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Tinker Sachs, G., Cheung, J. Pang, D. & Wong, M. (1998). Transforming the supervision of Hong Kong's English language teachers. Asia Pacific Journal of Language in Education, 1(2), 102-128.

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Transforming the Supervision of English Lai Teachers in Hong Kong

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Abstract

Uni-directional, top-down traditional approaches to the super teachers limit the engagement of the teachers in reflecting u] own practice and professional growth. Acheson & Gall (1992) rec a three-phase approach to teacher supervision which includes p classroom observation and feedback conference. Such a emphasises a more dynamic and constructivist approach to emp teachers to transform their practice and identify directions : professional development. What happens when this and other ap] are adapted and applied by teachers in different contexts? This as well as other issues and concerns related to the supervision of language teachers in Hong Kong are addressed in this pape secondary school teachers of English with different roles, alo their course tutor discuss the strengths and problems of applying (supervisory approaches in a three-week practicum. The writer that the clinical supervision approach was conducive to sup teachers' professional development when used in conjuncti directive as well as non-directive approaches. However, the teache the non-directive approaches to be most difficult to carry out part with less-experienced teachers. From critiques of supe transcriptions, recommendations are made for improving the cli supervision and teacher professional development in Hong Kon

Introduction

> *For it, the teachers prepare their lessons harder than usual. I know that one teacher even had a rehearsal before it.*
> *For it, bulky cassette players and projectors are brought into the classroom for illustration.*
> *For it, when mixed code was still common in our school, teachers had to switch to using English.*
> *What is it? Our Principal goes into the classroom and has inspection of lessons!*
> *It is believed that through such a practice, the Principal can have a general understanding of classes and the teachers. The performance of the teachers affect their promotion.*
>
> *A Discerning Form 5 Student*

The above extract, written by a very discerning form 5 student, encapsulates some of the dominant features of teacher supervision. In traditional and many current approaches to supervision, the inspector visits a teacher once or twice a year to observe the teacher as s/he teaches. The teacher may or may not be aware of the criteria which are being used in the assessment, if indeed there are any explicitly stated criteria. After the observation, the inspector informs the teacher of the observed teaching strengths and weaknesses. The teacher usually listens and, if given an opportunity to speak, takes on a defensive stance to explain what s/he has or has not done. Either before or after this meeting, the inspector meets the principal and/ or the panel chair and discusses what has taken place during the observation. The teacher may, in unusual case, be invited to take part in this duicussion. The report which is filled out may not be seen by the teacher and s/he usually does not have access to it. A similar scene is enacted by principals who supervise teachers. The principal may observe novice teachers once or twice a year and once every year for more experienced teachers. The teacher may or may not be informed of the date of the observation and the principal may or may not articulate criteria which may have been developed by the principal or the Education Department. As this is usually a once-a-year event, the teacher makes a special effort, as noted by the discerning student quoted earlier. Following the observation, the principal discusses with the teacher his or her interpretation of what has taken place and the teacher, as in the case of the inspector, may or may not defend what has or has not taken place.

The above scenarios portray very much top-down models of teacher supervision. In other words, the supervisor is the sole arbiter who usually, unilaterally, determines the process, the mode, the form and the content of the assessment and judges the quality and impact of the teacher's work. The teacher in

each case plays a passive role in a one-shot situation which could have far reaching consequences as the purpose of both of these cases is the evaluation of a teacher's job performance. What would happen if the teacher were allowed a more active role in the supervisory process and were allowed to become a co-participant? What would happen if the supervisory process became a means to facilitate the long term professional development of teachers rather than an evaluation for a short period? In this paper teacher-researchers and their tutor will describe the processes and the inherent struggles in transforming supervision when teachers are allowed to become actively involved in the process and when the supervisor becomes a facilitator[1]. We will describe three different situations/settings and their related tensions as we examine different approaches to supervision. We will tell how different approaches can be used as a catalyst to empower teachers in life-long professional development. The experiences shared in this paper are based on the journal reflections which were kept by the participants over the course of the practicum.

Conceptualising Teacher Development

Several perspectives have been offered for teacher development. Feiman-Nemser and Floden (1986, p.521) note that the term "development" connotes internally guided rather than externally imposed changes and they describe three approaches to the study of teacher development. The models they describe are: (1) a model of change in teacher concerns as teachers gain professional experience and go through the survival, mastery and impact stages of their professional development; (2) a model based on cognitive developmental theories where adults go through different stages in their growth and (3) a model of in-service education which emphasises and responds to teachers' own definitions of their needs. Another teacher educator, Burden (1990), generally refers to teacher development as the phenomenon of change over time through maturational changes in different domains such as the cognitive, interpersonal or ethical. Wallace (1990) sees teacher development as being essentially reflective while Fullan and Hargreaves (1992) add other dimensions. These educators situate teacher development in the context of school improvement and they discuss three approaches to teacher development through knowledge and skill development, self understanding and through ecological change in teachers' workplaces. Emerging from all these models is a view of teaching that is seen as personalistic or humanistic and inquiry-oriented and self-reflective with the practitioner moving towards being more intrinsically motivated and self-directed and thus enabled to engage in personal professional development. For, essentially, teacher development empowers the teacher and has development at its core. But, while teacher development is deemed by many to be the progressive way forward, some educationalists believe that not enough use is made of knowledge and skills in this paradigm and that it lacks organisation and has few controls or clearly

articulated standards (Ur, 1996).

The model that is often contrasted with the teacher development model is th teacher training model. This model is considered to be less humanistic and inquiry oriented but more externally guided or extrinsically driven. The training model i often equated with behaviouristic paradigms or the prescriptivist approach of th technical tradition where the development of specific and observable skills o teaching seems to be the primary focus. Teachers in this approach are often portraye as passive recipients (Richards, 1989; Zeichner, 1983). The teacher training mode of teaching has been criticised for having a limited view of teachers and teaching not placing sufficient emphasis on the teacher's own thinking and experiences an not facilitating the autonomous professional development of teachers (Ur, 1996) If teachers are to become actively and reflectively involved in their professiona development with a view to their becoming more effective teachers, then supervisor and school administrators need to facilitate models that would encourage teacher to become more self-directed.

