

CLINICAL SUPERVISION AND DIFFERENTIATED SUPERVISION MODEL

Hacer GÜRTUNALI

Northern Cyprus Ministry of National Education, Şht. Ertuğrul Primary School, Classroom Teacher

hacer.gurtunali@gmail.com

<https://orcid.org/0009-0005-7983-2161>

ABSTRACT

This study focused on the supervision function with the aim of improving teacher quality and increasing efficiency in teaching. When the literature was examined, it was revealed that teachers generally preferred contemporary supervision methods by examining classical and contemporary supervision methods. In addition, "clinical supervision", one of the contemporary supervision methods, is teacher-centered, supportive and guiding, and it has been revealed that there are time limitations and bureaucratic difficulties in its implementation, and that administrators and teachers find clinical supervision ineffective. In conclusion; Among contemporary supervision approaches, it can be said that differentiated supervision offers teachers flexible supervision services appropriate to their development levels, encourages supervisor-teacher interaction, makes teachers aware of their responsibilities, aims to increase their professional development and ensure educational effectiveness. However, it is also emphasized that the necessary educational infrastructure must be created in order to apply these methods effectively.

Keywords: Supervision, Clinical supervision, Education

Supervision Function

The supervision function is very important in teaching to improve the quality and efficiency of teachers. In his study, Stronge (2005) explains the methods that can be used to evaluate effective teaching regarding teacher evaluation during supervision. This study includes current findings on how evaluation processes affect teacher performance and best practices in teaching. Danielson (2013) offers a tool to evaluate teachers' performance during supervision. When used to evaluate teacher performance, this evaluation tool is based on data that will help reveal the relationship between student achievement and teaching quality.

Different control models have emerged in the past. In studies examining classical and contemporary supervision methods, it is seen that teachers do not find classical supervision useful, have a negative attitude (Bülbül et al., 2013) and view contemporary supervision methods more positively. Contrary to the classical supervision approach of finding and evaluating teachers, the aim of contemporary supervision methods is to develop and use human resources effectively (Karaman, 2009). For this purpose, "clinical audit", one of the contemporary audit methods, was shaped (Sabancı & Özyıldırım, 2022).

Clinical Supervision

Audit; In addition to being teacher-centered, it is assumed that teachers are willing to work, improve themselves and take responsibility after creating appropriate conditions. The focus is on the teacher's strengths. The supervisor works with the teachers and acts as a guide. It does not put pressure on teachers and supports their professional development. In conducting clinical audits, auditors must have teaching knowledge and strong communication skills. Bureaucracy and organizational structure restrict implementation. Clinical supervision, which has continuous and periodic features, includes certain stages. The time factor is important for the effectiveness of the audit. However, it is stated that the limited time allocated for inspection creates problems in the implementation of clinical inspections (Altınok, 2013).

From research conducted on clinical supervision; In the research conducted by Göksoy and Öztürk (2018), based on the opinions of administrators and teachers, it was determined that clinical supervision practice would be ineffective. It is seen that the participants were influenced by the classical control approach applied in the past and viewed the concept of control negatively. It was concluded that they considered auditing as a control tool and did not see it as a guide. In the study of Özmen (2000); to review the relationship between auditors' tenure and their views on the implementation of clinical audits; It has been determined that new recruits have a more open view and idealistic nature. It is seen that auditors have negative views, especially during the observation phase, and cannot develop a learning organization culture. Both studies show that the manager-supervisor-teacher is under the influence of the traditional supervision approach. It is stated that training on clinical supervision should be provided in order to eliminate this negative opinion about supervision and to implement it effectively.

Differentiated Supervision

Within the scope of contemporary supervision approaches, supervision approaches such as developmental-differentiated-reflective supervision have been introduced along with clinical supervision and later.

İlğan (2008a) differentiated supervision, similar to clinical supervision, has been presented as the central point in professional development. The difference with this supervision is that teachers can choose which types of supervision and evaluation services they accept. Teachers are offered opportunities to receive different supervision services according to their personal characteristics such as their qualifications and development levels. Flexible and rich practices nourish and constantly support teachers' personalities. Unlike clinical supervision, managers also have informal observations. It is believed that this will ensure continuous interaction and exchange of information with managers. The research reveals that supervisors and teachers fully embrace differentiated supervision. However, as with the clinical audit, the practice was determined to be ineffective. It is emphasized that a physical infrastructure for implementation should be provided, the auditor should receive training and his role should be redefined.

İlğan (2008b) talked about developmental and reflective control in his studies. He stated that the philosophy of development control is similar to the philosophy of difference control. He emphasizes that individuals rather than institutions are brought to the center of development control. It is believed that each teacher's psychological, conceptual, self- and moral development levels are different. Therefore, teachers at different developmental levels have different behaviors and need to be supervised in different ways. In reflective supervision, the importance of teachers combining what they learn from students, other teachers and practices is expressed.

Discussion and Conclusion

The supervision function is a process that contributes significantly to the professional development of teachers. An examination of classical and contemporary supervision methods shows that teachers generally prefer contemporary supervision methods (Bülbul et al., 2013). It is frequently emphasized in the literature that the classical supervision model negatively affects teachers and that contemporary approaches are more effective.

