

INSTRUCTIONAL SUPERVISION TOWARDS LEARNING RECOVERY

by:

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Educational institutions were forced towards closure for almost two years due to the threat of the pandemic. Despite the fact that the schools shifted towards various distance learning delivery modes in order to provide continuity of learning, the challenge of having learning gaps and losses, especially for the learners in the basic education sector, was still observed.

As school leaders focus on bridging the learning gaps and addressing learning losses, the importance of instructional supervision should be given due emphasis. This is to ensure that proper guidance and due technical assistance will be given to teachers, leading to a better delivery of instruction and more meaningful learning experiences for learners.

The intensified instructional supervision of school leaders is expected to bring various benefits to the teaching and learning process. Primarily, the aim of instructional supervision is to gather information and diagnose problems and challenges in the classroom. School leaders will be able to have a clearer view of the needs of teachers and learners. In addition to this, instructional leaders will be able to provide objective feedback based on classroom observations that will lead teachers to reflect and re-assess their teaching practices and will probably help them develop and enhance their teaching strategies and skills responsive to the needs of learners.

Furthermore, aside from the strategies and techniques in teaching, supervision should also need to cover assessment of learning. Learning assessment is critical for the

development of intervention and catch-up programs. Without reliable assessment results, it will be difficult to develop and provide appropriate interventions towards learning recovery.

With the challenges concerning quality education, school leaders play a crucial role in capacitating teachers through various upskilling and re-skilling activities for the improvement of learning. Through the conduct of instructional supervision, need-based learning and development activities such as in-service training and Learning Action Cell (LAC) will be developed that will surely contribute to the improvement of learning achievement.

In order to respond to the need to recover learning losses, supervision should extend beyond regular classroom instruction. Instead, instructional supervision should cover programs that will accelerate learning, including the intervention and remediation and other efforts and initiatives of teachers to increase catch-up learning.

However, despite the significant effects of instructional supervision, there are still negative impressions of it. In order to eliminate these negative impressions, Tshabalala & Tichaona (2013) recommends that instructional supervisors use supervision for professional reasons, focusing on the improvement of learning and not on faultfinding or settling old grudges.

Through the mandate given to instructional leaders under Republic Act 9155, or the Governance in Basic Education Act, the agency's vision towards continuous improvement will be realized. Likewise, effective instructional supervision will surely accelerate regaining the learning losses and bridging learning gaps.

References:

Tshabalala , T., & Tichaona, M. (2013, September). Greener Journal of Educational Research. Retrieved from

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