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THE HEAD OF FACULTIES APPROACHES AND PROCESS OF SUPERVISION IN AL AIN CYCLE ONE SCHOOLS

Ameira Jaber Al Bloushi Al Bloushi

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United Arab Emirates University

College of Education

Department of Foundations of Education

**THE HEAD OF FACULTIES APPROACHES AND PROCESS OF
SUPERVISION IN AL AIN CYCLE ONE SCHOOLS**

Ameira Jaber Al Bloushi

This thesis is submitted in partial fulfillment of the requirements for the degree of
Master of Education (Educational Leadership)

Under the Supervision of Dr. Ali Ibrahim

May 2015

Declaration of Original Work

I, Ameira Jaber Al Bloushi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*The head of faculties approaches and process of supervision in Al Ain cycle one schools*”, hereby, solemnly declare that this thesis is an original research work that has been done and prepared by me under the supervision of Dr. Ali Ibrahim, in the College of Education at UAEU. This work has not been previously formed as the basis for the award of any academic degree, diploma or a similar title at this or any other university. The materials borrowed from other sources and included in my thesis have been properly cited and acknowledged.

Student's Signature _____

Date _____

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Abstract

The Abu Dhabi Education Council (ADEC) was established in (2005) to manage and develop education in the Emirate of Abu Dhabi. A few years later, ADEC implemented the New School Model (NSM); a school system that aims to achieve the educational goals of the emirate. One of the important initiatives of ADEC in the New School Model was the establishment of new management and leadership lines such as the creation of the Head of Faculty (HoFs) position. The role of the HoFs is supervising the implementation of the NSM's teaching and learning process through providing advice, coaching, and supervision to teachers. This study focuses on supervision approaches used by the HoFs and the steps they carry out their supervision in cycle one schools in Al Ain city. The study aims to understand what approaches utilized by the HoFs when working with teachers and whether the HoFs carry out their supervision according to standardized steps. Three hundred teachers out of (993) and (63) HoFs out of (82) from Al Ain cycle one schools participated in this study. The study used both quantitative and qualitative methods in the form of questionnaire and one to one interviews. Each of the two groups answered a survey which consisted of (38) questions; (32) of these questions covered the four approaches of educational supervision as developed by Carl Glickman; directive-control; directive-informational; collaborative; and non-directive approach. The results of this section in the questionnaire show that the HoFs most often used collaborative approach with teachers. However, the teachers perceive that the HoFs' used the non-directive approach with them. The results show that the directive-control approach is the least used approach in the NSM

schools. Importantly, developmental supervision, which is based on implementing more than one approach of supervision based on the teachers' different levels, exists in cycle one schools to some extent. The last six questions of the questionnaire investigated the practice of clinical supervision. The results show that the teachers and HoFs think that clinical supervision is used, but many of the steps are not properly being followed. For instance, the preconference, the collection and analysis of data, and critiquing (the last step) were not clear to the participants and therefore this procedure was not implemented accurately by the HoFs. The study ends with recommendations for practice and further research on the issue of educational supervision in the UAE.

Keywords: Educational Supervision, Clinical Supervision, Directive Approach, Collaborative Approach, Non-Directive Approach, Head of Faculty, ADEC, Cycle One, Al Ain Schools.

Title and Abstract (in Arabic)

مداخل وخطوات الاشراف التربوي لرؤساء الأقسام في مدارس الحلقة الأولى بمدينة العين

الملخص

في شهر من عام (2005) أنشئ مجلس أبوظبي للتعليم برئاسة الشيخ محمد بن زايد آل نهيان. ومنذ إنشاء المجلس، سعى لتحقيق الأهداف التي أنشأ لأجلها والتي تشمل تطوير التعليم والمؤسسات التعليمية في إمارة أبوظبي، وتقديم الاستشارات الخاصة بتطوير السياسات والخدمات التربوية في إمارة أبوظبي. كانت الخطوة الأولى في تطوير التعليم في الإمارة إنشاء النموذج المدرسي الجديد الذي صمم خصيصاً للمساهمة في تحقيق أهداف إمارة أبوظبي لتصبح إحدى القوى الاقتصادية الهامة في العالم القائمة على المعرفة. ومن المبادرات الهامة التي قام بها المجلس لدعم عمليتي التعلم والتعليم في النموذج المدرسي الجديد، بأن استحدث مهمة رؤساء الأقسام. حيث يقومون بدور المشرف على العملية التعليمية في المدارس التي تطبق فيها النموذج المدرسي الجديد. كما أن دورهم الأساسي هو الإشراف على المعلمين ودعمهم مهنياً وفنياً ليقوموا بدورهم المهني على أحسن وجه. ومن هذا المنطلق، جاءت هذه الدراسة لاستقصاء مداخل وخطوات الإشراف التي ينتهجها رؤساء الأقسام مع معلمي مدارس الحلقة الأولى في مدينة العين. كخطوة نحو فهم واقع الإشراف التربوي في المنطقة والبحث عن السبل المثلى لتطوير عملية الإشراف. استهدفت الدراسة مدارس الحلقة الأولى في مدينة العين وشملت المعلمين ورؤساء الأقسام لهذه المدارس. طبقت الدراسة أسلوب البحث الكمي والنوعي من خلال توزيع استبانات ومن ثم عقد مقابلات شخصية مع عينة الدراسة. مجموع العينة الأولى من الدراسة (300) معلم من أصل (993)، وعدد رؤساء الأقسام الذين استجابوا للإستبانة (63) من أصل (82). كل من العينتين أجابت على إستبانة مكونة من (32) سؤال تدور محاورها نحو أربع أنواع من الإشراف التربوي: المباشر بنوعيه، التعاوني، والغير مباشر. بالإضافة إلى ستة أسئلة أخرى تعكس ممارسة الإشراف الإكلينيكي. دلت النتائج في هذه الدراسة بأن أسلوب الإشراف التعاوني هو الأسلوب المفضل والمتبع من قبل رؤساء الأقسام في حين يرى المعلمون بأن رؤساء الأقسام يميلون لممارسة الإشراف الغير مباشر معهم. كما أن تحليل النتائج عكست وبقوة بأن الإشراف المباشر هو الأقل ممارسة في المنطقة، وأسلوب الإشراف البنائي القائم على استخدام أكثر من نوع من الإشراف وفق الموقف

التعليمي متواجد نوعا ما. أما الأسئلة الست الأخيرة فدلّت نتائجها بأن الإشراف الإكلينيكي يطبق في المنطقة ، ولكن بعض الخطوات لا تتم ممارستها بشكل صحيح مثل عملية جمع و تحليل النتائج والتفكير الناقد لعملية الإشراف الإكلينيكي. كما أن الخطوة الأولى في عملية الإشراف الإكلينيكي كانت غير واضحة ولا تتم بطريقتها العلمية الصحيحة.

الكلمات المفتاحية : الإشراف التربوي، الإشراف الإكلينيكي، الإشراف المباشر، الإشراف التعاوني ، الإشراف الغير مباشر ، رؤساء الأقسام ، مجلس أبو ظبي للتعليم ، الحلقة الأولى ، مدارس العين.

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Dedication

This thesis is dedicated to

My Mother

Ideal of giving and patience

My Sisters and relatives

For their great supports through all my study journey

My small Family

For their patience and encouragements

To the soul of U.A.E,

Zayed Bin Sultan Al Nahyan

Allah rest his soul

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Chapter 1: Introduction

1.1 Background

With widespread educational reform, supervision has become one of the most important educational issues of research and practice. Many studies are conducted to address supervision using different methods and strategies. Also, researchers give supervision great attention due to its impact on teacher performance. For many years, studies tried to measure the relationships between supervision approaches and teachers' awareness of students' levels. Supervision has been connected to teachers' commitment to teaching, level of satisfaction, and self-efficacy (Edmeirer, 2003). Other studies are conducted to explain the supervision from different perspectives, and try to explore teachers' views about the supervisory process and how it is implemented in schools. A third group of studies considers the many forms supervision takes and emphasizes different factors affecting supervision (Peplinski, 2009).

Effective supervision is perceived to bring success not only to teachers but also to students. Supervisors do this by developing teachers' interpersonal skills of the teaching process. As early as (1978), Sirois argued that the importance of supervision comes from the power a supervisor brings to a classroom by collaborating and sharing knowledge with teachers. According to Glickman, Gordon, and Ross- Gordon (2013, p. 8), "Effective supervision requires knowledge, interpersonal skills, and technical skills." These three areas should form the basic assets of the supervisors who apply them through the technical supervisory tasks of direct assistance to individual teachers or the development of groups of teacher. The process of supervision requires an identification of the problem a teacher is facing, observing the teacher in classroom, giving feedback, coaching, and repeating this

pattern when necessary (Zimpher and Howey, 1987). There are numerous supervisory models and approaches such as clinical supervision, counseling supervision, and developmental supervision which was developed by Carl Glickman (Zimpher and Howey, 1987). One of the supervisor's roles is to determine which approach to apply with individual teachers. This is based on an assessment of the teacher's abilities and willingness.

Recently, the United Arab Emirates (U.A.E) has taken effective steps toward changing and developing the educational system. These changes include replacement of the old buildings of schools with new ones, development of the curricula, development of teaching methods in line with the new curricula, and providing teachers with professional development to hone their skills. For Abu Dhabi government, the first step taken to put these changes in action was the establishment of Abu Dhabi Education Council (ADEC) in (2005), which takes the responsibility for achieving the main goals of education in Abu Dhabi. The New School Model (NSM) is perceived to represent the new trend of education in the emirate. The NSM is a key component of the Abu Dhabi Education Council's 10-Year Strategic Plan (ADEC, 2010). It aims to achieve the objective of ADEC by addressing reforms in several areas: educational frameworks; staffing and support structures; students as learners; curriculum; instruction and assessment; student-centered learning environment, resources; family, community involvement; and program evaluation (ADEC, 2010). The NSM was implemented first to grades KG1, KG2 and Grades (1, 2) and (3). Recently, it was implemented in grades (4,5,6), and (7), and rolled out to other grade levels in subsequent years. The NSM aims to raise student learning experiences and outcomes to an internationally competitive level (ADEC, 2010).

ADEC realized that teachers might face some difficulties with the new reform especially with regard to the new curricula; therefore, it provided schools with a crew of supervisors who took the responsibility of guiding and directing them to adapt to the new reform, and to help them look at these changes positively. The term supervisor has been changed to Head of Faculties (HoFs) in all the NSM school of Abu Dhabi, and they are representing Science, Math, English and Arabic departments at the schools. The main jobs of HoFs are managing and organizing the work within their departments and providing teachers with professional development programs they might need. A third aim for the HoFs is to provide help in improving the learning outcomes of the students and providing teachers with feedback about their teaching practices through a new evaluation system created by ADEC. Another role of the HoFs is to help teachers and the subject supervisors' work together and to coordinate between teachers and ADEC, where he/she informs the teachers with the new requirements and roles, while the supervisors help teacher in achieving the new curricular requirements.

In the NSM, teachers are required to finish multiple tasks during one class, including teaching, observing, monitoring, assessing, helping slow learning students while working also with fast learners. The new developed curricula in schools add extra pressure at the teachers' already packed, daily time-table, and therefore, the roles of HoFs have become tremendously important. One main aspect of the roles of HoFs with teachers is the approaches they use to supervise teachers and the steps or procedure they follow to manage the supervision process. The HoFs should be able to use different supervision approaches as the teachers' levels permit and to use a clear supervision procedure. This study attempts to explain these two issues in the context of Al Ain cycle one schools.

1.2 Statement of the Problem

Educational supervision is emphasized as an important element in helping teachers grow personally and professionally. The approaches to supervision of teachers are, therefore, an important area of research which should be given more attention in the U.A.E., especially with the NSM reforms and the changes made in the system of education in Abu Dhabi.

In the U.A.E., educational supervision has gone through many changes. Now, the HoFs are employed to supervise teachers, principals also provide instructional leadership to teachers, and subject supervisors supervise teachers.

Previous research found differences in the perceptions of supervisors and teachers with regard to the best approaches of supervision to be used. For example, Ibrahim (2013) found that while university supervisors of student teachers mostly used directive supervision, student teachers preferred collaborative supervision. Cooperating teachers at schools used collaborative and directive informational supervision with trainees. While this research was done on student teachers, it gives insight into what could happen with actual teachers and drove the researcher to carry out the study.

Although the job of the HoFs is a new in ADEC's system, and despite the importance of their roles in schools, no field research was conducted to investigate the procedure of their supervision in the new system. In addition, no research is done to examine the approaches they utilize with the teachers. For that, the researcher conducted this study to understand approaches of supervision adopted by the HoFs in Al Ain cycle one schools, from both the teachers and the HoFs perspectives, and to examine the steps or process of supervision with an aim to find some suggestion to improve supervision in ADEC schools.

1.3 Purpose of the Study

This study has three purposes. First, to investigate approaches to supervision of teachers adopted by the HoFs in Al Ain cycle one school. Specifically, the study investigates whether these educators utilize the directive-control, directive-informational, collaborative, or non-directive approach to supervision. Second, to investigate the process of supervision based on clinical supervision. Third, to inquire for some suggestion to improve supervision in Al Ain cycle one schools.

1.4 Research Questions

The study is guided by four main questions:

1. What are teachers' perceptions of supervision approaches utilized by head of faculties in Al Ain cycle one schools?
2. What are head of faculties' perceptions of supervision approaches they use in Al Ain cycle one schools?
3. How do head of faculties practice clinical supervision with teachers in Al Ain cycle one schools?
4. How could the supervision process in Al Ain cycle one schools be improved?

1.5 Significance of the Study

Limited research has examined the nature, process, or approaches of supervision in the United Arab Emirates. This study is an attempt to add to knowledge about supervision in the UAE. It will provide knowledge about types or approaches of supervision most used in Al Ain cycle one schools. Thus, the study serves as a starting point for future research on the supervisory process and practices in the U.A.E. The other significance of the study is identifying the extent to which the steps of supervision are appropriately followed. Finally, highlighting suggestions

and recommendations for improving educational supervision in ADEC schools is another significant addition of the study.

1.6 Definition of Terms

- **Supervision:** Sirois (1978) defines supervision as a group of activities performed by the supervisor face to face with the teacher for the purpose of improving teachers' classroom activities. In addition, Watkins (2011) defines supervision as a process designed to promote teacher's growth and subsequent improvements in teacher performance, which were anticipated to result in the advancement of student achievement, through mentorship as well as collaboration between the teacher and the supervisor. For the purpose of this study, the researcher prefers to define supervision based on Glickman's theory of developmental supervision (2013), where he argues that supervision is using different approaches or styles with teachers based on their levels, experiences, and willingness. Developmental supervision also means that a supervisor's aim is to increase the teacher's professional performance and as such the supervisor should be changing the approach to suit that development.
- **Supervisor:** although supervision can be practiced by different people such as the mentor, supervisor, principals, instructional coaches, and even teachers (Watkins, 2011), this study will focus on the HoFs when referring to the term supervisor.
- **Directive Supervision:** is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective (Clarke and Collins, 2004). In this style, the supervisor is the primary decision maker, and the teacher is given little responsibility for self-direction (Justen, McJunkin, and Strickland, 1998). Directive supervision is divided into two main approaches: Directive-control, and Directive- informational.

- **Directive-control supervision approach:** it is an approach to supervision, where the supervisor directs the teacher in what will be done, reinforces the consequences of action or inaction, and take responsibility for the decision (Glickman, Gordon, and Ross- Gordon, 2013).
- **Directive-informational approach:** it is an approach to supervision, where the supervisor is the source of information, providing the teachers with alternatives to choose between them (Glickman, Gordon, and Ross- Gordon, 2013).
- **Collaborative Supervision approach:** is an approach based on belief that teaching is primarily based on problem solving, and the two parties join together to pose hypotheses to a problem, experiment and implement it, and decide together the best strategies to be used (Glickman and Tamashiro,1980). The role of supervisor in this type is to guide the problem solving process, and help teacher to focus on his/ her common problems.
- **Non-directive Supervision:** is an approach based on belief that the individual teacher knows best what instructional changes must be made and has the ability to think and act on his or her own (Glickman, Gordon, and Ross- Gordon, 2013). The role of supervisor is to assist the teacher in the process of thinking through his or her actions.
- **Developmental Supervision:** it is a model developed by Carl Glickman, and it calls for the instructional leader to use different approaches of supervision in order to help teachers to improve their instruction and cognitive growth (Gordon, 1990). In this model the supervisor start his/ her supervisory processes by identifying teachers conceptual level, then selects the most appropriate supervisory approach (Gordon, 1990).

- **Clinical Supervision:** it is a model derived by Gold hammer (1969) and Cogan (1973). It is both a concept and structure (Glickman, Gordon, and Ross-Gordon, 2013). The structure of this model according to Glickman, Gordon, and Ross- Gordon, (2013), is simplified into five steps: preconference, observation, analysis and interpretation of the data, post-conference, and critique of previous four steps. Clinical supervision is not evaluative but rather a tool for helping them improve classroom instruction (Robinson, 2000).
- **HoFs:** Head of Faculties.
- **ADEC:** Abu Dhabi Educational Council.
- **NSM:** New School Model.
- **MOE:** Ministry of Education in the United Arab Emirates.
- **U.A.E.:** United Arab Emirates.