Approaches to Supervision

Early Beginnings

The supervision of teachers is an age-old phenomenon in education. In th early annals of education, new teachers were trained and consequently supervise by older experienced teachers when they were apprenticed as monitors. In the Unite States and the United Kingdom, the monitor system became well-established (Gutel 1991). In pre-colonial Hong Kong, Sweeting (1995, p.1) uses the term "internship to refer to the training and supervision of teachers which he claims took place fc "many centuries" starting with Deng Fuxi, the founder of Liying College in 1075. In colonial Hong Kong around 1892, the monitor system was in evidence fc both English and Chinese classes (Sweeting 1990, p.256). It is probable that thes apprenticeship systems formed the early foundations for the in-service supervisio of teachers.

The Directive Approach

In Hong Kong, teachers in general and teachers of English in particular, a familiar with a directive approach to supervision in which the supervisor guide and informs the teacher, models appropriate teaching behaviours and evaluates th teacher's mastery of defined behaviours (Gebhard, 1994, p.156). This approacl with its prescriptive philosophy, is seen as consistent with the teacher training mode The approach is said to encourage less reflectivity in teaching as teachers are n actively engaged in the supervisory process. It may even give rise to feelings defensiveness and low self-esteem on the part of the teacher. This is the domina

approach to the supervision of teachers in Hong Kong. The utility of the a is tested in the case studies described in this paper when the teachers att investigate the efficacy of other models which are said to be more suppor consistent with teacher development approaches.

Non-Structured Supervisory Approaches

Amongst the other approaches to supervision described by Gebhard are the collaborative, nondirective, alternative, creative and self-help or expl In brief, the primary characteristics of these approaches are as follows: du collaborative approach, the supervisor and teacher work together but the su does not direct; during the non-directive approach, the supervisor listens and what the teacher has said to indicate understanding; during the alternative ap the supervisor suggests a variety of alternatives to what the teacher has done providing choices for the teacher's decision making; the creative approach for a combination of supervisory models and insights from other fields wi self-help-exploratory model is an extension of the creative which allows f supervisor and teacher to observe each other's teaching and gain in self-kno

There are still yet other approaches to teacher supervision such as tl enumerated by Tanner and Tanner (1987, p.188). These include inspecti production where there is monitoring for accountability and performa reference to preordained goals and objectives. There is also the developmenta which has as its core educational improvement and growth in reflective th The models of supervision described by Gebhard (1994) and Tanner and (1987) are supportive of teacher development approaches but they lac structure and do not offer supporters a systematic approach to facilitat application. The extent to which some of these approaches will be useful in supervision will be seen in the case studies.

The Clinical Supervision Approach

A final approach that is said to be more systematic than the ones revie Gebhard (1994) and Tanner and Tanner (1987) is the clinical supervision ap This approach was originally conceived as a means of fostering teacher develc through discussion, observation and analysis of teaching "in the clinic classroom" for the express purpose of enhancing student learning (Cogan, Goldhammer, 1969 as cited in Grimmett & Crehan, 1992). Gaies & Bowers p.167) define clinical supervision as "the process by which teaching perfor is systematically observed, analyzed and evaluated." But, although some claim that the model of clinical supervision has lost its collaborative emphasi Smyth, 1989 as cited in Grimmett & Crehan, 1992), Acheson & Gall (1992) contend otherwise. They have applied the principles of Cogan and Goldha

the developers of the clinical supervision approach, in their work with educators from around the world. They acknowledge that supervision is needed for evaluation but they see supervision primarily as a means of professional development for the improvement of instructional practice (Acheson & Gall, 1992, p.8). In their approach there are three phases of supervision. These are the planning session where the supervisor and supervisee determine what will be observed, the classroom observation which involves the supervisor in collecting indicators of performance, and the feedback session which follows the observation. The feedback session involves both the supervisor and the teacher in reviewing the observational data while the teacher is encouraged to make inferences about what has taken place. The entire process is seen as cyclical and ongoing with the feedback session paving the way for future growth and development.

In reviewing several studies, Acheson & Gall (1992) note that today many teachers react negatively to supervision. Acheson and Gall believe that this is because many teachers view supervision as being unhelpful, as undermining confidence, having limited value in their professional lives and usually being associated with evaluation which threatens job security (pp.6–10). Acheson & Gall believe that "teachers might react positively to a supervisory style that is more responsive to their concerns and aspirations" (p. 6). Indeed, Stones (1984) had remarked earlier that clinical supervision is effective because it "tackles supervision in an analytical and systematic way" (p.33). However, despite the claims made by Acheson & Gall (1992) and Stones (1984), the reported strengths of the clinical supervision model may, in another setting, turn out to be limitations due to the length of time and special skills needed to carry out, support and sustain the process of clinical supervision. Darling-Hammond (1990) cites time as a critical factor in determining the success of this type of work. Additionally, when the clinical supervision model is applied, it needs to be used in conjunction with and supported by other models. How teacher supervision is facilitated when the clinical supervision model is applied, the models that are used to support it and the problems that result will be illustrated in the next section.

The Practicum

The objective of the three-week practicum in the City University MATESL course is to study the efficacy of different supervisory models that are supportive of the teacher's long term professional development. The dominant supervisory model adopted by the participants to facilitate the accomplishment of the objective is the clinical supervision model, supported by other selected models described earlier in the literature review. The "supervisor" is hereafter called "facilitator", as this term more aptly projects what the "supervisor' is striving to become. The teacher-facilitators or "TF", critiqued the processes of taking on different supervisory models

in their work and their usefulness in furthering their own and their teach professional development.

