

Supportive Supervision in Schools

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Abstract

This essay is addressing the issues of teachers, their work place and their motivation, additionally analyzing the issue when the standards of trust and moral responsiveness which attributed to administrators and supervisors are higher than to teachers.

Introduction

In analyzing the administration and supervision as a general concept, some other issues such as responsibility and moral values should be addressed. This statement is especially true when the concept of administration is realized in such a work place as school. The school and the educational system as whole is combined of such factors as competency and effectiveness. However, these issues should be realized in different perspectives according to the teachers and indeed the school administration.

Analysis

School always reflects the processes of changes in the all spheres of the vital activities of people. The reconstructions in the society created real prerequisites for the democratization and humanizations of schools, for the renovation of control system of education.

If understanding the motives, which impel man to be active, it is possible to purposefully influence his behavior and his performance. Analysis and actualization of motives have important significance for the administrative sectors. In addition it could be noted that leaders, teachers, trainer, who are familiar on how to motivate others, in general, reach considerable results.

The motivation in general and the motivation of the teacher in particular, is one of the fundamental problems for psychology and pedagogy. Its significance for the

Supportive Supervision In Schools

**Raymond C. Garubo, Stanley William
Rothstein**



Supportive Supervision In Schools:

Supportive Supervision in Schools Raymond C. Garubo, Stanley William Rothstein, 1998-01-26 Does fear or trust dominate relationships in your school's classrooms How well do supervisors listen to and respond to teachers How well do teachers listen to and respond to students How are problems identified and solved Supportive Supervision in Schools is a guide for teachers and administrators who want to create good school climates and a school culture that encourages professional growth and development among staff members It uses a conferencing method to allow teachers administrators and students to discuss and reflect upon what they are doing inside the school building Old ideas about leadership models have not been supported by empirical research and have not influenced the way school leaders and teachers do their work This book points to specific skill areas that need attention It specifies that the creation of supportive environments occurs in weekly individual and group conferences The authors stress the importance of listening and speaking so that messages are not distorted or misunderstood and emphasize trust building Using actual examples this work shows how to construct supportive environments and how to identify and resolve problems

Supportive Supervision Albert J. Coppola, Diane B. Scricca, Gerard E. Connors, 2004-02-20 This is a comprehensive and exceptionally practical blueprint for school supervision in the 21st century At a time when national standards for administrative preparation are in the wings this book should become required reading in schools of educational administration John Kappenberg Director of Research Sewanhaka Central High School Floral Park NY Successfully meet the needs of staff and students and become a teacher of teachers As an administrator new or experienced you are faced with a myriad of administrative curricular and supervisory tasks while at the same time expected to provide ongoing professional training for your staff How well prepared are you to deal effectively with the day to day business of supervising teachers What specific support and training opportunities did you receive in order to be the successful leader everyone expects Supportive Supervision offers that much needed and fully integrated support system for the building level supervisor By providing a clear path and focus the authors present a highly usable hands on guide that will help fill in the blanks created by districts and schools unable to distribute resources equally for the development and training of their supervisors Using a practical approach chapters focus on key points including Improving your own leadership and supervisory skills Collaborating with staff on establishing school wide goals focused on academic improvement Implementing effective lesson planning with supportive and meaningful classroom observations Recruiting and hiring the right teachers while meeting the professional development needs of all staff A three part process and writing mode for the annual teacher evaluation Achieve what you first set out to do when you became an administrator embrace the future by creating a school environment that successfully and creatively meets the needs of all staff and students

School Social Work, Eighth Edition Carol Rippey Massat, Michael S. Kelly, Robert Constable, 2020-05-08 School Social Work Practice Policy and Research has been a foundational guide to the profession for over 40 years The first comprehensive introduction to the

field the book has featured the writings of the pioneers in the field while also accommodating the remarkable changes and growing complexities of the profession with each subsequent revision The profession continues to grow in both the US and internationally despite the ever present concerns surrounding limited resources budgets and social worker to student ratios Contemporary school social work takes place throughout the whole school and community it takes place through policy change and it takes place with at risk students and their families as well as through individual and group work with students who struggle both emotionally and academically This book reflects the many ways that school social work practice impacts academic behavioral and social outcomes for both youths and the broader school community This revision features the contributions of 21 new scholars who bring their expertise in the field to this classic text There are ten all new chapters that reflect the current and emerging issues central to the profession and eight extensive revisions of chapters from the previous edition The eighth edition strengthens the book s focus on evidence informed practice and places all content within the context of the prevailing multi tiered model of school interventions

School Social Work Carol Rippey Massat, Michael S. Kelly, Robert T. Constable, 2015-06 History and general perspectives in school social work The policy context for school social work practice Assessment and practice based research in school social work Policy practice Tier 1 Interventions Tier 2 Interventions in schools working with at risk students Tier 3 Interventions in schools

Management of School Education in India Neelam Sood, 2003 This Book Focuses On The Seven Facets Of Management Of School Education In India Put Together These Make A Valuable Resource For Those Concerned With Planning And Management Of School Education

School Social Work Robert Constable, 2021-08-18 The 9th edition of School Social Work Practice Policy and Research marks the further development of school social work as a social work specialization as well as this venerable textbook itself American school social work is well into its second century now and despite ever present concerns about limited resources budgets and school social worker student ratios school social work continues to grow both in the U S and internationally Throughout the U S and globally school social work is becoming increasingly essential to the educational process as families and communities strive to make schools safe and inclusive places for children to learn to grow and to flourish This 9th edition strives to reflect how school social work practice in the third decade of the 21st century effectively impacts academic behavioral and social outcomes for youth and the school communities they serve

Rural School Survey of New York State: Updegraff, H. Financial support Joint Committee on Rural Schools, 1922

The School Psychology Supervisor's Toolkit Meaghan C. Guiney, 2018-12-12 The School Psychology Supervisor s Toolkit provides accessible adaptable strategies for supervising school psychologists at all points in the career span from internship to advanced practice The book covers a full range of key considerations for effective supervision such as building strong working relationships planning the supervision experience providing constructive feedback and addressing problems of professional competence Features such as definitions of key terms photocopiable handouts tips for culturally responsive practice and real life case

examples make this a rich and easily applied resource *Jsl Vol 7-N5 JOURNAL OF SCHOOL LEADERSHIP,1997-09-01* The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement Early Childhood Education and School Readiness in India Venita Kaul,Suman Bhattacharjea,2019-06-03 This volume makes a comprehensive assessment of the status and quality of early educational experiences at preschool and early primary grades in India It raises a serious concern that despite high enrolment in preschools children s school readiness levels remain low at ages five and six and raises a vital question are Indian children getting a sound foundation for school and for later life It addresses three important issues from the Indian perspective children s school readiness at age five families readiness for school and most importantly the readiness of schools for children India is one of many countries across the global South facing an early learning crisis High quality early childhood education may be key to improving these outcomes for children yet little is known about early childhood education programs in India and their impact on children s school readiness This volume is based on a longitudinal mixed methods research study which is perhaps the first of its kind in India The study covers public provisions along with steadily expanding private pre schools and schools in rural India and provides interesting narratives and insights into the multiple pathways children are adopting in these critical early years particularly in the context of the expanding role of the private sector Written in a lucid and narrative style this volume is of interest to a diverse readership of researchers educationists and early childhood education policy makers and practitioners in terms of both its design and findings

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