1.7 Organization of the Study

The study is organized according to the final copy of the College of Education Master's Thesis Preparation Guidelines. The study consists of five main chapters.

Chapter one provides introduction and background of supervision and the importance of supervision to teachers' performance; states the problem of the study; identifies the purpose and questions of the study; significance, limitations, definitions of the terms and acronyms of the study.

Chapter two is titled literature review and is divided into four main sections that present a review of literature relevant to the focus of the study. These sections are: (1) Educational supervision; (2) Approaches to Educational supervision; (3) Previous studies; and (4) Educational supervision in U.A.E.

Third chapter is the methodology of the study. The chapter addresses the research design, sampling procedures, validity, reliability, data collection procedures, data analysis, and finally ethical consideration of the study.

Chapter four focuses on presenting the results of the study in terms of data analysis based on the research questions. Chapter five provides interpretation of the results, and recommendations for practice and for further research.

Chapter 2: Literature Review

This study is conducted to examine approaches of supervision that most used by HoFs in Al Ain cycle one schools. Perspectives of the teachers about the supervisory process they receive from the HoFs have been examined, on the other hand, the researcher also examines the HoFs' perspectives about the supervisory process they utilize with teacher, in order to understand the process of supervision applied in the schools.

The purpose of this chapter is to provide a comprehensive review of the previous literature on educational supervision. The chapter structured of four main sections: educational supervision; approach to educational supervision; previous studies; and educational supervision in U.A.E.

2.1 Educational Supervision

2.1.1 The Theoretical Development

Educational Supervision has evolved a great development during the past years; it has been influenced in its development stages by the development of management theories (Shatnaweei, 2002, p.37). Shatnaweei provided seven main stages for the educational supervision development according to (Wiles and Bondi, 1980):

1. Inspection and Enforcement (1750-1910)
2. Scientific Supervision (1910-1920)
3. Bureaucratic Supervision (1920-1930)
4. Co-operative Supervision (1930-1955)
5. Supervision as Curriculum Development (1955-1965)
6. Clinical Supervision (1965-1970)
7. Supervision as Management (1970- to recent)

While other researcher divided the development of educational supervision to three main stages:

Stage one: Inspection stage

This stage came in line with the classical theory of management in context of the social cutler in that period. This stage characterized by control and despotism. Individuals and groups in this period of time considered the punishment is the way to direct the Inspector at that time, dealing with the teacher in accordance with those conditions of competition and punishment. Inspectors' roles in this stage were to write report about the teachers, without any constructive feedback that may improve the educational situation. Teachers at this period felt unsatisfied with the supervisory processes, and they saw supervision as a punishment tool, not as an improvement tool.

Stage two: direction supervision

In this stage supervision was more obvious, and it developed in line with the development of management theories and was affected by the social behavioral school. In this period, individuals were more interested in democracy cooperative relations, and they were avoiding authoritarian relations. At this stage the term bureaucratic supervision exists. Supervision in this stage became as humanity interaction tools, used to improve teachers performance, by supporting him and guiding him to solve his/her problems. Teachers have more chance to think freely, and have the chance to be involved in the supervisory processes.

Stage three: educational supervision

Features of educational supervision were clearer in this stage. Educational supervision has been defined in this time as leading and collaborative processes, focusing on planning, inquiring, analyzing, and assessing through scientific process.

The concept of educational supervision is to improve teaching and learning processes. It was important at this time for the supervisor to seek for the weaknesses in the teaching and learning processes, in order to set plans and strategies to solve the problems. There are six types of educational supervision: bureaucratic supervision; corrective supervision; constructive supervision; creative supervision; preventive supervision; and clinical supervision.

Ibara (2013) defined clinical supervision as "practice- focused relationship involving an individual or group of practitioners reflecting on practice, guided by a skilled supervisor". It is termed as clinical supervision sense it utilizes counseling and skill training, taking into consideration teacher behavior and feelings. Other define clinical supervision as "a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving"(Falender and Shafranske .2014). Clinical supervision used inside the classroom, and that what makes it different form the general supervision (Zarei, 2000, p. 40). "Clinical supervision is a systematic, diagnostic process wherein the teacher and supervisor seek to change teacher behavior based on a set of research-based criteria" (Foley,1986, p.4). The aim of clinical supervision is to improve the learning process inside the classroom, which means that the main goal of clinical supervision is to improve and support teachers abilities through data analysis of his/her self-performance (Zarei, 2000, p. 41). "Clinical supervision is both a concept and a structure"(Glickman, Gordon, and Ross-Gordon, 2013, p.204). Clinical supervision consists of five main steps:

Preconference with teacher: In this step, the supervisor sits with the teacher in order to discuss five main topics: the reason and purpose for the observation; the focus of observation; method to conduct the observation; time of the observation; and when to have the post conference. In preconference teacher and supervisor share opinion and facts about the observation.

Observation: In this step the planned lesson is implemented, and the supervisor exists in the class to collect data about the objective which has been agreed on by the supervisor and the teacher, not for the assessing teacher. Supervisor may use variety of observation method such as: space utilization; visual diagramming; and verbatim. Or other method that match to the goal of the observation.

Analysis and interpretation: supervisor leaves the classroom with data he had form the classroom. And starts to make interpretation for the data. In this step, supervisor needs to make sense about the data, in order to understand what was going in the classroom. One important thing about this step is that the supervisor needs to keep record about the data, for further inquiry.

Post-conference: As it is planned in preconference step, supervisor meets with the teacher again to illustrate the result of the classroom observation. He holds to produce a plan for instructional improvement. This plan may be set by the teacher or both teacher and supervisor share the responsibility of setting the improvement plan. Time must be justified, and supervisor may suggest making another observation, to see the improvement in the classroom.

Critique: The final step in clinical supervision. It is the time to review the previous steps, and decide whether the sequence needs to be repeated.

Glickman, Gordon, and Ross-Gordon(2013, p.209), viewed that clinical supervision consists of : directive-informational; collaborative; and non-directive approaches.

They added that directive-control not matching the purpose and principles of clinical supervision.

2.1.2 Definition

For many years, educational supervision has been defined and redefined, according to the educational developments. Researchers' give great attention to the term supervision and a lot of study is conducted in educational field to understand the processes of supervisory, and explore the best practice for this process within the classrooms.

Ammjedi (2009,p.1) identifies educational supervision as different types of activities , aimed to help and support other peoples to assess their educational vision, or to select the right educational choice. Ammjedi adopted philosophical identification of educational supervision, where he connects between human needs and educational needs.

Almegtreen and Aljamal (2010,p. 14-15) used glossary of educational terms to define the educational supervision as ; scientific activity was done by people with authority and high level of supervising skills, aimed to improve the process of teaching and learning, and to support teachers professional development by continuous observations, and guidance they provide for them.

Glickman, Gordon, and Ross-Gordon(2013,p.8) define supervision as function in schools that draws together the discrete elements of instructional effectiveness into the whole school action. They see the supervision as a glue of a successful school.

In a study conducted by Collin (2002) to measure teachers and principals' perceptions about the supervision and evaluation, defines the supervision as a developmental process, which promotes continuing growth and development of staff

members in the art of teaching; continued and increased staff motivation; and an improved instructional program.

Peplinski in her study (2009) adopted definition for (Harris, 1998) who defined supervision as the progression of teaching and learning using various approaches. She also provides definition from (Alfonso & Firth, 1990): Supervision is to “help bring about change in teachers’ instructional practices”.

Shatnaweei defines educational supervision as, educational service and leadership process aims to boost education and improve the growth of students from all sides, by providing all the educational facilities, and interact with all elements of the educational processes (Shatnaweei, 2002,p. 20).

After reviewing all the previous definition of educational supervision, the researchers see that the term educational supervision defined differently from one writer to another, according to the concept and interest of his/ her domain and point of view. While other preferred to define educational supervision in a way that reflects his/her beliefs and philosophical background.

2.1.3 Concept and Role

Identifying the role and concept of educational supervision is considered an important goal for people working in the educational field. They recognize how to connect it to the achieving the vision and objectives of education.

The main role or concept of educational supervision is to make sure that the learning process of students going in the right way. It makes sure that, the educational institution operates efficiently and within the legal requirements and rules. Writers and researchers provided wide and variety of concepts in term of educational supervision. According to (Hicks, 1960), the primary purposes of supervision are to extend the vision of teachers and learners, to create desire for

improvement and productivity, and evaluate the results. He suggested four main components for the supervision: leadership process, coordinating process, counseling process, and evaluative process. Ibid (1938), see supervision as more than teaching and teacher; he sees supervision as a part of the educational objectives, the pupils, the curriculum, the method, and the socio-physical environment of learning. Supervision empowers teachers to become leaders, as well as, decision makers (Ewing, 1994). Nolan (1999) in her article stated that Hawkins and Shohet (1989) categorized the function of supervision into three main concepts; namely (a) to support individual, (b) to educate, (c) to assist the management of work through monitoring and oversight. She added in her articles that supervision is a complex multi-functional concept, where the supervisors may carry out several different and conflicting tasks. In a published study for Alzare (2000, p.27-30), describes (12) of educational supervision concepts; (1) supervision helps teachers to recognize the main vision of education, and how the school system helps in achieving the education objectives. (2) Educational supervision helps teachers differentiate between the objectives and means, and how to use their abilities and capacities in achieving education's vision. (3) One of the most valuable concepts of educational supervision is to help teachers recognize the needs of the students in order to help satisfy their needs. Supervision empowers teachers' ability to support students to become positive citizen, doing leading role in his/her society. (4) Educational supervision empowers teachers' relation with: schools individuals; parents; and society. (5) Educational supervision helps teachers to create a collaborative environment in the schools, and working as a team. (6) It is the main concept of educational supervision to help teachers understand the curriculum and how to improve students' learning processes by connecting one curriculum to the other subjects. (7) It is the educational supervision

role to discover teacher's abilities and strengths and to direct it towards the main goals, on the other hand, it is also the role of the educational supervision to discover the weaknesses of the teachers and find out the best practices to support them. (8) Educational supervision aims to create the spirit of constructive competition between teachers. (9) Also, the educational supervision concept is to support the new teachers in their career, and help them to recognize the importance of their role in educational system. (10) It is a tool to assist the teachers' performance, and the students' academic level. It helps schools to assist their learning operation by providing them with the evidence. (11) Educational supervision helps teachers in setting constructive plans to support their students in their learning processes, by discovering their abilities and the area of weaknesses. (12) Educational supervision helps schools administration in their programs, and helps them to reach to the parents as well as to the other individuals outside the schools.

Shatnawei in his published research (2002) provided different concepts of educational supervision for other writers and researchers. According to Shatnawei (Wiles and Bondi .1980, p. 55-56); the concepts of educational supervision is; to assist teachers; observe classrooms; hold conferences with other employee in the educational field; set special criteria for effectiveness and how to improve it; assess teaching methods; organize professional development programs; develop curricula; assess students learning. Also, Shatnawei provides a study for Alkhateb and others (1987,p. 58), and they stated the concept of educational supervision as : developing curricula; supervising and organizing the educational situation; supervising teachers professional growth and improvement; supervising teaching methods and approaches; caring of new teachers; assessing teaching and learning processes.

The researcher agreed that the main concept of educational supervision is to guide and help teachers in their teaching processes. Also, the concept of educational supervision is assessing teaching and learning processes in order to insure that the educational objectives of the schools are achieved. Supervision gets its importance from the power it gives to the instructional programs. It is one of the major concepts required to provide successes to the teachers' instructional performance.

2.2 Approaches to Educational Supervision

The various approaches to supervision can be grouped in four main simplified models, categorized as directive, collaborative, and non-directive (Glickman, 1980). For directive approach, Glickman, Gordon, and Ross-Gordon (2013), divided the approach into two approaches : directive-control and directive-informational.

2.2.1 Directive-control Approach

This approach works in assumption that supervisor knows better and more, he/ she directs the teacher in what will be done, standardizes the time and criteria of expected results, and reinforces the consequences of action and inaction(Glickman, Gordon, and Ross-Gordon ,2013, p.92). In term of decision taken responsibility, supervisor takes the decision, and teachers follow the direction. In this model, teachers have less to do, while the supervisor has more to do (S-t). In fact, to practice this model or approach, supervisor starts identifying the problems by collecting information through observations, and discusses the data with the teacher (Glickman, Gordon, and Ross-Gordon, 2013, p.102).

Hismanoglu and Hismanoglu (2010), conducted a study to find out English language teachers' perceptions of educational supervision in relation to their professional development through a small-scale case study carried out in higher education context in the Turkish Republic of Northern Cyprus (TRNC). The result of

the study shows that language teachers believe that educational supervisors attempt to detect teachers' mistakes in classrooms, focusing mainly on control, as in the first stage of supervision. Also, they regard the supervisors as people who look at their job performance in a judgmental way. This result indicates directive-control approach used.

2.2.2 Directive-informational Approach

In their book (Glickman, Gordon, and Ross-Gordon ,2013), stated that " the supervisor who used directive informational behaviors acts as the information source for the goal and activities of improvement plan." In this model, supervisors always ask and consider the teacher's feedback. On the other hand, supervisors determine a clear classroom goal for the teacher and direct the teacher to those activities (Glickman, Gordon, and Ross-Gordon ,2013, p.110). Supervisor using directive-informational act as physician or attorney giving expert advice to a patient or client (Glickman, Gordon, and Ross-Gordon ,2013, p.114). This type of educational approach used when the teacher functioning at fairly low developmental levels. In directive-informational approach, there are always alternative forms which the teacher is asked to choose. It is (S-t) practice, where supervisor is the source of the knowledge and experience.

2.2.3 Collaborative Approach

This approach works in assumption that, both teacher and supervisor have the same level of knowledge and experience (S-T). "Collaborative models advocate that the supervisor is equal with the teacher, presenting, interacting, and contracting on mutually planned changes" (Glickman, 1980). Collaborative approach based on belief that two or more person meet together to pose hypotheses that appear to be more relevant in their own surroundings

(Clarke and Collins, 2004). The supervisor role is to guide the problem solving processes and be an active member in the interaction. This approach of presenting, problem solving, and negotiating fit with moderate conceptual teachers' level (Gordon, 1990). A collaborative approach gives teachers space to share their perceptions and offers some possible alternatives for future action. On the other hand, teachers in this approach still receive benefit of the supervisor's perceptions and proposal (Gordon, 1990). In a study conducted by (Ibrahim, 2013), to investigate supervisory approach preferred by student teachers in one of the U.A.E education program, the results show that (83.3%) of student teachers preferred to use collaborative approach. Ibrahim recommended in his study that the collaborative approach should be the goal for supervision of students in the program been targeted on his study.

2.2.4 Non-directive Approach

This approach works under assumption that supervisor is less center, and teacher are the center of the supervisory processes (s-T). Supervisory in this approach attempted to be non-judgmental, clarifier, and encourage the teacher decisions (Glickman, 1980). This approach matches teachers with high level of conceptual, where he / she can identify the problem, provide alternative plans, choose the most appropriate plan, and think through each step, as cited by Gordon (Glickman, 1981). Gordon conducted study in (1990), to match supervisor approach to teacher conceptual level during post-conferences and on participants' reaction to those post-conferences, he found that (70.6%) of supervisors have difficulty in using non-directive approach during post-conferences, and he explained that " some supervisor ineffectiveness at non-directive supervision may have been due to insufficient training in the non-directive approach, not a lack of potential to use that

style" (Gordon, 1990). In non-directive approach the role of supervisor is to provide teachers with feedback in their thinking and they do not influence the actual design.

For Hismanoglu and Hismanoglu (2010) study, when the participants have been asking regarding their perceptions about the effect of educational supervision on English language teachers' professional development in terms of the curriculum and teaching methods/techniques, (47.1%) of them agreed to let the teacher discuss ways of solving any problem with the curriculum. This result indicated that most supervisor prefer to use non-directive approach in term of solving curriculum problem. In developmental supervision, the non-directive approach used only with teacher showing high level of abstraction, motivation, and expertise (Glickman, Gordon, and Ross-Gordon, 2013, p.131).

2.3 Previous Studies

Many studies have been conducted to understand the supervisory processes from different perspectives. Consequently, many questions are being raised regarding the supervisory processes and roles. While other studies conducted to examine approaches and styles of supervision practiced in the schools. Educational literature from many years has frequently focused on the issue of supervision.

Badri(1991) conducted a study to investigate the factors that influence the perceptions of secondary school teachers of English as a foreign language regarding the supervisory practices in the U.A.E. The target of the study was (300) randomly selected English foreign language teachers from U.A.E secondary schools. A questionnaire of (40) items has been used. Of the total (300) questionnaires distributed to the teachers, (175) were completed. Like other studies that evaluate attitudes and perceptions, the (0.05) level of significance was selected as the criterion for rejection or acceptance of the null hypotheses involved in the study. The most

significant findings derived from analysis of the data that was used to test the related hypotheses was as following: teachers viewed supervision as a process that helped teachers improve their instructional effectiveness; perceived supervisors as having positive attitudes towards instructional supervision; there was a significant and positive relationship between teachers' attitudes towards classroom observation and their overall perception of instructional supervision; length of time and frequency of observation by the instructional supervisors were found to positively influence attitudes of the teachers towards instructional supervision; teachers with permanent contract agreements who served larger districts tended to show more positive attitudes toward instructional supervisory practice; and certain personal and professional factors including age, educational background and years of teaching experience significantly influence attitudes of the teachers toward instructional supervision. Badrei's study aims to find out the relation between teachers attitude and the instructional supervision in U.A.E.