Experiences in Supervision: Cases from the Secondary Schoo

In Case #1 we have an experienced panel chair teacher-facilitator who wo with a student teacher and a trained but inexperienced teacher and then comp and contrasted her supervision approaches. Case #2 is a report from a novice teac facilitator who, remembering her negative experience in her own first yea teaching, decided to adopt a different supervisory process in working with a 1 year inductee. In Case #3 the teacher-facilitator is an experienced teacher and tea developer who describes her work as a curriculum facilitator on the School-ba Curriculum Tailoring Scheme (SBCTS) conducted by the Hong Kong Educat Department.

Case 1: The Experienced Panel Chair

Background

The school in this case is a government school which has adopted a syster appraising teachers' performance at the end of each school term for new a beginning teachers and the end of the school year for other teachers. Criteria appraising a teacher are set down by the Education Department and are applica to all government school teachers. As the Panel Chairperson of English, besi assisting and advising newly appointed teachers and teachers in training, a providing information for the in-service teachers, I also need to make annual writ appraisal reports on their performance, make recommendations as to whethe new or beginning teacher can pass the probation bar or whether other teachers a eligible for promotion. In order to write fair reports, I have to sit in on lessons a observe teachers. Although teaching duties are laid down as preparation, instructio delivery, class management, student assessment and knowledge of subject matt there are no explicit guidelines stating what I have to observe and how I am observe. Being an assessor, I am only expected to report and give judgments what I have observed during that lesson. This kind of appraisal is only for assessme a "go or no-go" criterion, with no guidance on how to help teachers foresee a overcome any problems they might encounter and it does not take account of t real classroom situations. More unfortunately, this approach implies that there no room left for improvement.

The objective of supervisory leadership is to carry out "the process of helpi teachers to find the best possible methods to improve teaching and learning" (Tann and Tanner 1987, p.206). This objective could be more effectively achieved b

means of an apoproach based on experience-sharing and gradually shifting the problem-solving responsibility to the teachers. This would enable the teachers tc arrive at their own judgements, evaluate themselves, make improvements, anc achieve the professional development they need in their teaching career.

But, I worry about how to combine the conflicting roles of being a facilitato and an evaluator. It is my wish to connect summative and formative evaluation anc to integrate the roles of a facilitator and an assessor. Then, after helping teachers tc derive insights into any problems they may have and make decisions abou modifications of teaching behaviours if necessary, when the time comes for appraisa I will write the reports based on their improvement and achievement over the perioc This qualifies the teacher to pass the probation bar or to be eligible for promotior Then the teachers are not only motivated to make improvement, but are also helpe to qualify at an agreed level. Being able to qualify or be promoted and have bot personal growth and career development, the teachers may remain in the professio and work for further improvement.

The Teachers' Backgrounds

During the practicum, I worked with 2 teachers, one student-teacher and or novice teacher. The student-teacher (T1) was a third-year BATESL student-teach at the City University of Hong Kong. She was having her practice teaching in n school and I was her co-operating teacher. She had had special training in langua teaching, and was very eager to try out various language activities but she had ı classroom experience at all. I had to supervise her teaching and towards the end her practice, I had to assess her teaching.

During the same period, I had to pay special attention to a new colleague (T. She had a post-graduate certificate in education, and she was assigned 3 classes lower form English. But she was a History major and experienced difficulties transferring her techniques to teaching English. She experienced many frustratio lacked confidence and had class discipline problems. One thing common to T1 a T2 is that they were both inexperienced and lacking in confidence. But, they w both willing to try out some new ideas and techniques of their own, and I believ that an explorative approach would be a suitable model for enabling them to disco their own teaching potential.

Pre-conference

The pre-conference enabled me to understand better the two teachers' teach beliefs and helped both parties to identify problems so that we could work solutions and make decisions for modifications of teaching behaviours. From

lesson plan T1 showed me, I found she would be asking the pupils a lot of questions during the lessons to help them comprehend a story, so I asked her if she would like me to observe and analyse her questioning techniques. When I introduced to her the various ways of asking pupils questions, she showed surprise and I had to tell her what they were.

Excerpt 1[2]

TF: Do you have in mind a particular area you want me to observe?
T1: No,...
TF: What about questioning techniques?
T1: Sorry, what exactly do you mean?
TF: Well, I can show you a checklist of questioning techniques and the different types of questions.
T1: I have never thought that there are so many types of questions! How can each help the pupils in a lesson? Well, perhaps I'll try some of these techniques and see.

As T2 was a non-English major, when she encountered problems related to ESL learning, she was handicapped in helping the pupils to overcome their difficulties She showed doubt about whether some techniques in teaching a content subjec could work well in a language lesson. In this case, I had to explain the foreseeabl problems to her.

Excerpt 2

TF: If you play the tape of the passage from the beginning to the end without break, the pupi will feel bored. Then they will create discipline problem. Why don't you try to split tl passage into sections?
T2: Can it work? Breaking a whole passage into bits?
TF: Well, just try and see?

Post-Conference

The session after the lesson observation is a good opportunity to arouse t teachers' awareness of the classroom situation, to help them reflect on the less and to explore ways to improve. I learned that with beginning or inexperienc teachers, sometimes I need to adopt directive and alternative approaches other th the explorative approach.

Although T1's first lesson ran smoothly, she did have trouble with l questioning techniques. She did not know how to employ questions to guide pu to further comprehension. And some questions she asked were so general and br that the pupils did not know how to answer them and gave no response. In the p conference, I first encouraged her to talk about her own reflections on the less With guidance, she was ready to offer an alternative herself. But when I found t

she did not quite understand me, I had to become directive and explain what problems she had. As for improvements, I allowed her to think of solutions herself.

