity in three ways. It can allow:

1-a combination of models or a combination of supervisory behaviors from different models.

2-a shifting of supervisory responsibilities from the supervisor to other sources

3-an application of insights from other fields that are not found in any of the models.

Working with only one model can be appropriate but it can also be limiting. Sometimes a combination of different models might be needed. A supervisor can select a particular supervisory approach according to the type of information the teacher is seeking. Another supervisor approaches supervision through a nondirective model; after he gains the teachers' trust, he begins to collaborate more with them. The number of combinations is endless.

### **6-Self help explorative supervision**

The self help explorative model of supervision is an extension of creative supervision. The emergence of this model is the result of Fanselow (1977a, 1981) who proposes a different way to perceive the process that teachers go through in their development, one that provides opportunities for both teachers and supervisors to gain awareness of their teaching through observation and exploration. The supervisor is not seen as a helper which is the basis for other models of supervision but as another, perhaps more experienced, teacher who is interested in learning more about his or her own teaching.

The aim is for both the visiting teacher and teacher to explore teaching through observation of their own and others' teaching in order to gain an awareness of teaching behaviors and their consequences, as well as to generate alternative ways to teach.

*References:*

*Gebhard, G.(1990) Models of Supervision: choices. In *Second Language Teacher Education*. Edited by Richards, J & Nunan, D*