Another study conducted in (2009) by Peplinski to examine supervision from different perspective. The purpose of this study was twofold: to determine the extent to which professional and bureaucratic approaches are used in schools around the country and to describe to what extent the elements of instructional supervision, professional development, and evaluation are used to supervise teachers. Survey research was used to ascertain the use of these methods. The sample of the study was school principal and (3) supervised teachers. The collected data indicated that professionalism, instructional supervision, and professional development techniques were the dominant approaches to supervision as indicated by administrators and teachers. A lack of collaboration, inside and outside the school, was reported. Clinical supervision was used, but, on average, it was only used one to two times

yearly, and different aspects of the process were implemented more frequently than others. Most respondents reported differentiation in supervision methods, usually based on tenure and need, and a prescribed evaluation tool was used.

Aburezeq (2006) examine the perceptions of teachers of Arabic language in Jordan about the supervision they receive. Two major questions were explored. They were (1) What are the perspectives of Jordanian Arabic language teachers about the roles and styles of educational supervision? and (2) How do supervision styles affect teaching behaviors in classrooms. The participants of the study were (20) male and female teachers of Arabic in District I in Amman, Jordan. Data was derived from analyzing policy documents from the Ministry of Education and semi- structured interviews with teachers using telephone. The analysis of the data generated in the study revealed six major findings. The participants agreed unanimously that their supervisors focused on their mistakes and evaluating them instead of improving their instructional skills; there were few positive benefits from this process, but it added more pressure on them; gender, academic level, and years of experience of teachers and supervisors interacted together and negatively affected the relationships among them; teachers wanted the supervision process to help them improve their teaching of all the branches of Arabic language subject matter; and supervision is more theoretical than practical, which means it does not match very well with the actual circumstances of schools and classrooms. Aburezeq findings reflect old system of inspection rather than real educational supervision was practiced.

Pranata (2005) conducted study regarding practice in clinical supervision, specifically reflective practice, from the perspectives of eleven nominated supervisors. The nominated supervisors reflect on what they thought and did in facilitating a reflective process in supervision. Different method used to extract data

such as individual interviews, audio taped supervision sessions, self-reflective writings, participant checks or follow-up contacts, and the researcher's analytic and self-reflective memos, from immersion in the field and field notes. Supervisors reported that their current reflective process in supervision was shaped by their framework and intention, theoretical orientations, past supervision experiences, current self-reflective practices and contextual factors. Supervisory alliance was critical as it served as the foundation of reflective process in supervision. Supervisors used themselves and intuition to facilitate the reflective process. As they did so, reflective process was meant to help supervisees develop their own intuition, and eventually developed their own internal supervisor. Supervisors operated from a positive, growth-conducive framework and intended to draw the best out of supervisees and to facilitate self-exploration. Supervisors' theoretical orientation often determined the choice of language and direction of the intended self-exploration. Supervisors also reported that their past supervision experiences served as a model in facilitating a reflective process. Furthermore, their current self-reflective practices pointed to the importance of self-care, self-expression, personal and professional endeavors. These self-reflective practices helped supervisors to stay reflective by providing the "spaciousness" they needed to be facilitative in their supervisory work. Finally, supervisors also paid attention to contextual factors, such as time, energy, and supervisees' personal and developmental factors in facilitating reflectivity.

A qualitative study conducted by Berson (2012) to discover how teachers view the teacher supervision practices that are in place in two selected charter schools in Southeast urban Pennsylvania. Data of the study gathered on nine teachers and two teacher supervisors through a series of in-depth interviews, structured

observations and document examination at each of the two selected charter schools. The results of this qualitative study showed that teacher supervision was present in both selected charter schools in term of classroom observation and instructional supervision. Also the results showed that the amount of teacher supervision found at the two charter schools differed greatly, and two types of teacher assessments were traditional and non-traditional. Besron aimed in her study to view the image of supervisory processes in the selected school from the teachers' perspectives.

Williams conducted study in (2007) to examine teachers' and administrators' initial experience with a clinical supervision model. Further, the study examined the facilitating factors and obstacles the administrators and teachers experienced as they initially encountered the supervision model, transitioning from the district's existing evaluation model. Two main questions were planned to guide the study, the first one was " what facilitating factors and obstacles do teacher and administrators experience when a school district moves from a teacher evaluation mode to one of clinical supervision". The second question was "in the change process, are administrators who have been in the evaluator's role able to perform successfully the functions of the supervisor's role, will teachers be able to assume successfully the leadership role in the clinical supervision process, and are there professional gains and benefits for both teachers and supervisors." The finding of the study indicated that were both facilitating factors and obstacles experienced by the study participants. Two primary facilitating factors commonly agreed by the participants. These primary facilitating factors were the collegial and collaborative relationship that was developed between the teacher and the supervisor and the clinical supervision training that was provided by the trainer. The primary obstacle experienced by most participants was time. This obstacle was experienced primarily in the teachers' and administrators' attempts to

dedicate time to completion of the clinical supervision process. This obstacle was so prolific that it prevented some administrator/teacher pairs from completing any cycles of supervision.

In (1986) Foley conducted study about the implementation of clinical supervision, and determine if there is a relationship between teacher/supervisor attitude toward the clinical supervision model and effective teaching in elementary reading classes. The findings of the study showed that supervisors and teachers have a stronger agreement on the concepts underlying clinical supervision than of the procedures of the model. Teachers, however, also seem skeptical - and less positive about some of the activities carried out in the model, especially those primarily implemented by the supervisor. One important finding of Foley study regarding the clinical supervision steps is that the pre-conference appears to be a common base of understanding between supervisors and teachers. In terms of data analyses steps, the finding of Foley study showed some differences in supervisor and teacher attitudes toward analyzing the observation, it may be concluded that when a supervisor also holds the role of evaluator, a teacher may be confused as to whether the results of the analysis will lead to an evaluation or to a reproduced plan for improving an instructional skills.

The current study is conducted to understand the supervisory processes from different angle. It aims to examine the approaches of supervision that most used by the HoFs, and to examine the clinical supervision practices in Al Ain cycle one schools. And use the participant suggestion regarding the supervisory improvement.

2.4 Educational Supervision in U.A.E

The development of educational sector gets great attention by the government in the U.A.E. People who are related to the education trying to catch the new trends

in educational field, and implementing these trends after reviewing and developing them to fit the culture and the needs of U.A.E. One of the most important trends or tools that attracts the attention is the process of educational supervision, due to its great impact on developing the education all over the country (Shatnaweei, 2002).

The story of educational supervision in the U.A.E began with the establishment of the formal schools between the period (1954-1971) which is known as the period before the union, where the schools contained classrooms, fixed curriculum, and teachers presented at the classroom for the learning processes, and having mission from the other countries such as : Kuwait ; Egypt; and Bahrain (Alzarei, 2000,p.12). Two inspection offices were opened: one in Abu Dhabi covering teachers in south emirate, and the second one in Dubai covering teachers in north emirate. These two inspection offices send inspectors to visit the schools, assess the teachers' works, and students' achievements, which in turn give negative image of the supervision. Because the role of the inspectors was to evaluate the teachers, rather than providing the teachers with feedbacks to support them and improve the students learning processes. There were no constructive processes in the supervisory process at that time, as cited by Alzarei from (MOE, 1988). During this period the role of supervisors was misunderstood, and was seen as a tool for punishments and scolding teachers when they do mistakes. There were no constructive relation between the teachers and supervisors, because the supervisors came to see the teachers suddenly, writing reports about him/her giving no feedbacks for improvements. Teachers felt scared, and have no trust in their supervisors.

The second period of educational supervision in U.A.E, started after the union of the country. Where the country did great progress in education, through constructing more schools, attracting more teachers, and increasing in the students

numbers (Alzareï , 2000,p.14). In this period educational sector became more organized by the establishments of seven main educational offices in U.A.E; Abu Dhabi, Al Ain, Al Gharbia, Dubai, Al Sharqeah, Ras Al khaimah, and Sharjah (Alzareï , 2000). Ajman and Umm Al Qaiwain join the educational offices in (1996), so the total of educational offices became nine. Each office now has its own resources, and some authority form(MOE) in term of administration and technical cases. In each educational office through the country they are supervisors, supervising the schools related to the office they follow (Alzareï , 2000,p.14). Actually, educational supervision in U.A.E in this period has been effected by the development of the concept of educational supervision all over the countries. Which in turn affected the process in U.A.E (Alzareï , 2000,p.14). And the role of supervisors became more important, and there functions in schools became more manageable and valuable. Supervisors got the authority to assess the teaching and learning processes, connecting the teachers and schools with people on the educational office and other offices all over the country, writing reports about the schools and giving suggestions for improvements, as well as, his main role to develop curriculums and providing teachers with learning facilities (Shatnaweei, 2002, p. 10).

For Abu Dhabi government, the main step to improve education was the establishment of ADEC in (2005). Where Abu Dhabi is seeking for apposition as economic power based on knowledge (ADEC, 2013).In this sense it was necessary to establish a framework of strong action to achieve development goals of Abu Dhabi. ADEC was the source to achieve this developmental goal, and it was established to achieve two main goals: developing educational system and other educational

organization in Abu Dhabi; and to provide consulting and educational service in Abu Dhabi, in order to take the educational system in Abu Dhabi to high level globally.

ADEC in turn to start achieving the educational developmental goals, established new and unique model in education, known as NSM. This model was first established in 2010 to cover at first KGs to grade three schools in Abu Dhabi, as well as, the two offices belonging to ADEC: Al Ain educational office; and Al Gharbeia educational office (ADEC, 2014). Later in (2011) NSM was implanted in grade four; then grade five at (2012); grade six in (2013); and finally last year to cover grade seven in (2014). And it will continue covering all grades for next coming years (ADEC; 2014; 2013; 2012). NSM based on student-centered education, by adopting new teaching and learning strategies that insure the high thinking level of skills, in attractive educational environments, supported by other schools, parents, and all society (ADEC, 2014).

And in order to insure that the teaching and learning processes going in the right direction, ADEC established many new positions in the field, such as, HoFs, to work with the administration in supporting the teaching and learning processes in the schools (ADEC, 2014). HoF's position applied for the schools implementing NSM. According to ADEC policy manual (2014) HoFs' numbers in schools are determined according to the schools size and students number as following : for KGs, two HoFs should be in the school, one for Arabic subjects and one for English subjects; for cycle one schools with students less than (300), two HoFs should be in schools, one for Arabic subjects and one for English subjects; cycle one schools with students number more than (300) four HoFs should be in schools, two for Arabic subjects and two for English subjects; cycle two and cycle three schools if implementing NSM, should have six HoFs, one for Arabic subjects, one for English

subjects, one for Math and Informational technology, one for science subjects; one for Social studies; and finally one for the activities subjects. ADEC required from the HoFs to do certain jobs. They are required first to improve teaching and learning in two language Arabic and English, they have to collaborate and support teachers in their teaching processes by providing them with special training programs to improve their performance level as required from ADEC, they have to do their leader role in the schools with other leadership members, they have to create a strong relationship with the parents by encouraging teachers to involve parents more in their children learning processes. HoFs need to match between teachers' needs and the schools strategies plans. As the mission of NSM wide from increasing the individual needs, to the whole educational system needs in Abu Dhabi, the job of HoFs is not easy. It required a very professional and high skilled person, with management and leading skills. As the HoFs first job is to guide and supervise teachers in ADEC, HoFs required to have supervising skills, in addition to other skills. They need to be aware of supervisory processes and approaches. In order to do his/her educational and supervisory duties in efficient way.

Educational supervision got great attention recently in U.A.E, due to its impact in improving teachers' performance and contributing toward the big mission of educational improvements in the Abu Dhabi as well as the other emirates (Shatnaweei, 2002, p. 10). The role of supervisor became more valuable in term of improving teaching and learning processes. And that also goes with HoFs' role as they do the role of supervisors in the schools with different job title.

And in order to light HoFs activity in the schools, this study conducted to examine HoFs supervisory practices , and how the supervisory processes may be

improved, in order to understand the reality of the supervision in Al Ain cycle one schools.

Chapter 3: Methodology

The aim of this study was to investigate approaches to supervision of teachers adopted by head of faculty in Al Ain cycle one schools. Specifically, the study investigated whether these educators utilized the directive control, directive informational, collaborative, or non-directive approach to supervision. The other focus for the study was to explore the teachers and head of faculties' perspectives on the clinical supervision process and the best practices toward its improvements.

This chapter was designed to provide an overview of the methodology used according to the UAE University Thesis and Dissertation Guidelines and the College Master's Thesis Preparation Guidelines. This includes the research design, sampling, data collection procedures (instrument, validity, and reliability, and procedures), ethical considerations, and finally data analysis.

3.1 Research Design

This study used a mixed method research design, which includes both quantitative and qualitative approaches by collecting quantitative and qualitative data. This study is considered a QUAN-qual study, also known as explanatory mixed methods design (Gay, Mills, & Airasian, 2009), where a quantitative survey was conducted first, and then, the findings of the quantitative data were used to create themes and topics for qualitative data collection (Caracelli & Greene, 1993).

This study has four questions:

1. What are teachers' perceptions of supervision approaches utilized by head of faculties in Al Ain cycle one schools?
2. What are head of faculties' perceptions of supervision approaches they use in Al Ain cycle one schools?

3. How do head of faculties practice clinical supervision with teachers in Al Ain cycle one schools?

4. How could the supervision process in Al Ain cycle one schools be improved?

This research design helps answer the four main questions of the study. First, the questionnaire helps identify the types of supervision used by the HoFs (question 1) by collecting data from teachers. Second, the questionnaire helps identify the types of supervision approaches utilized by the HoFs (question 2) by collecting data from HoFs. Third, teachers' and HoFs answers to the questionnaire identified whether HoFs utilized the steps of clinical supervision in the correct order. Finally, the interviews help clarify the opinions and thoughts of teachers and HoFs regarding clinical supervision process and provide suggestion to improve supervisory processes in Al Ain cycle one schools.

3.2 Sampling

3.2.1 Population

The target population of this study was teachers and HoFs in cycle one schools in Al Ain education office. According to statistical data from Abu Dhabi Educational Council (ADEC, 2014), there were (45) schools in cycle one in Al Ain district, (26) of them were of cycle one schools, and (3) of them included both KG and cycle one at the same building. Mixed cycles with all cycles in the same school were (16) in the district (See table 1).

Table 1: Number of Cycle One schools in Al Ain Education Office

Type of the School	Cycle One	KG + Cycle One	Mixed Cycle
Number of Schools	26	3	16
Total of Schools with Cycle One		45	

This study doesn't focus on schools which include cycles 2 and 3 because there were no HoFs at those schools. The study excluded also schools which taught KG students only because those schools did not have specialized subjects like math, science, Arabic, etc. For the mixed schools with all cycles, the study focused only on cycle 1.

ADEC's statistical data and data from Al Ain Education Office showed that the (45) schools have (993) teachers. This number included teachers teaching subjects in Arabic (such as teachers who teach Arabic, Islamic, and Social Studies to grade (4-5) students, and Arabic-medium teachers (AMT) who teach grade 1-3 students), as well as teachers teaching subjects in English (such as English, Math, and Science and EMT). The teachers' population also includes music, sport, and IT teachers (See table 2).

Table 2: Population of Teachers

	Number of teachers		Number of teachers	
AMT Teachers	224	EMT Teachers	249	
Arabic subject	105	English subject	34	
Islamic subject	65	Math	25	
Social studies	54	Science	14	
Activity subject	223			
	671		322	
Total	993			

The second part in the population was the Head of Faculties in these (45) schools.

The number of HoFs in those schools according to data from Al Ain Education Office, Gems and Cognition companies, was (82).

3.2.2 Sample

The target sample of the study was according to sample size calculations was (278) or (28%) of the population at a confidence rate of (95%). The actual sample of teachers was (300) which was around (30%) of the population. The researcher distributed the questionnaire to (24) schools out of the (45) schools. The criteria for selecting the schools were proximity, accessibility, and the existence of HoFs in those schools all the day. Therefore, this was considered a convenient sample. In each of these schools, (30) questionnaires were distributed for the teachers. Three questionnaires were also given to each school for the HoFs. The total number of questionnaires distributed was (720). The returned questionnaires were (300) with a response rate of (41.5%). Table 3 presents numbers and percentages' of teachers responding to the questionnaire.