Excerpt 3

TF: So you weren't satisfied with the boys at the beginning of the lesson? I mean, when you tried to do the review of the first three chapters with them.
T1: No, they couldn't give any correct answers.
TF: But have you thought, I mean, it may be the way you asked the questions that gave them the trouble?
T1: No, ... Er... I didn't know that.
TF: Well, for example, "Can you tell me what C.1 is about?" or "What do you learn from C.1?" Such questions are too general and too wide. The pupils didn't know what to say.
T1: But I think they have read those chapters before, so they should be able to describe them.
TF: They're only F.2 and it is a bit too demanding to require them to recall the content, select the main points, put them together and then express them clearly. So they kept quiet. But it's not your fault as you don't know their standard well and it's only your first lesson with them. But next time, what can you do to help them do the revision and get the answers?
T1: To break the questions into smaller ones?
TF: Sure! In fact, you did it once. That's when you changed "What do you learn from C.3" into "How many men were there in the picture?" (I showed her the count-coding sheet.)
By the way, you asked quite a number of testing and checking questions, but you only asked questions to guide them to comprehend the story only a few times.
T1: What exactly is the difference between them?
TF: Oh, I mean, after the pupils have read the passage and you find that they still don't quite understand it, then instead of explaining it yourself, you make use of questions to help them to understand it better. For example, when the boys didn't know what "freedom" was, you asked them whether Professor Joe could get in and out as he liked. This guided them to understand the meaning of the word.
T1: I haven't thought of that.
TF: But in fact, sometimes you used yes-no questions to guide them and that's quite effective. When they couldn't guess who Kon was, you guided them to think by asking "Do you think Kon is the boss?" and you provided them with the information in your question.

Other Problems Identified during Lesson Observation

During lesson observation, I also identified another problem of T1's which we had not identified before, and that is her way of teaching vocabulary. She only put the word on the blackboard, read the word once and then asked the pupils for the definition of the word. This was too demanding for the pupils. And when she could not get any answers from the pupils, she did not know how to help them except to give them the answers.

T1 was inexperienced in handling unexpected problems and could not make quick decisions to change her subroutines. But it was not my wish to be directive and tell her what to do all the time. But she needed some help in identifying solutions, so I decided to guide her to analyse the cause of the problem herself. I first tried to

stimulate her to think of better ways of teaching, but when she could not th any, then I offered her some alternatives to trigger her thinking.

Excerpt 4

TF: It seems that some pupils refused to read the new words, especially when you asked do the role play in the demonstration. Do you know what the problem was?
T1: They are shy, I suppose? But I'm sure some can do it. They just don't try.
TF: It's true. They are shy and don't want to be laughed at. But only when they're afra will make mistakes! But you have taught them the words, so they are supposed to ki answers, right?
T1: ...
TF: The trouble is, you read the list of words only once. They probably couldn't ren them all.
T1: But I think the words are not very difficult.
TF: When we know them, then they're not, but to the kids, with so many unfamiliar wo coming to them at one time, it won't be easy. And you only asked them to give the def Do you think it is too demanding for a F.2 kid to give the meaning in their own w English?
T1: But students should learn to elaborate anything in English!
TF: True, but even if they know the meaning in Chinese, they may still not be able to ex in English.
T1: ... (She just looked at me, feeling sorry.)
TF: So in this case, we have to think of some other methods to introduce the vocabu them. Can you think of any?
T1: ... (she shook her head.)
TF: Visual aids, and pictures in the book?
T1: Matching!
TF: That's it. You provide them with the meaning, then they can look for the words fr passage.
T1: Filling in the blanks.

It is generally agreed that inexperienced teachers need time to understand the children can do and what is beyond their ability. What happens in a class can rarely be predicted and sometimes things happen so unexpectedly that n teachers do not know how to handle the situation. This is where "supervi comes in and why a facilitator is useful to give them support.

The same case happened to T2. She lacked confidence in trying out the ac approach after experiencing some discipline problem with a very naughty cl had to suggest alternative ways to her and encourage her to try them.

Excerpt 5

TF: Do you think that some group activities can keep up their interests in learning?
T2: But I'm afraid they will be standing up, moving around and even talking in Cantor the Principal just passes by ...
TF: But what if you give them only the last 10 minutes? Then even if they make much no:

near the end of the lesson! You have to give them a chance to use the language.

T2: Perhaps. Perhaps I'll let them play some games! I've got a book with lots of la games.

Final Observations

From this practicum, I have learned that it is not easy for a supe subscribing to a view of teacher development which encompasses the involvement of teachers to help teachers to reflect on their own teaching. Bu see that teachers are able to offer their own solutions if given time and ad support. This is evident in the following excerpt where I first encouraged T1 about her lesson. She showed she was able to analyse the cause of the proble think of her own solutions too.

Excerpt 6

TF: On the whole, I think the lesson was quite successful, especially when there was teacher-student interaction.

T1: Right! They really enjoyed themselves, especially in the role play. They imitated and afterwards at the feedback, they helped me to make comment and said som friends should speak more loudly.

TF: But sometimes you didn't give the kids enough time to think of the answers and was a bit too fast for them.

T1: I know. I just wanted to try out too many things. Next time, I'll have to cut short so materials, or perhaps simplify them. You see, the lesson's so tight and I didn't re they couldn't absorb so much. And I'll introduce more activities to keep them b they won't have time to create trouble.

However, while I have adhered to a clinical model of supervision, I that the directive and alternative approaches may also be helpful to stimu novice teachers' thinking as they may not have encountered as many c classroom situations as an experienced teacher, so they may not be able to so many possible solutions. Sometimes it may not be their skills that create p in their lessons. It may be their lack of confidence. In this case, what they encouragement and spiritual support. But when they have already built up experience and are seeking further improvement, both in instructional s personal growth, I think that non-directive and explorative approaches a effective in helping them work productively and independently. In other believe that it is best for a teacher-facilitator to be flexible in adopting sup approaches to meet the needs of teachers in different situations.

