

CHAPTER THIRTEEN

THE ROLE OF SUPERVISORS IN SOCIAL STUDIES PRE-SERVICE TEACHING

BY

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Objectives:

At the end of this chapter, the pre-service teacher should be able to:

- ❖ Explain who a pre-service teaching supervisor
- ❖ Discuss the two main types of supervision under which a Social Studies teacher may be supervised.
- ❖ Mention the three stages involved in ideal teaching practice supervision.
- ❖ Suggest three ways in which the role of supervisors in Social Studies pre-service teaching can be improved.

Introduction

Teaching practice supervision is a term used to describe those activities which involve helping, directing and guiding pre-service teachers to improve the quality of their teaching practice experience. The teaching practice supervision is aimed at studying and improving the conditions surrounding the learning and professional development of pre-service teachers (Abdulkareem, 2009).

If Nigerians seem to grow impatient with flaws in their schools and in their children's academic progress, or in their children's teachers, a different emphasis in school supervision is highly needed. Because of more and more vigorous demands on pupils' minds, the various supervisors must address themselves to the task of shaping the process and content of student teaching supervision in accordance with both ideals and reality. This paper focuses on the expected roles of supervisors in pre-service on teaching programme.

Samuel (1985) makes a case for three beliefs regarding pre-service teaching supervision:

- i. That teaching, practice requires supervision. That is, perspective attained by special preparation and position. In this sense, supervision means unusual competence on the part of the supervisor in looking ahead and seeing into the art of

making a teacher adequately qualified for the teaching job. As a prerequisite for supervision, there will be a requirement for the possession of a methodology, which respects the learners, the disciplined approaches to knowledge and social conditions.

- ii. That accepting responsibility for selected behavioural changes in learners must be held accountable. That is, the observation of results of instructional practice for both immediate and long-term consequences is consistent with the premise that students' teaching supervision is itself a process of discovering what values are worth-while and proper for instructional objectives

Teaching practice supervision, therefore, is a term used to describe those activities which involve helping, directing, and guiding student teachers to improve the quality of their teaching practice experiences (Adesina, 1989).

Improvement in teaching and learning situations is based on constructive criticism, clarification, verification and justification of the existing teaching activities. Therefore, supervised teaching is regarded as an inevitable ingredient in the training of pre-service teachers at any level of education. It becomes imperative, therefore, that every pre-service teacher (Social Studies pre-service teacher inclusive), needs personal help so that he can attain the professional goals expected of a practising teacher.

Supervised pre-service teaching experiences are important elements in the training of teachers because the method, the courses, the peer teaching and microteaching cannot be equated with real classroom teaching. These preparatory methods in teaching are laboratory experiences meant to reduce the complexities of the real classroom situations.

Social Studies pre-service teachers need help in the areas of lesson preparations, lesson presentations, and evaluation techniques among others. They equally need help to build confidence, in the areas of student-teacher, teacher-teacher and teacher-head-teacher relationships. Teaching involves some interaction between teachers and students through which the intellect is expected to be developed and the learner's minds well sharpened.

To teach effectively, therefore, the prospective Social Studies pre-service teacher needs to acquire the right type of Teaching practice supervision, therefore, is a term used to describe those activities which involve helping, directing and guiding student teachers to improve the quality of their teaching practice experiences (Adesina, 1989).

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- ii. **Clinical Supervision:** This type of supervision expects the supervisor to help pre-service teachers analyse, understand observed behaviour and help trainees improve their competence when and where necessary. Under the clinical supervision, communication is a two-way type, that is, between pre-service teachers and supervisors.

Nowadays, it has become very difficult to have¹ a perfect supervision of pre-service teachers under practice teaching. This can be as a result of many factors prevailing in most of our teacher training institutions in the country. Such reasons can be time limitations and the growing ratio of pre-service teachers to a supervisor. Also, with the increase in the official responsibilities and less committal attitudes towards other official assignments, most supervisors, today, prefer to lay emphasis on awarding marks to pre-service teachers with little or no verbal interaction with these prospective teachers.

To have ideal teaching practice supervision, Adesina (1989) suggests the following three stages.

- i. **Pre-observational Stage:** under this stage, the supervisors are expected to arrive at the operating schools much earlier than the periods of the pre-service teachers' lessons to be supervised on each day of supervision. This will afford supervisors time to go through the lesson notes prepared by prospective Social Studies pre-service teachers. Therefore, useful suggestions might be given to the pre-service teachers in such a way that they are not totally confused during the presentation of their

Recommendations

As a result of the importance of teaching practice in the development of skills necessary for effective performance of teachers, the following recommendations are offered.

- Supervision of students on teaching practice should be carried out in a friendly atmosphere where there will be cordial interaction between the supervisor and the supervisee. The supervisees will be afforded the opportunity of asking relevant questions that will lead to the improvement of their teaching skills.
- Supervision of pre-service teachers should not be something done in a rush where a supervisor has many students to supervise within a very limited time. Thorough supervision of all the processes of teaching should be ensured. Lesson notes should not just be signed by the supervisor to indicate that he has seen the pre-service teacher. Pre-service teachers should be made to teach in the classroom.
- Pre-service teachers should be involved in Micro-Teaching exercise before they are sent out on teaching practice. In addition, they should be groomed in the preparation of lesson notes and the practice of teaching. This will assist, to a greater extent, the development of skills in the supervisee when on teaching practice.
- Supervisors should be adequately catered for, financially, to be able to meet the challenges of feeding, accommodation and transportation in the process of supervision if supervision will be carried out effectively as stated in this paper i.e. pre observational, classroom observational and post observational stages. Pre-service teachers going on teaching practice should not see the exercise as being for the purpose of obtaining scores only but as an avenue for acquiring the necessary skills of teaching. This will make them to be relaxed to interact with the supervisor who should not act as the inspectors of yester-years.

Conclusion

The main objectives of teaching practice is to upgrade teachers professionally while at the same time retrain them in the classrooms for more effective performance of their functions.

This paper addressing the role of supervisors in social- studies pre-service teaching. To do this, it reviews the meaning of supervisor and also talks about different approaches to teaching practice supervision. It, then, suggests among others that the supervision of Social Studies pre-service teachers must always be done under a friendly atmosphere. It is hoped that this paper shall be able to assist supervisor, teaching practice committee members as well as pre-service teachers in planning for and executing teaching practice exercise.

Exercise.

1. Who is a supervisor in a pre-service teaching programme.
2. Discuss the two types of supervision under which a Social Studies teacher may come.
3. Mention the three stages involve in ideal teaching practice supervision.
4. In what three ways can the role of supervisors in Social Studies pre-service teaching be improved?

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