Table 3: Percentage of the teachers according to the teaching subject

	Number of teachers	Percentage		Number of teachers	Percentage
AMT Teachers	38	12.7	EMT Teachers	86	28.7
Arabic subject	63	21.0	English subject	9	3.0
Islamic subject	22	7.3	Math	8	2.7
Social studies	18	6.0	Science	9	3.0
Activity subject	47	15.7			
Total		300			

For the HoFs, the sample was the population. Three questionnaires were distributed in each of the (24) schools. (41) questionnaires were completed . Then,

the researcher targeted other HoFs in professional development training held by Cognition and GEMS companies. Another (22) questionnaires were completed. Therefore, (63) questionnaires were completed by HoFs which is around (77%) of the population.

3.3 Data Collection

3.3.1 Instruments

This study used a mixed method research design. Therefore, two instruments were used to collect data and answer the research questions: a questionnaire and semi-structured interviews. The questionnaire helped explore how the teachers and HoFs perceive approaches to supervision and what the steps/process of supervision included. The questionnaire was divided into three sections. In the first, participants provided personal demographic information like gender, subject taught, years of experience. In the second section, participants rated their answers to the four approaches of supervision (directive control, directive informational, collaborative, and non- directive) over a Likert scale of (5) points where (1 = almost never), (2 = rarely), (3 = occasionally), (4 = frequently), (5 = always). The questionnaire included (32) statements eight of which corresponded to one type of supervision approaches. In the third section of the questionnaire, there were six yes-no statements which corresponded with the steps of clinical supervision. Respondents (HoFs and teachers) were asked to say whether the HoFs used these steps in the process of supervision. The total number of questions in the questionnaire was (38). The questionnaire was designed to be of two versions. One version was for the teachers, and the other one was for the HoFs. Both of the versions have the same structure and follow the same questions' sequence. The HoFs' questions were re-stated to match the HoFs practices in the schools (see Appendix A and B).

The second tool for data collection was semi-structured interview. Interviews helped explore and interpret the issues in more depth and answered question number four of the study. After quantitative data collection and analysis, the researcher drafted questions and revised them with the advisor. The questions focused on the process of supervision utilized with the teachers and the ways in which the process of supervision can be improved. In order to conduct the interview, the researcher asked some teachers and HoFs to volunteer. Two teachers and two HoFs responded and have been interviewed. One of the HoFs has been interviewed by telephone, due to her health conditions. The participants were informed that their personal information will not be mentioned in the study, and the researcher will follow the same confidentiality processes in dealing with the data. To keep their personalities anonymous, the teachers were represented in the study by (T1 & T2), the HoFs were represented by (H1 & H2).

3.3.2 Validity

Review of related literature provided a base to write the questionnaire statements, and therefore, cross-referencing with literature was the first step to insure validity. In fact, the four approaches to supervision come from Glickman's theory of supervision as indicated in chapter two. After having the first draft of the questionnaire, one teacher as well as one professor from the College of Education answered this version of the questionnaire to insure face validity. Then, five professors in education helped examine the items and checked their content validity. The questionnaire was modified based on their feedback when there was an agreement of (75%) or more on the comments. Finally, five teachers were selected to review the questionnaire for the last time before distributing it to the pilot sample. This review was mainly for language correction purposes.

3.3.3 Reliability

Forty teachers from the population participated in piloting the questionnaire before distributing it to the sample. The forty participants were excluded from the actual sample of the study. After collecting the questionnaire from the pilot sample, the Cronbach Alpha coefficient was calculated to assess the reliability of the questionnaire items. Table 4 summarizes reliability results of the pilot sample. As the table shows, all coefficients for the pilot test results were above (0.7) for both the sub-sections and the overall questionnaire, which indicated a high reliability. Only the non-directive approach got (0.568) which is still acceptable. The reason might be that this type of supervision is not widely utilized in supervising teachers in U.A.E.

Table 4: Cronbach Alpha Coefficients for the pilot sample

Supervision Approaches	Directive-control	Directive-informational	Collaborative	Non-directive	Yes-No Questions
Number of Questions	8	8	8	8	6
Reliability	.852	.885	.844	.568	0.776
Over all Reliability			0.938		

3.3.4 Data Collection Procedures

The first step for data collection was asking for permission from ADEC to get access to Al Ain schools. After getting the approval letter (see Appendix C), the questionnaires were distributed to the selected schools. A cover letter was attached to each questionnaire informing all participants about the study purpose and assuring confidentiality of data and anonymity of their personality (see Appendix D and E).

Data collection took place on January (2014), directly after first trimester holiday. The researcher distributed the questionnaires by visiting each school. In each school, the vice-principal was asked to distribute and collect the questionnaires in the school. Each school was given one week to finish the questionnaire. Some schools took more than one week to finish, while others never turned on their questionnaires. The researcher visited the schools again and encouraged them to complete the questionnaires. Completed questionnaires from each school were counted and coded to be ready for data entry.

3.4 Data Analysis

After data entry into the SPSS program, data analysis began. The means and standard deviations were measured for each of the (32) items in the questionnaire to arrive at which supervision approaches were most and least used by the head of faculty. The means and standard deviations were calculated for both the teachers and the head of faculties to know if there were any differences between the two groups in their perceptions of which approaches were used. Then, the percentages for the last six questions (clinical supervision steps) were calculated and ranked to know which steps are given more attention by the head of faculties during the process of supervision.

For qualitative data analysis, Miles and Huberman (2004) four steps were used. These included skim reading data to get a general sense of the issues. A careful reading and coding was the second step. The codes were then organized into categories and themes. This step significantly minimized the number of codes. For each theme, the researcher looked at raw data or "quotes" to support the analysis. Finally, the researcher wrote narrative about each theme given attention to drawing conclusion for each theme and for all the themes in this part.

3.5 Ethical Considerations

As research should build trust and respect between the researcher and the participants, the researcher have a responsibility to behave in a trustworthy manner, as they expect participants to behave in the same manner (Gay, Mills & Airasian, 2009).

One important ethical consideration of this study was to keep teachers' information protected and to analyze data in a confidential way. These terms were mentioned in the questionnaire cover letter. No names or personal details were required to complete the questionnaire. Participants were also informed that the choice to participate or not in this study was voluntary. In addition, all participants were supplied with the researcher contact information in order to respond to their questions about the surveys or to inquire about the research findings. With regard to the interviews, the responses of those who participated in the interviews were confidential. No names were mentioned during the interview and no identifying questions of their personalities were asked. The interview questions focused on the purposes of the study without asking about any personal questions. The findings from the interviews were presented anonymously.

3.6 Limitation and Delimitation

As the study targeted Al Ain cycle one schools, the findings may not be relevant to other cycles in the emirate or other zone. In addition, the study was limited to ADEC schools, so the findings may not be relevant to the schools under the leadership of the MOE. The study target government schools, so the results may not also be relevant to the private schools.

Another limitation of the study comes from using the questionnaire as the main data collection tool. The responses of each participant are conditioned to his/her opinions

at the time of data collection. Some respondents might have answered all the questions thoughtfully, and some might have answered quickly providing little thought about the supervision approaches or processes used in their school. One way to counter this was the use of two samples in the study; the teachers and the HoFs. Therefore, while the results can be limited by the previous points, one way to delimit those was investigating different sample perspectives and comparing and contrasting them, as well as, the study used qualitative and quantitative methods, and do not depend only on the questionnaire results. The semi structures interview used to support the qualitative results.

Chapter 4: Results Of The Study

The purpose of the study was to investigate approaches to supervision of teachers adopted by HoFs in Al Ain cycle one schools. Specifically, the study investigated whether these educators utilized the directive control, directive informational, collaborative, or non-directive approach to supervision. The other focus for the study was to explore the teachers and HoFs' perspectives on the clinical supervision process and the best practices toward its improvements.

As the study used a mixed method design, findings and results of the study are of two types: quantitative and qualitative. The chapter aims to provide a brief description of the results in terms of numerical and statistical interpretation of the quantitative data, and detailed explanations for the findings of the qualitative data.

As it has been mentioned in previous chapter, this study aims to answer four main questions:

1. What are teachers' perceptions of supervision approaches utilized by head of faculties in Al Ain cycle one schools?
2. What are head of faculties' perceptions of supervision approaches they use in Al Ain cycle one schools?
3. How do head of faculties practice clinical supervision with teachers in Al Ain cycle one schools?
4. How could the supervision process in Al Ain cycle one schools be improved?

4.1 Quantitative Results

The participants responded to a questionnaire designed to examine the four main styles of supervision: directive-control, directive-informational, collaborative, and non-directive approach, by using (32) statements. Each approach was examined

using eight statements. Then, they answered six Yes; No questions for the supervision process or steps. The following are the results for the questionnaire.

4.1.1 Results of Question One

In order to answer the first question of the study; the means and SD for the teachers answers were measured. Eight tables present their response to the supervision approaches utilized by the HoFs. Those tables were built around eight areas of supervision activities between the HoFs and teachers. In each area, the aim was to identify the predominant supervision approach.

Table 5 presents the means and SD for teachers' answers in terms of how and who identify the classroom visit objectives. The mean was high for the first statement (M=4.09), which indicates that in terms of identifying the classroom visit objectives, the HoFs uses the directive-control approach, where he /she is the one who takes the decision. Using non-directive approach was the second in the means consequence (M=3.37) which indicates that this approach has been used occasionally by the HoFs.

Table 5: Teachers perceptions' regarding setting up the objectives of the classroom visit

Items	means	SD
(2) The HoFs identifies the objectives of the classroom visit, and informs me at the end of the lesson.	4.09	1.19
(32) The HoFs gives me the chance to decide the objectives of the classroom visit according to what I think is suitable	3.37	1.51
(12) The HoFs sets up number of objectives for the classroom visit, and asks me to select from them.	3.22	1.49
(18) The HoFs and I write together the objectives of the classroom visit	3.04	1.53

Table 6 presents teachers' perceptions about planning for the lessons, and it is clear that the HoFs always give the teacher complete freedom to plan for his/her lessons, which indicates that they are using the non-directive approach in this practice always (M= 4.47). On the other hand, the results also show that it is rare when the HoFs decide to collaborate with their teachers in planning for the lessons, the mean was low for this supervision approach (M= 2.93).

Table 6: Teachers perceptions' regarding planning and preparing for new lesson

Items	means	SD
(10) The HoFs gives me complete freedom to plan for my lessons.	4.47	.93
(16) When I start planning for a new lesson, the HoFs provides me with different materials, and asks me to select from them	3.24	1.48
(3) The HoFs plans for the lessons, and provides me with the required tools.	3.10	1.52
(23) The HoFs and I plan together the lessons and decide the needed materials.	2.93	1.50

Table 7 presents the means and SD for selecting and planning for strategies, and the results were in some way very similar. Teachers agreed first that the HoFs' frequently collaborate with them to choose the best practice and strategies to match ADEC assessment criteria (M= 3.85), and that indicates a collaborative supervision approach. Also, the teachers agreed in the second item that the HoFs also give them the chance to decide what strategies they like or plan to use (M= 3.83), and this reflects a non-directive approach. Therefore, the HoFs use collaborative and non-directive approach with the teacher in terms of selecting and planning for strategies in response to ADEC assessment criteria. The results for the other two statements

about the directive–control and directive-informational were also similar ($M= 3.76$, $M= 3.71$) respectively, which indicate that they have been occasionally used by the HoFs.

Table 7: Teachers perceptions ' regarding choosing and selecting strategies to match ADEC assessment criteria

Items	means	SD
(26) After reviewing ADECs' assessment criteria, I cooperate with the HoFs to implement the suitable plans.	3.85	1.22
(19) I set up my own suitable strategies to match ADEC's assessment criteria, and the HoFs supports me in my plan.	3.83	1.18
(9) The HoFs shows me different effective practices that may match ADEC assessment criteria, and I select from them.	3.76	1.29
(4) HoFs sets the suitable strategies to implement ADEC assessment criteria, and I am fully committed to implementing these strategies.	3.71	1.31

Table 8 illustrates teachers' responses toward the fourth criteria: Solving classrooms problem, and the results indicate that the approach mostly used is the non-directive ($M= 4.17$). In spite of that, reading the results shows that the HoFs prefer to be a positive part in this issue with the teacher, and he/she shares the responsibility with the teacher ($M= 3.91$). The results move in terms of what type of supervision is mostly used from the non-directive ($M= 4.17$), to the collaborative ($M= 3.91$), to the directive-informational ($M= 3.63$) and end by the directive-control ($M= 3.58$).

Table 8: Teachers perceptions' regarding solving classroom problems

Items	means	SD
(22) When I face a problem in the classroom, I have absolute freedom to solve them.	4.17	1.10

(14) Solving classroom problem is an important issue for both me and the HoFs, and we work together to solve them	3.91	1.28
(27) When I face a classroom problem in the presence of the Hof he/she suggests some solutions to me and I choose one.	3.63	1.30
(7) The HoFs is the one who finds the solutions for the classroom problems that I may have.	3.58	1.34

Table 9 shows the means and SD for the fifth criteria from the teacher's perceptions: relationship between the teacher and the HoFs. In spite of the similarity in the results, it is obvious that the HoFs always have a collaborative relationship with the teachers (M= 4.50), and sometimes they express their opinions openly and freely (M= 4.26). The collaborative approach is what the HoFs prefer to use in term of relationship with the teachers.

Table 9: Teachers perceptions' regarding relationship between the teacher and the HoFs

Items	means	SD
(13) My relationship with the HoFs is a cooperative relationship, and we respect each other's opinion, despite some differences.	4.50	.934
(21) I have an open and trustful relationship with my HoFs, and he/she never rejects my opinions.	4.26	1.09
(8) I have a professional relation with the HoFs, he/she takes the role of the presenter and my role is to listen	3.76	1.35
(20) My relationship with my HoFs is based on listening to him/her, and I have the chance to talk later and express my point of view.	3.72	1.29

Table 10 shows the results for the sixth area: setting up professional development goals. The results indicate that the process of defining the objectives of

the professional development plan is a collaborative process between the teachers and the HoFs (M= 3.85), and in other cases, HoFs attempt to provide the teachers with a range of options to help them identify the goals for the professional development plans (M= 3.72). This indicates that the HoFs use both the collaborative and the directive-informational approaches in this area.

Table 10: Teachers perceptions' regarding setting up professional development goals

Items	means	SD
(29) The HoFs cooperates with me to set up goals for my professional development.	3.85	1.24
(20) The HoFs helps me when I start writing my professional development plan by providing me with a number of goals, and let me choose from them.	3.72	1.33
(5) I set up own professional development goals, without the interference of the HoFs.	3.72	1.19
(15) The HoFs clarifies the most important professional development goals, and I became fully committed to them.	3.72	1.28

According to table 11, teachers perceptions' indicated that, they always feel free when they start talking to the HoFs (M= 4.27), and feeling confident to share their personal opinions with the HoFs, which mean that the HoFs use the non-directive approach in this area. In addition, the HoFs use the collaborative approach frequently (M= 4.14), where he/she gives the teacher the chance to talk first and finally they agree about what they need to do. On the other hand, the directive-control approach was rarely used in this item (M= 2.42), and the teachers' answers were negative about being just listeners to what the HoFs say. The directive-control approach was rarely used (M= 2.42).

Table 11: Teachers perceptions' regarding clarifying and sharing points about certain topic

Items	means	SD
(17) I feel free when I talk to the HoFs, and feel confident to express my personal opinions	4.27	1.15
(6) The HoFs gives me the chance to initiate and express my point of view, and we finally agree on what we need to do	4.14	1.10
(30) After the HoFs finishes his/her suggestions, I usually start expressing my opinion in terms of his/her suggestions	3.82	1.21
(24) When I meet with the HoFs, he/ she is the one who starts talking and clarifying things, and my role is to listen	2.42	1.42

Table 12 presents the last criteria and it refers to the responsibility of selecting new teaching strategies to be implemented in the classroom. The results show that the HoFs always use the non-directive approach with the teachers (M= 4.26), and collaborative to directive-informational approaches are frequent (M= 3.88).

Table 12: Teachers perceptions' regarding selecting new teaching strategies to be implemented in the classroom

Items	means	SD
(28) I chose the suitable teaching strategies to implement in the classrooms, and the HoFs role is to observe.	4.26	1.11
(1) I cooperate with the HoFs in identifying the best teaching strategies to be implemented in the classroom.	3.88	1.14
(25) The HoFs supports me in my teaching process by suggesting some new teaching strategies, and I choose the best of them.	3.80	1.23
(31) The HoFs is the one who decides the best strategies of teaching to implement in the classroom.	3.79	1.27

We can summarize the results based on the teachers' perceptions by stating that the HoFs in Al Ain cycle one schools use the non-directive to collaborative approach most of the time. Directive-informational approach was used sometimes to provide support to the teachers. They rarely used the directive-control approach.

4.1.2 Results of Question Two

In order to get clear vision about the supervision approaches in Al Ain cycle one schools, the study also targeted the HoFs. They completed the second version of the questionnaire. The next tables present their perceptions of the supervision approaches they used.

Table 13 presents descriptive statistics for setting up the objectives of the classroom visit. The mean was high ($M= 4.15$) to the directive-control approach statement, where the HoFs agree that they are the ones who set the objectives of the classroom visit, and the teacher are informed about it at the end of the observation. The collaborative approach statement has a low mean ($M= 3.00$), which indicates that the HoFs occasionally use the collaborative approach when they set up the classroom visit objectives.