Case 2: The Novice Teacher Facilitator in an Induction Programmeme

Background

The importance of supervision during a teacher's induction into the teachi profession is well-documented in the literature on teacher education and teach supervision (e.g. Johnson, Ratsoy, Holdaway & Friesen, 1993; Lawson 199 Internship in teaching is of equal importance as in other professions but whi induction is seen as an important stage in the personal and professional developme of teachers, the literature on teacher education and teacher supervision has report that the experiences of beginning teachers in this beginning stage are traumatic a often lead to withdrawal from the teaching profession (Pang & Cheng, 1995; 199 Pang & Cooke, 1993).

From an interview with the Training Unit Head, I learnt that the New Teache Induction Programme started in the late 80s at my old school. It began as part of t School Teacher Development Programme. The Training Unit Head was responsib for the organisation of the New Teachers' Induction Programme and at that tin there were no guidelines from the Education Department on how to run such programme. The present model supports a series of activities, such as meetin with experienced teachers, which are held over a period of a year to provide suppc for the novice teachers. The programme helps to heighten a newly recruited teacher awareness of the school culture but perhaps the most important contribution of t induction programme is its attention to the needs of novice teachers and the provisi of experienced teachers as coaching teachers for new teachers in the programm The programme as it is presently designed recognises the need for personal ar social support in the school in addition to technical support.

From reflections on my own experience in this programme, I have identifie some problems with existing models. At the organisational level, the forced mento beginner coaching model undermines trust and support; the training an management-directed model limits the chance for joint-work as well as the initiati of a beginning teacher; the organiser-fronted discussion model hinders explorato teacher talk; the 'applied science' model of teacher support falls short i accommodating individual differences among the teachers but corners them into passive or reactive role; and the one-shot experience of being observed limits th process of the new teachers' learning to teach effectively. At the operational leve the numerous other responsibilities of the mentor teachers take attention away fro the mentoring relationship and the lack of time to meet undermines opportunity f interaction.

To minimise the above mentioned problems in the existing model of inductio

supervision, it is my opinion that the induction programme needs to be explicit and purposeful in what it sets out to do and it also needs to make explicit its theoretical underpinnings. In the case of English as a Foreign Language (EFL) teaching in particular, and all teaching in general, it should ultimately lead to more reflective, effective and responsible teaching. Mentoring teachers should also be carefully selected and trained because as teacher facilitators, they need to possess the psychological make-up, personality as well as technical knowledge to conduct the supervisory process. Such persons also need to be flexible enough to accept alternative exemplars of curricular and teaching methods. The supervision model adopted here should encompass the basic three-stage clinical approach with the process being on-going and cyclical.

The Practicum

My micro induction three week supervision programme was with one new EFL teacher. This particular teacher was invited to join the programme because she was the only fresh or recent college graduate and a novice in the profession among the newly recruited five EFL teachers in the school. The teacher had just finished her BA in TESL course and it was assumed that she had some basic knowledge of field components of teacher preparation and her pre-service education would have provided us with a common language.

There were three form 4 classroom observations over the duration of the practicum with two of the observations being done by me, the teacher facilitator, and one being done of me by the novice teacher. My purpose was to provide a setting for the exchange of ideas while testing the feasibility of the clinical supervision model in my context as novice teacher-facilitator. Due to length restrictions, for this paper, I will report only on the observations made by me of the novice teacher.

The Development of the Psychological Make-up and Technical Skills of the Novice Teacher-Facilitator

My job as a novice teacher-facilitator started with frustration. Although I was in a relatively mature stage of my teaching career, the sixth year, I could not help the lack of confidence that I had about how to facilitate a teacher's development at such a critical stage. I believe that this was due to my limited form four level classroom experience. Apart from a lack of experience, my position as an "ordinary" teacher posed another psychological barrier to my job as a teacher-facilitator. I did not regard myself as licensed to interfere with another colleague's style of teaching as such a job is usually left to one in the position of panel or junior panel chair. My panel and junior panel course-mates on the other hand reported that they had no

hesitation in instructing or "supervising" the less experienced colleague:

Pre-observation and the Novice Teacher-facilitator's Dou

I found myself taking a passive listener's role in the first pre-ob. orientation meeting. I was listening but I was not without queries about tl teacher's arrangement of the lesson. I could almost foresee a teacher-front centred, grammar-oriented, non-communicative classroom. Many times the verge of voicing my opinion, but then I was held back by the su communication model of being non-directive. I closely monitored my own l to save myself from being dominating and from being anxious to influen provide input. However, I lost myself in the non-directive supervision mo no idea of when I should intervene and how to do so. I became too passi

The Non-directive Approach

The first observed lesson turned out to be book-centred with a grea teacher talk. There was not only an imbalance in the control of the lesson teacher and student, but there was, as well, an imbalance between content teaching and learning strategies being developed. The teacher presented t information (for almost 54 minutes) and the students had little opportunity t it. The pace and style of the lesson were not designed to give the stuc maximum opportunity to learn. And the teacher might have inhibited lea there were no overt acts such as expressing opinions or volunteering info which would have provided evidence of students' active engagement in l

It is my opinion based on my knowledge and intuition as an experien teacher, that there were many problems with the teacher's style of teach problem was: how to bring her to an awareness of this and help her to MORE effective teaching strategies. Should I point out every weakness the post-observation meeting? With so much to comment on about her teaching, I guessed it would be difficult to adopt a non-directive approac discussion. It was not my goal to change her, but help her to become awa teaching and facilitate her development and growth. With this mindset, I felt of the burden of "making" her effective. I made up my mind to employ in t observation conference a "weak" supervisory agenda.