Clinical supervision, one of the contemporary supervision methods, offers a supportive and guiding approach that focuses on the strengths of teachers (Sabancı & Özyıldırım, 2022). However, time constraints and bureaucratic obstacles during the implementation process may limit the effectiveness of clinical supervision (Altınok, 2013). In order to overcome these difficulties, supervisors must have teaching knowledge and effective communication skills.

According to the findings from the research, the fact that administrators and teachers find clinical supervision practice ineffective is due to the negative effects of the classical supervision approach in the past (Göksoy and Öztürk, 2018). Therefore, in order to effectively implement clinical supervision, training programs for auditors should be organized and a change in the understanding of supervision should be achieved (Özmen, 2000).

Differentiated supervision, which is among the contemporary supervision approaches, provides teachers with the flexibility to provide services appropriate to their personal development levels. However, for the implementation to be effective, it is necessary to strengthen the physical infrastructure, organize auditor training and re-define the roles (İlğan, 2008a).

Developmental and reflective control enables teachers to be supervised by focusing on their individual characteristics. It is accepted that each teacher has different development levels and supervision processes are designed within this framework (İlğan, 2008b). In reflective supervision, teachers are encouraged to integrate their learning processes.

Clinical supervision are not only used by supervisors but have also been found to be used by senior teachers to begin the development of their teachers. Professional culture is important in differentiated supervision. Collaboration provides an environment of trust and courage among teachers. (Gün, 2019 & İlğan, 2008a)

In modern supervision methods, it is seen that teachers are aware of their responsibilities. The purpose of the audit; To increase the professional development of teachers and ensure the effectiveness of education. Being controlled is not punishment. (Gündüz, 2012; Memduhoğlu & Mazlum 2014). It is very important that teachers have a say in supervision and improve their situation. It has collaborative control, not hierarchical control. This process will increase productivity and make the person feel like they belong. However, for this, the infrastructure for the necessary training must be created. Altınok, Tezel & Güngör, 2020). Audit; It is a process that teachers should continue throughout their careers and helps them develop.

As a result, the supervision function is an important tool that contributes to the professional development of teachers. In order to effectively implement contemporary supervision approaches, it is critical for administrators and supervisors to be trained, to overcome bureaucratic obstacles and to cooperate with teachers. In this way, the strengths of teachers are revealed and the efficiency in education is increased.

References

- Altınok, F. (2013). *İlkokul ve ortaokullarda yapılan sınıf içi denetim etkinliklerinin klinik denetim modeli açısından incelenmesi* (Master's thesis, Akdeniz Üniversitesi).
- Altınok, V., Tezel, M., & Güngör, S. S. (2020). Okullarda denetimin gerekliliği üzerine öğretmen görüşleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 40(1), 225-253.
- Bülbül, T., Özdem, G., Tunç, B., & İnandı, Y. (2013). Okul temelli değerlendirme algısı: Öğretmen görüşlerine dayalı betimsel bir analiz çalışması. *Kuram ve Uygulamada Eğitim Bilimleri*, 13(4), 2105-2124.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*.
- Göksoy, S., & Öztürk, Z. (2018). Kliniksel denetim modelinin Mesleki ve Teknik Anadolu Lisesi'nde uygulanabilirliği ile ilgili yönetici ve öğretmen görüşleri. *Elementary Education Online*, 17(4), 1830-1846. doi:10.17051/ilkonline.2019.506850
- Gün, N. (2019). *Okul öncesi öğretmenlerinin ders denetim sorunları* (Master's thesis, Aydın Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü).
- Gündüz, Y. (2012). EĞİTİM ÖRGÜTLERİNDE DENETİMİN GEREKLİLİĞİ: KURAMSAL BİR ÇALIŞMA. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, (34).
- İlğan, A. (2008a). İlköğretim müfettişleri ve öğretmenlerinin farklılaştırılmış denetim modelini benimseme ve uygulanabilir bulma düzeyleri. *Educational Administration: Theory and Practice* (55), 389-422.
- İlğan, A. (2008b). Klinik denetimden gelişimsel ve yansıtıcı denetime geçiş. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi* (25), 263 -282.
- Karaman, R. (2009). İşletmelerde performans ölçümünün önemi ve modern bir performans ölçme aracı olarak Balanced Scorecard. *Sosyal Ekonomik Araştırmalar Dergisi*, 8(16), 410-427.
- Memduhoğlu, H. B., & Mazlum, M. M. (2014). Bir değişim hikâyesi: Eğitim denetmenlerine ilişkin metaforik algılar. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 4(1), 28-47.
- Özmen, F. (2000). Klinik denetim öngörülleri çerçevesinde denetçi görüşleri. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 10(1), 119-157.
- Sabancı, A. L. İ., & Özyıldırım, G. Ü. L. N. A. R. (2022). Eğitimde klinik denetim.
- Stronge, J. H. (2005). *Evaluating teaching: A guide to current thinking and best practice*. Corwin Press.