Table 13: HoFs' perceptions' regarding setting up the objectives of the classroom visit

Items	means	SD
(2) I identify the objective of the classroom visit, and inform the teacher at the end of the lesson about it.	4.15	.93
(32) I give the teacher the chance to decide the objective of the classroom visit according to what he/she thinks is suitable.	3.31	1.34
(12) I set up a number of objectives for the class visit, and ask the teacher to select from them.	3.15	1.24
(18) I and the teacher write together the objectives for the classroom visit.	3.00	1.33

According to the HoFs' answers, planning for new lesson is something teachers should be responsible for. The HoFs provide him/her with the needed materials. This means that the directive-informational approach has been used most of the time, and got the highest means ($M=4.04$). Other approaches have been occasionally used. The collaborative approach got the lowest means ($M= 3.26$).

Table 14 presents the results

Table 14: HoFs' perceptions' regarding planning and preparing for new lesson

Items	means	SD
(16) When the teacher finish planning for a new lesson, I provide him/her with different materials and ask him/her to select from them.	4.04	1.03
(3) It is my role to plan for the lesson, and I provide the teacher with the needed tools to complete this plan.	3.34	1.22
(10) I give the teacher a complete freedom to plan for his/her lessons.	3.33	1.07
(23) I and the teacher plan together for the lessons and decide the needed materials	3.26	1.20

Table 15 shows the means and SD for choosing and selecting strategies. The first statement which got the highest mean ($M= 4.11$), refers to a collaborative approach. On the other hand, the HoFs think that they use the directive-informational approach occasionally with the teachers when they are choosing strategies to match ADEC assessments criteria, the mean for this approach was ($M= 3.93$).

Table 15: HoFs' perceptions' regarding choosing and selecting strategies to match ADEC assessment criteria

Items	means	SD
(26) After reviewing ADECs' assessment criteria, I cooperate with the teacher to implement the suitable plans.	4.11	.84
(9) I show the teacher different effective practices that may match ADEC assessment criteria, and ask him/her to select from them.	3.93	.82
(4) I identify the suitable strategies to implement ADEC assessment criteria, and I force the teacher to implement these strategies.	3.69	1.27
(19) The teacher sets up the suitable strategies to match ADEC's assessment criteria, and my role is to observe and support the teacher	3.47	1.09

Table 16 presents the means and SD for solving classroom problems. The mean of the statement related to the collaborative approach was the highest (M= 4.47), which indicates that the HoFs think they use this approach most of the time with the teachers to solve the classroom problems. While some HoFs prefer to give the teacher freedom to solve their classroom problems (M= 4.00).

Table 16: HoFs' perceptions' regarding solving classroom problems

Items	means	SD
(14) Solving classroom problem is an important issues for me and the teacher, and we work together to solve them.	4.47	.692
(22) When the teacher faces a problems in the classroom, he/she has the absolute freedom to solve them.	4.00	.95
(27) When the teacher faces a classroom problem in front of me, I suggest some solutions to him/her to choose one.	3.98	.94

(7) It is my role to solve the classroom problems that the teacher may face in the class.	3.79	1.06
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Table 17 illustrates descriptive statistics for relationship between the teacher and the HoFs, and the mean was highest (M= 4.63) for the statement of the collaborative approach. In spite of that, the table also shows that the HoFs used also two types of the supervision frequently (M= 4.53, M= 4.01), and they are the non-directive and directive-control approach.

Table 17: HoFs' perceptions' regarding relationship between the teacher and the HoF

Items	means	SD
(11) My relationship with the teacher is a cooperative relationship, and we respect each other's opinion, despite some differences.	4.63	.747
(21) I have an open and trustful relationship with the teacher, and I never rejects his/her opinion.	4.53	.59
(8) In spite of the good relationship with the teacher, I make sure that there is a professional limit in this relation.	4.01	1.02
(13) My relationship with the teacher based on the following: I talk to him/her first, and after that I give his/her the chance to express his/her opinion.	3.42	1.37

In Table 18, the means show that the HoFs prefer to use collaborative approach with the teachers when they plan for their professional development goals, the mean was (M= 4.19). While other HoFs prefer to be the ones who set the goals for the teachers' professional development plan, mean (M= 3.80), which refers to a directive-control approach.

Table 18: HoFs' perceptions' regarding setting up professional development goals

Items	means	SD
(29) I cooperates with the teacher to set up his/her goals for the professional development plan.	4.19	.71
(15) I clarify the most important professional development goals for the teacher, and he/she is fully committed to them.	3.80	1.04
(20) I help the teacher to write the professional development plan, by providing him/her with numbers of goals, and let him/her choose from them.	3.74	1.01
(5) I trust in the teachers' ability to set up his/her own professional development goals, and I never interfere.	3.69	1.02

In terms of sharing points about certain topics, Table 19 shows that the highest mean in the table was ($M= 4.63$) and it refers to the statement related to the collaborative approach, where the HoFs give the teachers chance to initiate and express their points of view and then agree with them to what they need to do. On the other hand, the HoFs' answers show that they rarely used the directive-control approach with the teachers when they meet and talk with them, the mean was ($M= 2.19$).

Table 19: HoFs' perceptions' regarding clarifying and sharing points about certain topics

Items	means	SD
(6) I give the teacher chance to initiate and express his/her point of view, and we finally agree on what we need to do.	4.63	.54
(17) The teacher feels free when he/she talks to me, and feel confident to express his/her personal opinions.	4.41	.79

(30) After I provide the teacher with the suitable suggestions, I give him/her the chance to express his/her opinion.	4.07	.93
(24) When I meet with the teacher, I start talking and clarifying things, and his/her role is to listen.	2.19	1.38

Table 20 presents the means and SD for the last criteria in the HoFs' questionnaire: selecting best new teaching strategies to be implemented in the classroom. The HoFs' answers about who select the best and newest strategies to be implemented in the classroom indicate that the HoFs and the teachers work together and agree with each other on the best teaching strategies, the mean for this point was (M= 4.23) and it refers to the collaborative approach. On the other hand, the HoFs may support the teachers with suggestions, and let the teacher choose the best of them, and this practice refers to the directive-informational approach, the mean for this approach was (M= 4.11s).

Table 20: HoFs' perceptions' regarding selecting best new teaching strategies to be implemented in the classroom

Items	means	SD
(1) I cooperate with the teacher in identifying the best teaching strategies.	4.23	.58
(25) I support the teacher in the teaching process by suggesting some new teaching strategies, and let him/her choose the best of them.	4.11	.84
(28) The teacher is the one who plans and selects the teaching strategies to implement in the classrooms, and my role is to observe.	4.09	.91
(31) I provide the teacher with the required materials based on what I see is necessary for implementing new teaching strategies.	3.77	.94

To summarize the answer to question two, we can state that the Head of Faculties in Al Ain cycle one schools prefer to use the collaborative approach with

their teachers. The directive-informational approach was second in use, and then the non-directive approach. The least used approach was the directive-control.

In order to know if the teachers and the HoFs statistically differed in their perceptions with regard to using supervision approaches in the eight areas, The Mann-Whitney U Test was conducted done for the four approaches over the eight statements, taking into consideration the position variable. The results are presented in Table 21.

For the first area, there were no significant differences between the perceptions of teachers and the HOFs. Teacher perception was ($M= 4.09$), and HoFs perception was ($M= 4.15$) in term of using directive-control always. For the second area, they agreed on not using the directive approach, but they differed on the amount of using the three other approaches. Teachers perceive more than the HoFs that they have freedom to plan and prepare for the lessons ($M=4.47$), while HoFs perceive was that they support the teachers in planning for the lessons ($M=4.04$).

For the third area regarding the selection and choosing strategies to match ADEC assessment criteria, there are significant differences in their perceptions over the non-directive approach only. Both teachers and HoFs perceive were that they collaborate with each other in term of selection strategies to match ADEC assessment criteria. But HoFs perceive also that they rarely give the teachers freedom regarding selection the strategies ($M=3.47$), while teachers perceive was that, they sometimes have chance to decide by themselves the strategies to be implemented ($M=3.83$).

They also differ on the amount of using the collaborative and non-directive approach in solving classroom problems. Teachers perceive that they have complete freedom to solve the classroom problems ($M=4.17$), while the HoFs perceive was

that they collaborate with the teacher regarding solving classroom problems (M=4.47).

The fifth and sixth areas showed no significant differences in their perceptions. In area seven, clarifying and sharing points about a certain topic, they differed on the amount of collaboration the HoFs exerted in this aspect. When teacher perceive was that they express their point of view freely and the HoFs never reject their suggestions (M=4.27), HoFs perceive was that they share the teachers suggestions and discussions (M=4.63).

Finally, they differed on the amount of non-directive approach in selecting best new teaching strategies to be implemented in the classroom. Again teachers perceive was that they have complete freedom to choose and select best teaching strategies to be implemented in the classroom (M=4.26), while HOFs perceive was that they collaborate with the teacher regarding selection of the teaching strategies (M=4.23).

Table 21: Mann-Whitney Test results

Items	directive-control	directive-informational	Collaborative	con-directive
1-Setting up the objectives of the classroom visit.	0.71	0.54	0.83	0.60
2- Planning and preparing for new lesson	0.35	0.00	0.10	0.00
3- Choosing and selecting strategies to match ADEC assessment criteria.	0.81	0.96	0.37	0.00
4- Solving classroom problems.	0.48	0.12	0.00	0.04

5-Relationship between the teacher and the HoFs.	0.46	0.11	0.43	0.35
6- Setting up professional development goals.	0.97	0.52	0.27	0.50
7- Clarifying and sharing points about certain topic.	0.20	0.23	0.00	0.78
8- Selecting best new teaching strategies to be implemented in the classroom.	0.32	0.20	0.11	0.01

4.1.3 Results of Question Three

In order to answer the third question of the study, teachers and the HoFs were asked to answer six questions in the questionnaire. In Table 22, teachers' perceptions about the HoFs use of the clinical supervision process was high. However, some percentages shows that some steps were done less than others. Teachers say that the HoFs analyze the results of the classroom most of the time (93%), also they agree that the HoFs collect data during the classroom visit (94%), and these two processes were done more than other processes. On the other hand, the teachers results show that the processes of providing teachers with feedback and arranging another visit to see improvements was done occasionally (82.7%) while selecting methods for the classroom visit was usually done (84.3%).

Table 22: Teachers perceptions' regarding clinical supervision processes

Items	YES	NO
(33) The HoFs analyses the result of the classroom visit.	93.0	7.0
(34) The HoFs collects data during the classroom visit like (teacher movements, students participation..etc.)	94.0	5.7

(35) The HoFs provides the teacher with the feedback after he/she is finished with analyzing the data.	91.0	9.0
(36) The HoFs sets up the objectives of the classroom visit and selects methods to evaluated them.	84.3	15.7
(37) After providing the teacher with the feedback, the HoFs arranges another visit for the teacher to see the improvement.	82.7	17.3
(38) The HoFs sits with teacher and discusses with him/her weaknesses and strengths.	91.7	8.3

Table 23 shows the HoFs' perceptions' about the clinical supervision processes. According to the HoFs' results, the processes of clinical supervision was done all the time. Their answers show high percentages most of the time. The processes of providing teachers with feedbacks, and arranging another visit to see improvements got the highest percentage (98.4%), which indicates that these two processes are considered very important to the HoFs. The second important steps in clinical supervision processes to the HoFs were the pre-conferences, where the HoFs sit with the teacher to discuss with him/her weaknesses and strengths, the percentage was (95.2%). Although the steps of collecting data during the classroom visit got (93.7%), the process of analyzing the classroom visit got a lower percentage (90.3%).

Table 23: HoFs' perceptions about the clinical supervision processes

Items	YES	NO
(33) I analyze the results of the classroom visit.	90.3	9.5
(34) I collect data during the classroom visit like (teacher movments.etc)	93.7	6.3
(35) I provide the teacher with the feedback after I have finished with analyzing the data.	98.4	1.6

(36) I set up objectives of the classroom visit, and select methods to evaluate them.	93.7	6.3
(37) After providing the teacher with the feedback, I arrange another visit for the teacher to see the improvement.	98.4	1.6
(38) I sit with the teacher and discuss with him/her weaknesses and strengthen.	95.2	4.8

We can conclude that clinical supervision steps are practiced in Al Ain cycle one schools to a large degree. However, they are viewed differently by the teachers and the HoFs. However, steps four and five catch the attention. For step four, the post-conference with the teacher where the HoFs meet with teacher again to provide him/her with feedbacks, the perceptions show huge differences. Teachers agreed that this step is done by the HoFs, but the percentage was (91.0%), while the HoFs see themselves doing this step all the time, the percentage of their result was extremely high,(98.4%). For the last step, critique, where both the teacher and HoFs review the whole process, perceptions also differed widely. Teachers' results percentage was (82.7%), which indicate that the HoFs do not care much about this step. On the other hand, the HoFs' results percentage was (98.4%), which indicate that they practice this step most of the time.

4.2 Qualitative Findings

As the study used a mixed method to answer the research questions, short interviews were held with four participants to answer question four. Two teachers and two HoFs from cycle one schools from the same population participated in the interviews. Teachers are represented in the study by (T1&T2), while the HoFs are represented by (H1&H2).

4.2.1 Findings of Question Four

During the short interview, each participant was asked the main question: *How can the supervision process in Al Ain cycle one schools be improved?*

T1 answered the question by saying that "to improve the supervision processes in Al Ain cycle one schools, we need first to train both teachers and HoFs on the supervision concepts and structure so they can be more engaged in the process and help implement it more effectively". She explained that teachers need to understand the concept of the supervision because they play the role of supervisor with their students. This suggestion indicates that the purpose of supervision is still misunderstood by some teachers and they probably see the process as an assessment or judgment of the performance level—a perception that contradicts the theory of developmental supervision.

H1 made the same suggestion, but in term of the HoFs and the special training they attend. She contends that most HoFs are new employees, and have limited experience in supervision. ADEC spends much money on professional development and therefore, as she suggests, it is better if some of these programs target the concept and process of supervision and how to implement it in schools. This Head of Faculty (H1) believes that the level of new HoFs may negatively affect the process of supervision in the district.

One other important suggestion regarding the supervisory process in Al Ain cycle one schools is to establish study programs sponsored by ADEC. Those programs should cover, among other areas, the philosophy of educational supervision. H2 said that it will be useful for the new HoFs to attend a study program. She added that the program should target not only new HoFs, but also be

open to all HoFs to attend and get more education. Her suggestion indicates that there are no study programs targeting the HoFs or supervisors working in ADEC.

Both T1 & T2 suggested to give the HoFs more freedom in their relationship with the teachers. They should be given the chance to decide how to observe the classroom, what type of observation sheet to use, and how the teachers are evaluated. Those teachers agreed that they have little to do with the HoFs in terms of classroom observation. In fact, their suggestion of giving HoFs and teachers more freedom is related to the findings of the quantitative part of this study. It will be useful and more reasonable if the HoFs and teachers get more authority in terms of setting classroom objectives. Supporting HoFs by giving them more freedom in terms of their relationships with the teachers may enhance their jobs. This suggestion indicates that the HoFs might be required by ADEC, as expressed by the teachers, to use certain assessment sheets and strategies. In such case, neither the teachers nor the HoFs have the chance to decide on what areas they need most attention.

H2 suggested that the selection of HoFs or supervisor should be more accurate. She commented that if we are looking for successful supervision, we need first to select and pick the right supervisors. It is not enough to have experienced teachers to be HoFs, as most teachers see this position as a crossing point to the vice-principal position. "Most of the teachers might not be really interested about the HoFs position," H2 commented. She suggested that anyone who apply for the HoFs or supervisor position needs first to be trained for at least 6 months in schools, and then be evaluated in order to rank his/her performance to decide if he/she is suitable for the position. She also suggested that the criteria of vice-principal should be changed to include at least five years of working as a HoFs. The last advertisement by ADEC for the vice-principal position required applicants to work for only one

year as a HoFs, a stipulation which does not give a positive impression about the position of the HoFs.

Chapter 5: Discussion And Recommendations

This study has multiple purposes. First, it aims to investigate approaches to supervision of teachers adopted by the HoFs in Al Ain cycle one schools. Specifically, the study investigates whether these educators utilize the directive, collaborative, or non-directive approaches to supervision. Second, it investigates the process or procedure of clinical supervision, and whether the HoFs use the steps of clinical supervision appropriately. Third, it investigates the ways in which the process of supervision in Al Ain cycle one schools can be improved. The aim of this chapter is to explain the findings of the study and clarify the implications of this study for practice and further research.

5.1 Discussion of Research Question 1

The first question of the study investigates the most and least adopted approaches to supervision from the teachers' perceptions. The HoFs always use the directive-control approach with the teachers when setting the objectives of classroom visits ($M=4.09$). The reason the HoFs use of this approach is due to the fact that they need to follow specific forms or sheets for the classroom visit. These forms are provided by ADEC. As a directive approach is not favorable in setting the objective of classroom visit according to the developmental supervision theory (Glickman, year), the HoFs should share observation sheets with the teacher before classroom visit to help teachers become aware of the purpose of observation. In this case, the teachers can prepare for the classroom visit.