The most difficult part in the dialogue was when I needed to encou novice teacher to generate alternative strategies. In excerpt 7, I intended t the novice teacher to think of possible solutions to the time-management p I gave an example and prompted her to think. However, the novice teac have misinterpreted my intention as an accusation of her poor timing and

of considering my ideas, she kept defending herself and at one point she interrupted me to restate her opinion.

Excerpt 7

T: I know I have this problem of time management. Sometimes I miscalculate the ability of the students. Timing is probably a problem. For example, I intend to finish the presentation quickly, but the students do not understand what I am talking about, then I need to explain, and it causes the timing problem.
TF : If you had known more about the students' previous knowledge, you could have managed the time better.
T: You have a point. That could be a way.
TF: Anything else? Anything that can help to manage time better? I did not see you watch the time very often, actually, not many times.
T: I will tell what I need to tell.
TF: You have prepared a lot ...
T: I think if you need to tell, you forget the time, even if you need to keep them after class.
TF: Yes, when you prepare
T: If at a point you think they will make mistakes, You need to tell, you tell,
TF: and neglect the time?
T: Yes.
TF: If you think time is not well-managed, it is upsetting, unpleasant, and troublesome, isn't it?
T: If it is not managed well, the problem is, e.g. you teach this chapter and you cannot finish, you need to continue the topic next lesson. If you continue in recess, they can't stand, they become impatient. Then you continue the topic next lesson, and suddenly you have something different from the rest of the new chapter. It will be difficult to teach.
TF: Does it mean you want to finish one chapter in one lesson?
T: Y...e...s, not split.

I sensed that the teacher was becoming defensive. I changed the approach and I tried to elicit her feeling towards time-management. The tactic was a success and she gave a long talk about the disadvantages of poor time-management. I saw it as a chance to introduce the alternative of tailoring the teaching materials. However, I was not successful in bringing her to see the value of tailoring material. She totally believed in the textbook. She defended the book in excerpt 8. It was then that I adopted the non-directive approach and suggested possible solutions.

Excerpt 8

TF: Is this book the core of the problem? I haven't touched it yet, but in the listening book, the writer is ambitious, he includes a lot in one chapter. For listening, I have just reached Chapter 2.
T: But, it is rich, but, it is coherent. If you split it, ... it will be difficult, both ways. You can see the coherence.
TF: You want to include everything in the lesson?
T: Yes.
TF: But within one lesson, ... time does not allow!
T : Yes.
TF: I believe it is very difficult to cover the whole chapter in one lesson. Is there anything we

can do? Of course, when we know their previous knowledge, we save time. Perh possible to cut some parts?

T: But they are linked. For example, you start a conversation and ask questions exam procedures. I want to familiarize them with the sequence, start a convers ask questions, what types of questions, to a great extent, you see the linkage.

TF : Is it possible to let students help, to save time?

T : That is preparatory work. It can be possible.

Helping the novice teacher to generate alternatives was difficult. Berlin has pointed out the importance of time and experience in the develop expertise. Burden (1990) has also noted the lack of professional insig novices. But with the problem of time management, I found that I overtly the three possible solutions—checking students previous knowledge, tail material and helping students to prepare the lesson beforehand. Although tl disguised in the form of questions, I felt guilty at having given her my ide I found the non-directive approach time-consuming and sometimes ineffe this stage, I found it difficult to work out with the novice teacher alt strategies.

Concluding Comments

This was a challenging practicum for me. The clinical supervisio worked but I found that the non-directive approach was difficult to car believe that this is in part due to my inexperience and desire to speed-up a the teacher's active engagement. I think the non-directive approach cannot quickly. Both teachers need to be comfortable with each other in order t and support each other's role in generating ideas. At times, I found the inexp teacher to be defensive but this could be due to my own eagerness to pu generate ideas. I believe that induction programmemes of this supervisor can work if the teacher-facilitators are experienced in this way of coachi peers and if their peers come to view this type of support as non-threatenii over a fair period of time can such a mutually beneficial and supportive cl built up in a school.

Case 3— The Experienced Curriculum Developer

Background

I am a former member of the Central Curriculum Development Suppc (CCDST) of the Curriculum Development Institute (CDI), which provide support for teachers to assist in the development of school-based English c for low achievers. My duties included developing teaching materials in colla with teachers, organising workshops, and sharing sessions and promoting the

based Curriculum Tailoring Scheme (SBCTS) to the schools. After working on the SBCTS for a year, I feel confirmed in the belief that collaboration between the teachers and curriculum developers in classroom research is essential if real change in the classroom is to be effected (Stern 1992, Nunan 1992). I have two reasons for this view. One is that without access to the classroom, the impressionistic reports from the teachers are insufficient data for the curriculum developer to evaluate the effectiveness of the new curriculum. Teacher development is also more important than materials development if real change in classroom teaching is to happen.

The Practicum

My three-week team teaching project took place in one of the schools in the SBCTS. The teacher was the co-ordinator of the junior English panel. She had 8 years' teaching experience, seven of which were in a primary school. The team-teaching approach was adopted because I believed that direct experience in teaching the learners in the teachers' context would help the curriculum developer to understand both the learners' and teachers' needs more and by observing the developer teach, the teacher's sensitivity to teaching and the task at hand would be facilitated. The clinical supervision model was adopted and pre-lesson as well as post-lesson conferences were held. Because the teacher was experienced, non-directive conferencing strategies were adopted.

Observations from the Conference Sessions

During the pre-observation conference sessions many language teaching issues were discussed. One of the recurring themes was the use of English in the English language classroom. Others included the teaching of reading skills, the teaching of pronunciation, how to create a co-operative classroom, and how to teach vocabulary and writing.