The HoFs used the non-directive supervision approach most of the time in terms of planning and preparing for new lesson ($M=4.47$). As a result, teachers feel more free to prepare and plan for their lessons. This is a common practice and should

continue. Teachers' perceptions indicate that HoFs trust the teachers' abilities to plan for their lessons. On the other hand, the mean score of the directive-informational approach was high ($M=3.24$), and this results may be related to the teacher's performance level, where the HoFs feels that he/she needs to provide the teacher with ideas to make sure that the lessons are planned in proper ways.

Teachers' perceptions in terms of choosing and selecting strategies to match ADEC assessment criteria were a little bit strange, because the results were almost close to each other. All results for the four statements show that the HoFs use the four approaches of supervision frequently. The mean scores were as follows: (collaborative approach $M= 3.85$); (non-directive approach $M= 3.83$); (directive-informational $M= 3.76$); and (directive-control $M= 3.71$). The results assure that the HoFs attempted to give the teachers more freedom to discuss about the strategies to match ADEC assessment criteria. But we can look at the results differently. The HoFs give the teachers this freedom to clear their responsibility from the teachers' assessment results, or perhaps because they become responsible about teachers' evaluation in terms of teachers academic performance. The teachers might think that the HoFs are not providing them with much support in this item.

The fourth item used to answer the first research question was solving classroom problems. Teachers' answers indicate that the HoFs use the non-directive approach ($M= 4.17$) and the collaborative approach more frequently ($M= 3.91$). In order to get more certain about the results, during the interviews with the selected samples, H2 commented that they have many tasks to do in schools, and at many times, they are going outside the school to attend special training or meetings, so the teachers are the one who solve the classroom problems most of the time. Teachers' perceptions also confirm this result because they connect more with the students, and unexpectedly

can face problems in the classrooms. On the other hand, the HoFs share the responsibility with the teachers and cooperate with them to solve classroom problems that may occur in front of them.

Teachers have collaborative relationship with their HoFs most of the time (M= 4.50). Teachers and HoFs share opinions and agree with each other in spite of differences sometimes. The results also show that the HoFs frequently shift to the non-directive approach with the teachers in their relationships (M=4.26). This coincides with developmental supervision where "The developmental supervisor attempts to move gradually from collaborative toward nondirective interpersonal behaviors" (Glickman, Gordon, & Ross Gordon, 2013. p.123). When the HoFs feel that the teachers have more experience in a certain area and are motivated, they prefer to transfer from collaborative approach to non-directive approach, and this is what the results indicate in response to item 5.

Item number 6 in the questionnaire was "setting up professional development goals". Teachers' answers show that the HoFs frequently use the four approaches. The results are almost similar, but the most used one was the collaborative approach (M= 3.85). The second used approach is the directive-informational (M=3.72). The collaborative approach becomes a good choice for the HoFs in this situation, because some teachers perhaps function at moderate or low developmental levels. T1 sees that "it is better for both the teachers and HoFs to work together in taking decisions about any plan". In setting up the professional developmental plan, both of them are accountable to show results to the school principal and therefore the collaborative approach is suitable.

The results of clarifying and sharing points about certain topics were similar. The highest mean was (M= 4.27), and this mean that the HoFs frequently use the

non-directive approach, and then the results also show that some HoFs frequently use the collaborative approach with the teachers (M= 4.14). It could be that the HoFs work and think on the assumption that individual teachers know best, and have the ability to think and act on their own (Glickman, Gordon, & Ross Gordon, 2013. p.126). Since ADEC managed the educational system in Abu Dhabi government, many training programs on teaching strategies have been provided to the teachers. As a result, teachers' abilities and capacities increased, and the teachers became more able to think and express themselves on different issues.

The last item in the teacher's questionnaire was "Selecting best new teaching strategies to be implemented in the classroom". As the results show, the HoFs used the non-directive approach always (M= 4.26), then they shift to the collaborative approach (M= 3.88), to directive-informational (M= 3.80), and ending by directive-control (M= 3.79). This shift in using the different approaches indicates that the HoFs work with the teachers according to their performance level, where the most used approach was non-directive approach. H1 in her answers gave a comment about the teacher's performance levels. She sees that teachers' behaviors get more professional, and their decisions about selection or planning increases with time, "we now work with experienced and more committed teachers", she said. The high level of teachers who decide on their teaching strategies they use is compatible with the non-directive approach and this confirms the result that it has been practiced most of the time.

To summarize discussion to the first question, we can conclude that HoFs in Al Ain cycle one schools used the non-directive approach with the teachers most of the time. On the other hand, the results show that they are using the four approaches is a sequence starting from the non-directive; collaborative; directive-informational;

and finally directive-control. This sequence indicates that the HoFs in fact practice developmental supervision.

5.2 Discussion of Research Question 2

Question two of the study aims to achieve the first purpose of the study, regarding the most adopted approaches of supervision by the HoFs in Al Ain cycle one schools, but this time based on the HoFs' perceptions. In terms of setting objectives for the classroom visit, the directive-control approach was used frequently ($M=4.15$), and the collaborative approach was used occasionally ($M=3.00$). These results are similar to the teachers' results. The directive-control approach is useful when the supervisor is totally accountable, while the teacher is not (Glickman, Gordon, & Ross Gordon, 2013. p.105). This is true in this case because the HoFs follow standard classroom visit sheets from ADEC. The objectives of the visits are identified and the evaluation is standardized. H1 commented about that: "I share the sheet with the teacher, and they know how the classroom visit will be evaluated, but I have nothing to do about setting the classroom objectives, because I follow a standardized sheet form ADEC." She also added that, "I create a sheet for a certain classroom visit, mainly related to classroom management, and I do share this sheet with my teachers, and plan together for the class observation, but this is to our own use."

Planning and preparing for new lessons was the second item. The HoFs occasionally attempt to use directive-informational approach with the teachers ($M=4.04$). The HoFs' perceptions for this item were against those of the teachers, where teachers say that they have complete freedom to plan for their lessons. For ADEC, the process of planning and preparing for the lessons is the teachers' responsibility, and this was clearly written in their job description. But, because the

HoFs feel that they are accountable for the teachers' performance, by providing the teachers with the support they need in class, they attempt to use the directive-informational approach, which in turn gives the teacher chance to choose and select form alternatives.

Both the HoFs and teachers agree that the collaborative approach is used when the teacher starts planning and choosing strategies to be implemented, to match ADEC assessment criteria. The HoFs' mean score was (M=4.11) which indicates that they frequently help the teachers in this situation. According to the job description of the HoFs position (see Appendix F), HoFs provide advice to teachers, identify the professional development requirements of teachers and arrange the training to enable teachers to implement ADEC's curriculum. In order to match their position job requirement, they have to support and collaborate with the teachers, especially for the new assessment criteria recently used by ADEC. Teachers need someone to help them and guide them toward the best strategies, not just to match ADEC professional requirement, but also to achieve ADEC main objectives.

Solving classroom problems is item number four to be discussed. Again, there was a disagreement between the two sides. Teachers' results show that the HoFs frequently use the non-directive approach. While the HoFs' results show that they prefer to frequently use collaborative approach with the teachers (M=4.11). The HoFs' job requires them to support teachers who are experiencing classroom management issues or who are having difficulties in managing the behavior of students; according to the HoFs job description. Sometimes, both the teachers and HoFs are accountable about the student behavior in the classroom, and they need to show documents or evidence for the action of students and the re-action taken by the teacher or HoFs to the principal or the parents. So, both of the teacher and the HoFs

should be involved in carrying out the decision (Glickman, Gordon, & Ross Gordon, 2013. p.123).

In terms of the relationship between the teachers and the HoFs, there was agreement in the results. Teachers' and HoFs' results show that the collaborative approach is always used. On the other hand, their agreement also shows that developmental supervision is presented clearly in this item. The teachers' performance levels play a great role in deciding what approach to use. In schools, teachers experience a wide array of levels of expertise from new employee to experienced ones. One aspect of developmental supervision is the match of initial supervisory approach with the teachers or group's developmental level, expertise, and commitment " Glickman, Gordon, & Ross Gordon, 2013, p.136).

The HoFs frequently use the collaborative approach with the teachers (M=4.90), when the teachers sets goals for the professional developments plan. They act as a role model for the teachers showing them how to improve their professional performance through self-development and strengthening areas of weakness. This is one of the most important areas where the HoFs' practices show collaboration with the teachers. As T1 commented, "teachers and HoFs need to work together, because both of them are accountable to the school principal". She sees the collaborative approach used widely because both sides need each other to complete the other side of their job. On the other hand, setting up the professional development plan is considered a very important issue for the teachers, and they need support and advice from another experienced professional. In addition, the HoFs' job includes evaluation of the professional performance of teachers in accordance with ADEC's approved policies. They also should provide ongoing formal and informal advice and feedback to teachers, so they help the teachers to choose and set smart goals for the

professional development plan, and help them with required training and tools to achieve the goals.

The results show that the HoFs prefer to use the collaborative approach with the teacher when they meet each other to discuss or share points and suggestions. The mean for this approach was ($M=4.63$) which indicates that the HoFs always use this approach. The non-directive approach was always used by some HoFs ($M=4.41$). These two results were opposite to the teachers' perceptions. Teachers say that the HoFs adopt the non-directive approach first and collaborative second when they meet for discussion. This disagreement is normal. The HoFs may ask the teacher first to clarify and present the problem or the topic, and then he/she will start to reflect and direct the discussion toward the end or the solutions, which may be understood by the teachers that the HoFs give them the freedom to talk and present their idea.

The last item to be discussed is selecting new strategies to be implemented in the classroom. The results indicate that the HoFs attempt to use the collaborative approach with the teacher more often ($M=4.23$). Again, The HoFs positions require them to guide teachers in the development and implementation of appropriate and effective assessment tools and techniques to monitor and guide student learning. This means that the HoFs need to encourage and direct teachers toward the best teaching strategy to be implemented in the classroom, which, in turn, helps to achieve ADEC's main objectives about improving students' academic levels. All participants in the interviews agreed that they work together to improve the classroom practices such as selecting best teaching strategies. This is done to insure that all students are engaged in the learning processes.

To wrap up discussion for question two, the HoFs in Al Ain cycle one schools use collaborative approach most of the time, and they attempt to use the

directive-informational as a second choice. Shattnauey (2002) comments in his published study , Educational supervisor should not be committed to one type of supervision. He/she needs to use more than one style to ensure the achievements of the goals and to select the appropriate approach according to each individual teacher and the educational needs. The fact that the HoFs worked as teachers for a certain number of years, and as they always encourage the students to work together and share their learning with each other, their new position is affected by their previous job so they encourage teachers as well.

5.3 Discussion of Research Question 3

Question three attempts to investigate the process or procedure of clinical supervision, and whether the HoFs use the steps of clinical supervision appropriately. The results show that supervision is practiced in Al Ain cycle one school but not as it should be according to clinical supervision. Clinical supervision requires 5 main steps: Preconference, Observations of classroom, Analyzing data, Post-conference with teacher, and Critique of the previous four steps.

For the first step, the HoFs do not meet with the teachers all the time to determine the reason and purpose of the observation. This result may be connected to the first item of the questionnaire questions about the supervision approach, which was that the HoFs did not share the objective of the classroom observation because they are standardized by ADEC. Still, some HoFs may meet with the teachers to determine the time of observation, or to clarify the observation sheet for the teacher. As H1 clarified in her answers, the training the HoFs attended never mentioned something about clinical supervision. They may practice this model of supervision without knowing its name, and some of them may not be familiar with the purpose and structure of the clinical supervision.

The second step is observation, and both sides agree that this step is done all the time. The interview results show that the term "observation" was misunderstood by the teachers. In clinical supervision, the observation step requires the supervisor or HoFs to use different methodologies in order to collect data, for example visual diagramming, space utilization, and verbatim, while most of the HoFs and supervisors use only the standardized sheets to observe the classroom. This step of data collection is very important because it keeps the HoFs and teachers focusing on one teaching practice at a time. The analysis which is done later helps identify the weaknesses and places for improvements.

The third step is analyzing data. Results show that there are missing points about the data analysis, as the data collection step is not done in an appropriate way. Clinical supervision aims at instructional improvement, it is both a concept and a structure, if you miss one step, you will miss the other steps. The HoFs need to be more mindful about data collection and how to analyze the collected data; they need to be trained about different methods of analysis and before that they need to learn more about the different methods of collecting data, i.e., different classroom observation forms.

The fourth step is the post-conference with teacher. This is a critical point about clinical supervision. During the post-conference, the aim is to produce a plan for instructional improvement. The supervisors provide the teachers with feedback, and the teachers and the supervisors work on developing the plans. For the next time, the teachers implement the plans to improve the areas of weaknesses. The result was confusing, the HoFs and teachers gave high levels of perceptions regarding this step. But the interview was more logical. T2 clarified that the feedback mainly is connected to the decision taken by the HoFs in the observation sheet, they sit with

the teacher after the class, and inform him/her about the class evaluation, which is mainly connected to the teacher performance level. So, again they misunderstand the term post-conference. In clinical supervision, feedback connected to the data analysis; where the supervisor or HoFs, are curious about instructional improvement, they provide the teachers with feedback regarding the data they analyzed, not direct feedback about the classroom observation. This type of feedback requires time from the supervisor or the HoFs to read, interpret, analyze, and reach to conclusion about the data. In fact, their analysis is not final as they are supposed to demonstrate the data and then ask the teachers to help them for interpretation. Therefore, the post-conference step can aim for a joint-interpretation of data collected during the observation. When the HoFs reduce this process to just giving feedback on the performance level of the teacher during the observation, it means that one important step is missed in the process of supervision.

The last step is critiquing the previous four steps. The results indicate that this step is not done all the time. There were significant differences between the two sides. Again, the term clinical supervision is not clear for the HoFs, and the steps do not match the main objective of clinical supervision. The HoFs need to understand the concept of clinical supervision and the philosophy beyond it.

5.4 Discussion of Research Question 4

Results of question 4 were acquired using semi-structured interviews with four participants, two teachers (T1,T2) and two HoFs (H1,H2). The participants provided some suggestions to improve the supervisory processes in Al Ain cycle one schools.

T1 provides the first suggestion. She suggested that the teachers need to be more involved in the supervisory processes. She suggested that teachers and HoFs

need to be more trained in the concept and structure of the supervision. Actually, if we think about this suggestion, we will understand that in terms of the reform and development of the educational system after ADEC, all individuals have something to do related to the supervisory process. The teacher need to guide and support students more in their learning processes. The HoFs should guide and support the teachers in their teaching process. So both sides are involved in the processes. And since there are no special training in terms of supervision targeting teachers and HoFs, this suggestion was provided.

H1 has the same point of view, but in term of HoFs. She also suggested that the new hired HoFs need to be trained in the concept and structure of supervision. As they have a little experience in the position, they may affect negatively the processes of supervision. Usually, ADEC provides the new HoFs with training programs, but these programs target their position requirements, what need to be done in terms of curricula, collaborating with other HoFs, and other topics which have little to do in terms of supervisory philosophy. In addition, some of these HoFs have little experience as teachers, which in turn may affect their performance as HoFs.

H2 gave a suggestion to launch a study program, sponsored by ADEC, and targeting HoFs and supervisors. This suggestion indicates that the requirement of the study program is very important, and the need for it is increasing. Actually, the suggestion reflects that the HoFs are looking to improve their management skills, and support their jobs by educational programs. On the other hand, this need for such program reflects high level of commitment of some HoFs toward their function in the schools.

T1 & T2 suggestions go in line with supporting the HoFs' position by providing them with more space to act and re-act with the teachers. They feel that the

HoFs' interaction with the teachers is limited due to policies from ADEC. In order to increase the HoFs professional importance in the schools, they need to take some decisions by themselves, especially when they need to share facts and plans with teachers. To improve the supervisory processes, the teachers need to feel that the HoFs have the authority to decide some important issues in terms of educational environment needs.

The final suggestion was selecting and hiring HoFs. H2 suggested that the requirement to hire for HoFs position needs to be more professional. Also in order to keep them more connected to their job, the vice-principal position requirements need to be revised. It is important to take in consideration that most of the teachers like to be promoted, and they would prefer to apply for vice-principal position, in order to raise their salary as well as their degree. ADEC sets some requirements to apply for vice-principal job; one of these requirements is to work as HoFs for one year only. This might raise the applicants for the HoFs position, in order to apply for vice-principal position next year, so their function as HoFs might be effected, and their performance level would not be in acceptable level. In other words, they become HoFs not for the sake of the job but as a bridge to go for a vice-principal position.

5.5 Recommendations

Based on the results of this study, the researcher provides the following recommendations:

- The teachers need to be more involved in the supervisory processes. They may get trained in the aim and concept of supervision and to play the role of supervisor by implementing peer-coaching programs within the schools.
- The HoFs need to be trained in different methodologies and philosophy of supervision such as clinical supervision, developmental supervision, and

instructional supervision. They may also be trained in how to collect data through classroom observation, and how to analyze the data.