At our first post-lesson session, the junior panel teacher (T1) and another visiting teacher (T2) were in attendance and the junior panel teacher began by reporting her observations of my teaching. This strategy of asking the teacher to report what happened by consulting the recorded field notes facilitated her reasoning based on the collected data. The junior panel reported on the interaction patterns in the classroom Additionally, she was very observant about the students as she had recorded the students' hand-raising and question-answering frequencies. At the same time, she had noticed a few students who were not engaged in the lesson. She observed various strategies used to teach skimming, scanning, eliciting vocabulary and pronunciation of new words but in particular, she commented on the amount of English used in the lesson. The lesson observation stimulated her to reflect on how she dealt with this issue.

Excerpt 9

T1: Oh, you have used English almost throughout the lesson.
TF: No, I didn't use much Chinese.
T1: Very little Chinese.
T2: Yes, ...a few Chinese words. Other phrases and sentences were all in English
TF: Do you have any feedback for me?
T1: My feedback is I am very happy. At the beginning, I used only English and then gradually I retreated. The reason for retreating is that I was impatient. I felt the progress was too slow I was worried that students would be slow as I wanted to finish one page and move on to another.
TF: Yes, yes.
T1: Then I would use Chinese immediately.
TF: Yes.
T1: Then I began to use more Chinese and less English And then became lazy. Humans are lazy It's quick to use Chinese. Then I saw what you did and this reminded me that I should insist on using more English.
TF: Mmmm.
T1: Another point is I enjoy this period very much ...
TF: Actually today I just wanted to feel where our students are. Some students are still not moved. Some just shut off when they heard English.
T1: Yes, I've got such children, too.
T2: Yes, yes.

T1 and T2's remarks about the use of English throughout the lesson were quite striking for me as I had not thought about this as an issue until it was mentioned by the junior panel chair. Both of the teachers reflected on their method of switching from English to Cantonese after the initial attempt at an all-English class at the beginning of the year. I believe that facilitating teacher discussion in this way gives teachers recognition as equals.

In the process of experimenting with new teaching approaches and strategies there were bound to be frustrations. It is the facilitator's responsibility to create a supportive climate for her to do reflections and provide her with systematically collected data so that she could view her own teaching more objectively. After being observed the first time, the teacher expressed disappointment with her teaching. She was bothered by her code-switching habit and gaps in the teaching of the reading passage. Empathetic statements and questions were used to help the teacher to focus attention on the key issues, recall and review the events and consider alternatives. Excerpts 10 and 11 illustrate the techniques used to support the teacher during the post-observation meeting.

Excerpt 10 *Restating and Questioning*

TF: You said your expressiveness was not enough and you switched to Cantonese easily. It seemed that you don't want to be like this. Will you review at which moments you did not need to switch to Cantonese?

T1: (pause) I think Cantonese is necessary in the part on social context. But as I found the lesson very boring, I used Cantonese even for instructions like 'open your notebook'. I think Cantonese is not needed here. It also happened when I passed on the dictionaries. But when I had interaction with individual students, I used English for some.

TF: Under what conditions did you choose a certain medium?

T1: Depends on what came to my mind. When English came, I spoke English. When Cantonese came, I spoke Cantonese. This really reflects the teacher's incapability.

TF: Yes, well, it's natural to want to use Cantonese. Now I prefer Cantonese for public speaking situations and discussions. Because I have no chance to speak to native speakers, therefore there is no natural flow but do you think that students can manage simple English?

T1: Yes, they can if you speak slower. Their participation will be slower but we teachers must insist on using English ourselves. Most of the first part of the lesson I used English. I could see that students were not unable to follow but that I really had to slow down and allow time for them to think I should rephrase my language or ask some more able students to explain so that the others can know what I'm talking about. I think it is hard to avoid Cantonese, only that the Cantonese comes not from me, the teacher, but rather the students. It is necessary to rely on the mother tongue to keep the lesson going. I can see this pattern. I tried not to use Cantonese in the first lesson but allowed students to use mother tongue. I found that students just answered me in Cantonese naturally.

Excerpt 11 *Reviewing a new perspective*

TF: Do they have prerequisite knowledge? Say, do they know it is a person when you say "who"?

T1: Some have. But not everyone is okay. Therefore, it may be that they don't understand my questions.

TF: Was this a new practice for you—guiding them to read a text?

T1: Yes, I think so. This was indeed very new. That's why I was very anxious. This was a new attempt in my class. I have taught short passages before, for example, in the unit 'school'. I assigned silent reading and then they answered the questions. Before the reading, I talked about "when" and "who" and translated the words to Cantonese. This was what I did.

TF: What will you do if you do it again? Now you know some students can do it but some can not But do we know that this is the new way of doing reading? If we do it again, how can the gap be bridged?

T1: I think it will be like what you had prepared—the questions. Verbally give the question then visually cue them. Gradually the visual cues can be cut down

TF: I can see that their pre-requisite knowledge, especially in listening, is very weak. They may know the word when they see the words but not when they hear them in the feedback. The second point is that the class routine was very different from normal practice.

T1: Yes. You can see that.

TF: Yes, I saw that. They were puzzled in the first 15 minutes. Well, we have a new practice. What should we do so that students are aware that there will be a new pattern? What is the transition from the old to the new pattern?

T1: Then they will not be at a loss. What can be done? Can we say this is a way to build up a new pattern? This lesson is new pattern building. I think it is a matter of trial and error.

Concluding Comments

The clinical supervision process provided the teacher facilitator and the teacher

with a framework for discussing teaching strategies. The clinical model supported by the collaborative, directive and self-help models which allowed the teacher facilitator and the teacher to observe each other. The field notes v the teacher facilitator provided gave the teacher data which she could use to inte her strengths and weaknesses. This allowed the teacher to take an active role i process of supervision and to determine her own teaching behaviour rather have the teacher facilitator do that for her. In Excerpt 9 the teacher is motivat reflect on her own teaching when she comments on the teacher facilitator's le In Excerpts 10 and 11, the teacher facilitator's non-subjective questioning le teacher to consider the use of mother tongue and review her teaching strategie procedures. In the context of facilitating curriculum development, these m and strategies provided the teacher facilitator with a useful framework for prom curriculum change while simultaneously promoting the self-efficacy of the tea This process however, requires a large number of trained personnel and time i schools for the process to have large-scale impact.

General Observations

In reviewing the practicum, all eight teachers on the course agreed wit general tenor of the comments made by the three teachers in this paper. All tea agreed that the general components of clinical supervision, the pre-observ meeting, data gathering during observation and the post-observation meeting important components that should be adopted as far as possible by school school administrators as these activities fostered and facilitated the a involvement of the teachers. They noted that it was necessary for the cli supervision model to be supported by a variety of approaches to facilitate the te development process. However, they found that a most difficult aspect of effe their colleagues' teaching was the risk of being overly directive but they a that there was a place for being directive, particularly when working with n teachers. This point was illustrated in both cases 1 and 2. The teachers unanimous in stating that while this supervisory approach is quite lengthy and consuming, it was a very useful model for supporting a teacher's long professional development.

The specific cases described here point to several important considera about the supervisory process. We can see quite clearly the differences in ton the two more experienced teachers and the novice teacher facilitator. Tea "supervision" is commonly associated with seniority and, of course, assess but if we are to move to a more teacher developmental mode where teachers c same cohort support each other, such barriers would need to be removed sc teachers feel more comfortable in supporting each other. Until attempts are r to reduce the insecurities attached to observing each other teach through

measures as using peer observation to support long term effective teaching, teachers will continue to keep their classrooms closed to others, especially their peers.

The teacher facilitator in case number one describes one of her dilemmas in being both evaluator and developer. She found it helpful to adopt a more formative approach that is essentially more developmental and long term and out of which will emerge the cumulative summative assessment. She used this tactic for assessing both the student teacher whose presence at the school was for a relatively short period and she also adopted this approach for her colleague T2, who was on the staff at the school. Such an approach is helpful to both teachers as they both receive ongoing support which informs their evaluation and helps them set the direction for their own growth. This approach challenges the traditional one-shot approach to teacher evaluation and sets the stage for what Darling-Hammond (1990) calls personal gaol setting and self-evaluation joined with peer-mediated and situationally relevant reviews of practice conducted by teachers sharing similar expertise and teaching assignments (p.39).

Case 2 exemplifies a very critical aspect of the teaching profession that is in need of being overhauled and that is the support that we provide to novice teachers. In many cases this support is often non-existent and where it does exist it is often inadequate. Many educators have written about the critical first years of teaching and Calderhead (1995) notes that one of the main attempts to rectify this situation has been the development of the mentor whose role is that of friend, guide, instructor and/or facilitator. But, as mentioned by the teacher facilitator in case 2, she felt woefully inadequate due to lack of experience, seniority and training. The teacher facilitator in case 3 mentioned the need for the training of teachers in supervision and indeed, for the teachers in this module, this was a recurring theme. Calderhead (1995) agrees. He notes that mentors require counselling skills and also need to learn the language for talking about the complexities of teaching (p.14). Time is another critical factor and this is one of the criticisms made by the novice teacher facilitator in case 2. Darling-Hammond (1990) cites another key factor in this critical area when she states that what is needed is the type of induction programmeme in which "expert experienced practitioners have substantial time to provide continuous supervision to new practitioners" (p.36).

Innovations in education introduced via top-down approaches have high failure rates (Fullan 1982; 1991; 1992; Fullan & Stiegerlbauer, 1991; Rudduck, 1991). Case 3, however, takes place in the context of fostering curriculum change through a collaborative partnership. Meyenn (1995) supports this approach to curriculum change as both colleagues learn from as well as support each other. An approach such as this allows the developer to become intimately acquainted with the specific contexts of the innovation as well as the particular strengths and needs of the respective teachers. The teachers, on the other hand, have an opportunity to view

the developer on more egalitarian terms on his or her own turf. If such an a were long term, it could play a major role in effecting curriculum change

Conclusions

In this paper we set out to describe what happens when three differen facilitators try to change the supervisory norm of being directive to the ad approaches that are consistent with teacher development philosophy. Th supervision model provided the main framework for the teacher facilit was supported by other less-structured models such as the collaborati directive, creative and self-help. The teacher facilitators found that in adhere to a teacher development philosophy, many tensions arose which from conflicts with the dominant directive paradigm. Tensions also resu the dual roles and functions of supervision for evaluation and for ongoin development.

If it is Hong Kong's education policy to promote career-long development, such development must be consistent with practices which the autonomy and efficacy of the teacher. The clinical supervision mo supported by other models, including the directive approach, promot development because it encourages teachers to participate in their dev process by reflecting on and being actively engaged in identifying their and weaknesses and areas for future growth and development. With th benchmarking for language teachers, it is imperative that top-down ap which do not promote reflection be relegated to the back burner and th development approaches take the lead since they are more conducive and s of long term teacher professional growth.

Notes

1. Three of the writers of this paper are teacher researchers who were p in a module on Teacher Supervision, which was an elective on the course conducted at the City University of Hong Kong. The other w course tutor and module co-ordinator. This paper is based on the practic which was a major requirement for the module. The teacher research course tutor presented aspects of this paper at the International La Education Conference which was held at Hong Kong University in 1
2. Participants' language style and structure in all excerpts have been pr their original form.

Acknowledgements

The writers wish to thank their colleagues in ENO486, who participated in the many discussions surrounding these issues. We also wish to acknowledge the teachers who have participated in our practicum and without whose consent, the practicum and this paper would not have been possible. Many thanks also to the three anonymous reviewers of this paper whose insightful and helpful comments have led to revisions which are incorporated in this final draft.

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