- ADEC needs to give space to the HoFs, specifically in terms of setting classroom observation objectives based on the needs of each teacher. In this way, the HoFs will have the chance to share the classroom objective with the teachers.
- Special program or training should be implemented to introduce the term clinical supervision to the new hired HoFs. The programs may be more general to spreading the culture of educational supervision.
- Developmental supervision may be the idealistic model of supervisory processes to be adopted. Teachers' professional performance reflects different cultures, thoughts, and different levels. The HoFs need to use more than one approach each time with the teachers they are supervising, and developmental supervision will play great role in this situation.
- ADEC may have contract with universities and colleges to provide new teachers with courses in the supervisory process, and how to be positive and collaborative with the supervisors. They need to understand the ways they should get benefit from their supervisors.
- The research results and recommendations may be distributed to the HoFs and teachers, in order to orient them more about the positive and negative results of the approaches they use and the step they miss.

The following are some recommendations for further research.

Research with different type of methodology may be conducted to investigate the educational supervision process. This may be done by using a case study research method on one school. The concept and structure of this study may be used with

different samples. Supervisors of subjects such as: Geology, Biology, Math. etc. and their teachers may represent a new population for the study.

A study focusing on one type of supervisory processes such as developmental supervision may be conducted using the same structure of current study.

Finally, as this study was limited to Al Ain cycle one schools, another study may be conducted in different educational zones such as Abu Dhabi or Al Gharbeia educational zone, and use the results for comparison between the two or three zones.

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Appendix A

Teacher Questionnaire

أولاً: المعلومات الديموغرافية/ Demographic Information

تعليمات: ضع علامة (√) على الاختبار الذي يناسبك. Please mark (√) to choose the suitable information.

Female / انثى <input type="radio"/>		Male / ذكر <input type="radio"/>		Gender / الجنس
English Language / اللغة الإنجليزية <input type="radio"/>		Arabic Language / اللغة العربية <input type="radio"/>		مادة التدريس / teaching subject
Math / الرياضيات <input type="radio"/>		Islamic studies / التربية الإسلامية <input type="radio"/>		
Science / العلوم <input type="radio"/>		Social Studies / المواد الإجتماعية <input type="radio"/>		
EMT <input type="radio"/>		أنشطة (رياضة - موسيقى - تربية فنية) <input type="radio"/>		
أكثر من 12 <input type="radio"/>	12-10 <input type="radio"/>	9-6 <input type="radio"/>	أقل من 5 <input type="radio"/>	سنوات الخبرة/ experience
More than 12 <input type="radio"/>			Less than 5 <input type="radio"/>	

ثانياً: أساليب الإشراف/ Supervision approaches

تعليمات: قم بقراءة الجمل التالية جيداً، وحدد مدى موافقة الجملة ورأيك الشخصي مستخدماً مقياس ليكرت الخماسي والمكترج من أبدأ إلى دائماً:

Instructions: Please read all the following statements carefully, and choose the suitable answer according to the following scale :

أبداً	نادراً	أحياناً	كثيراً	دائماً
Almost Never	Rarely	Occasionally	Frequently	Always
1	2	3	4	5

#	Item	1	2	3	4	5	البند	#
1	I cooperate with the HoF in identifying the best teaching strategies.						أتعاون مع رئيس القسم في تحديد الاستراتيجيات المناسبة لتنفيذ الدروس.	1

#	Item	1	2	3	4	5	البند	#
2	The HoFs identifies the objective of the classroom visit, and informs me at the end of the lesson.						يحدد رئيس القسم أهداف الزيارة <u>الصفية</u> ، ويطلعني عليها بعد الانتهاء من الزيارة.	2
3	The HoFs plans and prepares for the lessons, and provides me with the plans and tools.						يحمل رئيس القسم على الإعداد والتخطيط للدرس، ويقوم بتزويدي بما يراه مناسباً من المواد لإتمام الخطط الدراسية.	3
4	The HoFs sets the suitable strategies to implement ADEC assessment criteria, and I became fully committed to implement these strategies.						يصيغ رئيس القسم لي الاستراتيجيات المناسبة لإتمام معايير للتقييم الموضوعية من قبل مجلس أبوظبي للتعليم، وألتزم بهذه الاستراتيجيات تماماً.	4

5	I set my own professional development goals, without the interference of the HoFs.						أضع أهدافي للنمو المهني بما يتناسب واحتياجاتي المهنية، دون أي تدخل من رئيس القسم.	5
6	The HoFs gives me the chance to initiate and express my point of view, and we finally agree on what we need to do.						يعطيني رئيس القسم فرصاً كثيرة للمبادرة وإبداء الرأي ونناقش معا على ما يجب فعله أو القيام به.	6
7	The HoFs is the one who sets the solutions for the classroom problems that I may have.						يبادر رئيس القسم بوضع الحلول المناسبة للمشكلات لصفية التي قد أواجهها.	7
8	I have a professional relation with the HoFs, he/she starts speaking, and my role is to lesson.						علاقتي برئيس القسم علاقة مهنية، يبادر هو/هي في الحديث وأستمع أنا إليه/ها.	8
9	The HoFs shows me effective teaching practices for the assessment standards, and I select from them.						يعرض رئيس القسم مجموعة من لممارسات الفعالة لاستيفاء معايير للتقييم وأقوم باختيار الأنسب منها.	9

#	Item	1	2	3	4	5	البند	#
10	The HoF gives me complete freedom plan for my lessons.						يترك رئيس القسم المجال لي في التخطيط للدرس بكل حرية.	10
11	My relation with the HoF is a cooperative relation, and we respect each other's opinions, despite some differences.						نتسم علاقتي برئيس القسم بالتعاون، والنقاش البناء واحترام الرأي والرأي الآخر رغم الاختلاف في بعض الأحيان.	11
12	The HoF sets a number of objectives for the class visit, and asks me to select from them.						يضع رئيس القسم مجموعة من الأهداف للزيارة الصفية، ويطلب مني بعد ذلك تحديد الأنسب منها قبل الزيارة.	12
13	The HoF explains his/ her personal opinion, and gives me the chance to express mine, but in the contour of his/ her point of view.						يبادر رئيس القسم بتوضيح آرائه الشخصية، ويترك لي المجال في إبداء رأيي الشخصي دون أن أخرج عن إطار آرائه الشخصية.	13

14	Solving class room problems is something important for me and the HoFs, and we work together to solve them.						حل المشكلات الصفية هدف مشترك بيني وبين رئيس القسم، ونعمل معا في وضع الحلول المناسبة.	14
15	The HoFs clarifies the most important professional development goals, and I became fully committed to them.						يصيغ رئيس القسم أهم الأهداف التي يجب أن ألتزم بها عندما أقوم بكتابة خطة التطوير المهني.	15
16	When I start planning for a new lesson, the HoFs provides me with the required tools according to what he/she think is useful.						عند البدء في التحضير والتخطيط لدرس جديد، يهتم رئيس القسم بتزويدي بالمواد اللازمة لإتمام خطة الدرس وفق ما يراه مناسباً.	16
17	I feel free when I talk to the HoFs, and feel confident to express my personal opinions.						أشعر براحة كبيرة عند التحدث مع رئيس القسم، حيث أعبر آرائي الشخصية بكل حرية وثقة.	17

#	Item	1	2	3	4	5	البند	#
18	The HoFs and I write together the objectives for the classroom visit.						أتعاون مع رئيس القسم في تحديد أهداف الزيارة الصفية.	18
19	I set up the suitable strategies to match ADEC's assessment criteria, and I notify the HoFs later.						أعد الاستراتيجيات المناسبة لاستيفاء بنود التقييم الخاصة بمجلس أبوظبي للتعليم، وأطلع رئيس القسم عليها لاحقاً.	19
20	The HoFs helps me when I start writing my professional development plan by providing me with a number of goals, and let me choose from them.						يساعدني رئيس القسم في وضع خطتي للتطوير المهني، من خلال مجموعة من الأهداف التي يقوم بعرضها، ثم أقوم أنا باختيار الأنسب من بينها.	20

21	I have an open and trustful relationship with my HoFs, and he/she never rejects my opinions.						نتم علاقتي برئيس القسم بالثقة والانفتاح، وعدم مصادر رأئي الشخصية.	21
22	When I face a problem in the classroom, I have absolute freedom to solve them.						عندما تواجهني مشكلة صفية، يحطيني رئيس القسم الحرية الكاملة في حلها.	22
23	The HoFs and I plan together the lessons and decide the needed materials.						عند التحضير لإعداد درس جديد، نعمل أنا ورئيس القسم في التخطيط للدرس والاتفاق على المواد المناسبة لإتمام الدرس.	23
24	When I meet with the HoFs, my role is just to listen.						عندما أقابل رئيس القسم، يقتصر دوري في الاستماع إليه.	24
25	The HoFs supports me in my teaching process by suggesting some new teaching strategies, and I choose the best of them.						يساعدني رئيس القسم في إتمام عملية التدريس من خلال تزويدي بمجموعة من الاستراتيجيات الحديثة في التدريس ولختيار الأنسب من بينها.	25

#	Item	1	2	3	4	5	البند	#
26	After reviewing ADECS' assessment criteria, I cooperate with the HoFs to implement the suitable plans.						بعد الإطلاع على معايير التقييم لمجلس أبوظبي، أبدأ بتنفيذ الخطط المناسبة بالتعاون مع رئيس القسم.	26
27	When I face classroom problem in front of the HoFs, he/she suggests some solutions to me and I have to choose one.						عندما أواجه مشكلة صيفية بوجود رئيس القسم، يبادر بعرض مجموعة من الخيارات لحلها لأختار الأنسب منها.	27
28	I'm free to select the appropriate teaching strategy to complete the lessons plan.						أملك الحرية الكاملة لإختيار إستراتيجيات التدريس المناسبة لإتمام خطط الدروس.	28
29	The HoFs cooperates with me to set the goals for my professional development.						يتعاون رئيس القسم معي في صياغة أهدافي للنمو المهني.	29
30	After the HoFs finishes his/ her suggestions, I usually start expressing my opinion.						بعد أن ينتهي رئيس القسم من حديثي ويعطيني بدائل لأختار منها، أبدأ في التعبير عن رأيي.	30

31	The HoFs provides me with the required materials based on what he/she sees necessary.						يزودني رئيس القسم بكل ما هو ضروري لتطبيق الاستراتيجيات الأحدث في التدريس وفق ما يراه مناسباً.	31
32	The HoFs gives me the chance to decide the objective of the classroom visit according to what I think is suitable to my students' needs and levels.						يتترك رئيس القسم المجال لي في تحديد هدف الزيارة الصفية وفق ما أراه مناسباً لمستوى الطلاب واحتياجاتهم.	32

ثالثاً: عملية الإشراف/ Supervision process

تعليمات: أمامك مجموعة من العبارات لمختلفة، الرجاء قراءة العبارات جيداً ومن ثم تحديد إذا ما كانت العبارة متوافقة مع ما يمارس في لواقع من قبل رئيس المادة أم لا، من خلال الإختيار بين كلمة نعم أو لا:

Instructions: Please read the following statements carefully, and decide whether the HoF practices it in real situations by choosing YES or No:

	Statements	لا No	نعم Yes	العبارات	
1	The HoFs analyses the result of the classroom visit.			يهتم رئيس القسم بحمل تحليل لنتائج الزيارة الصفية .	1
2	The HoFs collects data during the class room visit like (teacher movements, students participation, questions type, teaching strategies)			يجمع رئيس القسم الملاحظات خلال الزيارة الصفية مثل (حركة المعلم خلال الفصل - عند استجابات الطلاب - نمط الأسئلة - طريقة تنظيم الفصل)	2
3	The HoFs provides the teacher with the feedback after he/ she is finished with analyzing the data.			يقدم رئيس القسم التغذية الراجعة للمعلم بعد الانتهاء من تحليل نتائج الزيارة الصفية.	3

4	The HoFs sets the objectives of the class room visit, and selects methods to evaluate them.			يحمل رئيس القسم على إختيار معايير تقييم مناسبة لأهداف الزيارة الصفية.	4
5	After providing the teacher with the feedback, the HoFs arranges another visit for the teacher to see the improvement.			بعد الانتهاء من تقديم التغذية الراجعة، يحمل رئيس القسم على تحديد زيارة أخرى للمعلم لمتابعة لتحسن في الأداء.	5
6	The HoFs sits with the teacher, and discusses with him/ her weaknesses and strengthens.			يهتم رئيس المادة بالجلوس مع المعلم لتحديد جوانب القوة ولضعف .	6

انتهت الأسئلة End of the Question

شكراً لكم Thank you

Appendix B

HoFs Questionnaire

أولاً: المعلومات الديموغرافية/ Demographic Information

تعليمات: ضع علامة (✓) على الاختيار الذي يناسبك. Please mark (✓) to choose the suitable information.

Female / أنثى <input type="radio"/>	Male / ذكر <input type="radio"/>	Gender / الجنس		
أكثر من 12 <input type="radio"/> More than 12 <input type="radio"/>	12-10 <input type="radio"/>	9-6 <input type="radio"/>	أقل من 5 <input type="radio"/> Less than 5 <input type="radio"/>	سنوات الخبرة/ experience
اللغة الإنجليزية/ English <input type="radio"/>		اللغة العربية/ Arabic <input type="radio"/>		رئيس قسم / Head of

ثانياً: أساليب الاشراف/ Supervision approaches

تعليمات: قم بقراءة الجمل التالية جيداً، وحدد مدى موافقة الجملة ورأيك الشخصي مستخدماً مقياس ليكرت الخماسي والمندرج من أبداً إلى دائماً:

Instructions: Please read all the following statements carefully, and choose the suitable answer according to the following scale:

أبداً	نادراً	أحياناً	كثيراً	دائماً
Almost Never	Rarely	Occasionally	Frequently	Always
1	2	3	4	5

#	Item	1	2	3	4	5	البند	#
1	I cooperate with the teacher in identifying the best teaching strategies, and we agree on the suitable one.						أتعاون مع المعلم في تحديد الاستراتيجيات المناسبة لتنفيذ الدروس ونتفق معا على الأنسب منها.	1

#	Item	1	2	3	4	5	البند	#
2	I identify the objective of the classroom visit, and inform the teacher at the end of the lesson.						أحدد أهداف الزيارة الصفية، وأطلع المعلم عليها بعد الانتهاء من الزيارة.	2
3	I plan and prepare for the lesson, and provide the teacher with the needed tools to complete this plan.						أعد وأخطط للتدريس، وأعمل على تزويد المعلم بالمواد اللازمة لإتمام الخطة الدراسية.	3
4	I identify the suitable strategies to implement ADEC assessment criteria, and I force the teacher to implement these strategies.						أعمل على تحديد الإستراتيجيات المناسبة لإتمام معايير التقييم لمجلس أبوظبي للتعليم، وألزم المعلم بها.	4
5	I trust on the teacher ability to set his/her own professional development goals, and I never interference on it.						أثق أن المعلم قادر على وضع أهدافه للتطوير المعني، ولا أقوم بالتدخل فيها.	5
6	I give the teacher the chance to initiate and express his/ her point of view, and we finally agree on what we need to do.						أعطي المعلم الفرصة للحديث والنقاش والتعبير عن رأيه، ونتفق معا على ما يجب فعله.	6

7	It is my role to solve the classroom problems that the teacher may face in the class.						من واجبي حل المشكلات التي قد يواجهها المعلم في الصف.	7
8	In spite of a good relationship with the teacher, I make sure that there is a professional limit in this relation.						رغم أن علاقتنا جيدة، إلا أنني أحافظ على مسافة مهنية معينة بيني وبين المعلم.	8
9	I show the teacher effective teaching practices for the assessment standards, and ask him/her to select from them.						أعرض مجموعة من الممارسات الفعالة لاستيفاء معايير التقييم وأترك المجال للمعلم ليختار من بينها.	9

#	Item	1	2	3	4	5	البند	#
10	Planning for the lesson is the teacher role, and I never intervenes in.						مهمة التخطيط للدرس هي من شأن المعلم، ولا أقوم بالتدخل فيها .	10
11	My relation with the teacher is a cooperative relation, and we respect each other's opinions, despite some differences.						تتسم علاقتي مع المعلم ، بالتعاون والنقاش البناء، المبني على إحترام الرأي رغم الاختلافات .	11
12	I set a number of objectives for the class visit, and ask the teacher to select from them.						أصيغ مجموعة من الأهداف للزيارة الصفية ، وأطلب من المعلم إختيار الأنسب من بينها.	12
13	When I speak to the teacher, I start explain my personal opinion, and then give the teacher the chance to express his/ her point of view, but in the contour of my personal opinion.						عند التحدث مع المعلم، أبادر بتوضيح وشرح آرائي الشخصية، ثم أترك المجال له/ لها لتوضيح آرائه/ها دون الخروج عن محور حديثي.	13

14	Solving class room problems is something important for me and the teacher, and we work together to solve them.						حل المشكلات الصفية هدف مشترك بيني وبين المعلم، ونعمل معا في وضع الحلول المناسبة.	14
15	I clarify the most important professional development goals for the teacher, and he/she became fully committed to them.						أوضح أهم الأهداف التي يجب أن يلتزم بها المعلم عندما يقوم بكتابة خطة التطوير المهني .	15
16	I provide the teacher with the required tools to complete the lesson plan, and the teacher is committed to use them.						أعمل على تزويد المعلم بكل ما هو ضروري لإتمام خطة الدرس وإلزام المعلم بها .	16
17	The teacher feels free when he/ she talk to me and feel confident to express his/her personal opinions.						يشعر المعلم بحرية تامة أثناء الحوار معي، حيث أترك المجال له ليقوم بالتعبير عن رأيه بكل حرية وثقة .	17

#	Item	1	2	3	4	5	البيد	#
18	I and the teacher write together the objectives for the classroom visit.						تعاون مع المعلم في تحديد أهداف الزيارة الصفية.	18
19	The teacher sets up the suitable strategies to match ADEC's assessment criteria, and my role is to observe only.						يصيغ المعلم الاستراتيجيات المناسبة لاستيفاء بنود التقييم لمجلس أبوظبي للتعليم، ويقتصر دوري على الملاحظة والمتابعة.	19
20	I help the teacher to write the professional development plan, by providing him/her with a number of goals, and let him/her to choose from them.						أعمل على مساعدة المعلم في صياغة أهداف خطة التطوير المهني من خلال مجموعة من الأهداف التي أقوم بعرضها عليه ويحدد الأنسب منها.	20

21	I have an open and trustful relationship with the teacher, and I never reject his/her opinions.						تتم علاقتي مع المعلم بالثقة والانفتاح، وعدم مصادرته آرائه الشخصية.	21
22	When the teacher faces a problem in the classroom, he/ she have absolute freedom to solve them.						عندما يواجه المعلم مشكلة صفية، أعطيه الحرية الكاملة في حلها.	22
23	I and the teacher plan together for a new lesson and decide together the needed materials.						تعاون مع المعلم في التحضير والتخطيط لدرس جديد ونفق سويًا على المواد اللازمة.	23
24	When I meet with the teacher, his/her role is just to listen to what I say.						عند التحدث مع المعلم، يستمع إلى ما أقوله دون أن يبدي أي تعليق على حديثي.	24
25	I support the teacher in the teaching process by suggesting some new teaching strategies to him/her, and let him/her to choose the best of them.						أساعد المعلم في عملية التدريس من خلال تزويده بمجموعة من الاستراتيجيات الحديثة في التدريس ليختار الأنسب من بينها.	25

#	Item	1	2	3	4	5	البند	#
26	After reviewing ADECS' assessment criteria, I cooperate with the teacher to implement the suitable plans.						بعد الإطلاع على معايير التقييم لمجلس أبوظبي، أتفق مع المعلم على الإستراتيجيات المناسبة لإتمام بنود التقييم.	26
27	When the teacher faces classroom problem in front of me, I suggest some solutions to him/her to choose one.						عندما يواجه المعلم مشكلة صفيّة في وجودي، أبادر بعرض مجموعة من الخيارات لحل المشكلة، ويقوم المعلم باختيار الأنسب منها.	27
28	The teacher is the one who plan for the lessons, and my role is only to observe.						أختار أساليب التدريس المناسبة لإتمام خطة الدرس هي من شأن المعلم وله الحرية الكاملة للتخطيط والتنفيذ.	28

29	I cooperate with the teacher to set the goals for his / her professional development.						أعاون مع المعلم في صياغة أهدافه للنمو المهني.	29
30	I give the teacher chance to talk and express his/ her opinion, after I have provided him/ her with the suitable suggestions to choose.						أترك المجال للمعلم للحديث بعد إنتهائي من الحديث وطرح البدائل له.	30
31	I provide the teacher with the required materials based on what I see is necessary.						أعمل على تزويد المعلم بكل ما هو ضروري لتطبيق الاستراتيجيات الأحدث في التدريس وفق ما أراه مناسباً.	31
32	I give the teacher chance to decide the objective of the classroom visit according to what he/she think is suitable to his/her students' needs and levels.						أترك المجال للمعلم في تحديد هدف الزيارة الصفيّة وفق ما يراه مناسباً لمستوى الطلاب واحتياجاتهم.	32

ثالثاً: عملية الاشراف / Supervision process

تعليمات: أمامك مجموعة من العبارات المختلفة، الرجاء قراءة العبارات جيداً ومن ثم تحديد إذا ما كانت العبارة متوافقة مع ما يمارس في الواقع أم لا، من خلال الإختيار بين كلمة نعم أو لا:

Instructions: Please read the following statements carefully, and decide whether you practice it in real situations by choosing YES or No:

	Statements	لا No	نعم Yes	العبارات	
1	I analyses the result of the classroom visit.			أهتم بعمل تحليل لنتائج الزيارة الصفية .	1
2	I collect data during the class room visit like (teacher movements, students participation, questions type, teaching strategies)			أعمل على جمع الملاحظات خلال الزيارة الصفية مثل (حركة المعلم خلال الفصل - عدد استجابات الطلاب - نمط الأسئلة - طريقة تنظيم الفصل)	2
3	I provide the teacher with the feedback after I have finished with analyzing the data.			أقدم التغذية الراجعة للمعلم بعد الانتهاء من تحليل نتائج الزيارة الصفية .	3
4	I set objectives of the class room visit, and selects methods to evaluate them.			أعمل على تحديد أهداف للزيارة الصفية وأقوم بإختيار المعايير المناسبة لهذه الزيارة.	4
5	After providing the teacher with the feedback, I arrange another visit for the teacher to see the improvement.			بعد الانتهاء من تقديم التغذية الراجعة للمعلم، أعمل على تحديد زيارة صفية أخرى لمتابعة ما يقوم به المعلم.	5
6	I sit with the teacher, and discuss with him/ her weaknesses and strengthen.			أهتم بالجلوس مع المعلم لتحديد جوانب القوة والضعف.	6

انتهت الأسئلة End of the Question

Thank you شكراً

Appendix C

ADEC Approval letter



Date: 28 October 2014	التاريخ: 28 أكتوبر 2014
Ref:	الرقم:
To: Public Schools Principals, and other depts	السادة/مديري المدارس الحكومية والإدارات المختلفة
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	بطلب مجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/Amira Jaber Mohammed Dad AlBlooshi, to complete her research on:	وتود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي ستجريها الباحثة/أميرة جابر محمد داد البلوشي، بعنوان:
Educational Supervision form the view of Teachers, Head of Faculties and Supervision in Al Ain School	Educational Supervision form the view of Teachers, Head of Faculties and Supervision in Al Ain School
Please indicate your approval of this permission by facilitating his meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة المنشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعده على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
 محمد سالم محمد الظاهري المدير التنفيذي لقطاع العمليات المدرسية	



Appendix D

Teacher questionnaire cover letter



مداخل وخطوات الاشراف التربوي لرؤساء الأقسام في مدارس الحلقة الأولى بمدينة العين

السادة معلمو ومعلمات مدارس العين تحية طيبة وبعد:

تهدف هذه الإستبانة الى استقصاء أساليب الإشراف التربوي التي ينتهجها (رؤساء الاقسام) مع معلمي الحلقة الأولى في

مدارس مدينة العين، لأغراض الدراسة الحالية تحت عنوان (أساليب وعمليات الاشراف في مدارس مدينة العين).

تنتهج الدراسة سياسة الخصوصية وعدم الإفصاح عن أية معلومات شخصية للمستجيب لضمان الخصوصية التامة، لذلك

لا يطلب من المستجيب ذكر اسمه أو أية معلومات شخصية. كما أن النتائج المترتبة عن الاستبانة سيتم التعامل معها

بسرية لأغراض الدراسة الحالية وسيتم التعامل معها بأسلوب أكاديمي وعلمي بحت.

تستغرق الإجابة على كافة بنود الاستبانة 15 دقيقة كحد أقصى. لمزيد من المعلومات أو الاستفسار ترحب الباحثة

بتواصلكم معها خلال البريد الالكتروني 970223788@uaeu.ac.ae

الباحثة : أميرة جابر محمد البلوشي

Dear Teachers,

This survey aims to investigate the educational supervision approaches used by English and Arabic Head of Faculties (HoFs) with the teachers in Al-Ain cycle one school.

All data you are giving are treated confidentially, and your identities will be anonymous.

Your answers will be used for the purpose of my study only.

Answering this survey will not take more than 15 minutes.

For more information, contact me through my email 970223788@uaeu.ac.ae

The researcher: Ameira Jaber Mohammad Al Bloushi

Appendix E

HoFs questionnaire cover letter



مداخل وخطوات الاشراف التربوي لرؤساء الأقسام في مدارس الحلقة الأولى بمدينة العين

السادة رؤساء الأقسام في مدارس العين تحية طيبة وبعد:

تهدف هذه الاستبانة الى استقصاء أساليب الإشراف التربوي التي ينتهجها (رؤساء الاقسام) مع معلمي الحلقة الأولى في مدارس مدينة العين، لأغراض الدراسة الحالية تحت عنوان (أساليب وعمليات الاشراف في مدارس مدينة العين).
تنتهج الدراسة سياسة الخصوصية وعدم الإفصاح عن أية معلومات شخصية للمستجيب لضمان الخصوصية التامة، لذلك لا يطلب من المستجيب ذكر اسمه أو أية معلومات شخصية. كما أن النتائج المترتبة عن الاستبانة سيتم التعامل معها بسرية لأغراض الدراسة الحالية وسيتم التعامل معها بأسلوب أكاديمي وعلمي بحت.

تستغرق الإجابة على كافة بنود الاستبانة 15 دقيقة كحد أقصى. لمزيد من المعلومات أو الاستفسار ترحب الباحثة

بتواصلكم معها خلال البريد الإلكتروني 970223788@uaeu.ac.ae

الباحثة : أميرة جابر محمد البلوشي

Dear Teachers,

This survey aims to investigate the educational supervision approaches used by English and Arabic Head of Faculties (HoFs) with the teachers in Al-Ain cycle one school.

All data you are giving are treated confidentially, and your identities will be anonymous.

Your answers will be used for the purpose of my study only.

Answering this survey will not take more than 15 minutes.

For more information, contact me through my email 970223788@uaeu.ac.ae

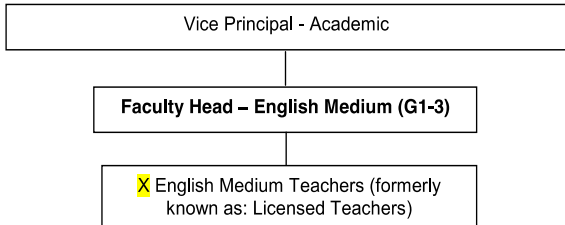
The researcher: Ameira Jaber Mohammad Al Bloushi

Appendix F

HoFs Job Description template

ABU DHABI EDUCATION COUNCIL

HO F JOB DESCRIPTION

Job Title	Faculty Head – English Medium (G1-3)	Cycle	KG + C1
Context Statement			
<p>The position of Head of Faculty – English Medium – KGC1 (G1-3) is a new position that will commence in large KGC1 public schools from the beginning of the 2010/2011. This position; amongst the following roles (Heads of Faculty: English Medium KGC1 (G4-5) , Arabic Medium KGC1 (G1-3), Arabic Medium KGC1 (G4-5)); forms a part of the ADEC’s New School Model Strategy aimed at raising student learning experiences and outcomes to an internationally competitive level. The New School Model will initially apply to grades KG1, KG2 and Grades 1, 2 and 3. It will be rolled out to other grade levels in subsequent years.</p> <p>The New School Model is a key component of the Abu Dhabi Education Council’s 10-Year Strategic Plan. It will achieve its objectives by addressing reforms in seven key areas: educational frameworks; staffing and support structures; students as learners; curriculum, instruction and assessment; student-centered learning environment and resources; family and community involvement; and program evaluation.</p> <p>The curriculum and pedagogy will be directed at developing students’ Arabic and English language abilities, their critical and creative thinking skills, and their cultural and national identity. This will be done through the consistent use of rigorous learning outcomes and the alignment of supporting assessment and pedagogy. The Head of Faculty positions will provide pedagogical and curriculum expertise and leadership within KGC1 schools aimed at strengthening the teaching and learning of Arabic and English:</p> <ul style="list-style-type: none"> ▪ Arabic will be used as the language of instruction for Arabic, Islamic Studies and Civics; ▪ English will be used as the language of instruction for English, Mathematics and Science; ▪ Both Arabic and English will be used in the teaching of Art, Music and Health and Physical Education; ▪ ICT will be integrated in the teaching of all subjects. <p>The appointees to these positions within each school will be required to work closely to ensure that the learning opportunities for students in both languages are maximized. In particular, Heads of Faculty will need to jointly plan arrangements to ensure that the teaching of Arabic also supports the introduction of English to the children for the first time.</p>			
Job Objective			
<p>The primary responsibility of the Head of Faculty is curriculum and pedagogical leadership within the school. The Head of Faculty develops, adapts, coaches and promotes ‘best teaching and learning’ strategies and practice within the school to ensure that the students achieve ADEC’s vision as world class learners, fully proficient in both Arabic and English. The Head of Faculty plans and collaborates with the school leadership to ensure that the curriculum is implemented effectively in the school and that teachers use modern teaching, learning and assessment strategies to optimize student achievement. The Head of Faculty reports to the Vice Principal as the supervisor.</p>			
Organisational Relationships			
Reporting Relationships			
 <pre> graph TD VP[Vice Principal - Academic] --> FH[Faculty Head – English Medium (G1-3)] FH --> ET[English Medium Teachers (formerly known as: Licensed Teachers)] </pre>			
Direct Reports			
See above chart			

ABU DHABI EDUCATION COUNCIL

HOF JOB DESCRIPTION

<i>Internal Communication</i>	<i>Purpose</i>
<ol style="list-style-type: none"> Licensed Teachers Other Faculty Heads Principal & Vice Principal Educational Adviser Administration & Student Support 	<ol style="list-style-type: none"> To provide coaching, mentoring, technical and managerial guidance To work collaboratively and in coordination on curriculum, lesson planning, professional development and pedagogical strategies To participate actively as a member of the school leadership team; work collaboratively and obtain clarity and direction as required To obtain clarity and direction as required To coordinate over shared matters
<i>External Communication</i>	<i>Purpose</i>
<ol style="list-style-type: none"> Educational bodies/institutes Parents 	<ol style="list-style-type: none"> To remain abreast of educational best practices in the English medium To build productive relationships with parents on education issues, teaching, learning and assessment strategies; reporting student progress and achievement
Key Responsibilities/Duties	
<i>Managerial Role:</i>	
<ol style="list-style-type: none"> Provide advice, coaching and supervision to teachers; Identify the professional development requirements of teachers and arrange the training to enable teachers to implement ADEC's curriculum; Acts as a role model for the teachers showing them how to improve their professional performance through self-development and strengthening areas of weakness; Evaluate the professional performance of teachers in accordance with ADEC's approved policies for teacher standards and performance management cycle and provide ongoing formal and informal advice and feedback to teachers; Guide teachers in the development and implementation of appropriate and effective assessment tools and techniques to monitor and guide student learning; Train teachers to analyse the results of student assessments and to use the analysis to adjust and improve their teaching programs; Support teachers who are experiencing classroom management issues or who are having difficulties in managing the behaviour of students; In collaboration with the (Vice) Principal and relevant Cluster Manager, deal with the unsatisfactory or sub-standard performance of teachers; Sets clear priorities and objectives to be achieved during each semester and the academic year. 	
<i>Organisational Role:</i>	
<ol style="list-style-type: none"> Participate as a member of the school leadership team to develop, plan and implement strategies and priorities for school development and improvement; Contribute to the development of the School Improvement Plan and the achievement of the associated KPIs; Contribute to the development of school policies and procedures concerning all matters relevant to teaching and learning, students and parents; Prepare the budget and other teaching resource requirements for the Faculty; 	

<ol style="list-style-type: none"> 5. Promote and model a collaborative, cooperative and productive working relationship with other Heads of Faculty in the school, the School Librarian and Special Needs Teachers; 6. Encourage positive relationships with parents and the community; 7. Establish networks and productive working relationships with Heads of Faculty in other schools, and with ADEC staff, especially with the relevant Cluster Manager and the Curriculum, Assessment, Professional Development and Student Services; 8. Uphold ADEC's Code of Conduct and all school policies; 9. Abide by all ADEC and United Arab Emirates mandates in reporting sexual or physical abuse and neglect; 10. Assist the principal to communicate education initiatives to parents and the wider community.
<p>Functional Role:</p> <ol style="list-style-type: none"> 1. Convene regular subject and grade meetings of English Medium Faculty teachers; 2. Approve the teaching and learning programs and the lesson plan schedules of each English Medium Faculty teachers and, where necessary, make modifications to those plans and programs; 3. Maintain an overview of the student intervention plans developed by English Medium Faculty teachers; 4. Perform substitute teaching as required; 5. Conduct model demonstration lessons for teachers and in-school professional development, including digital pedagogy, aimed at improving the professional performance of teachers; 6. Coordinate the implementation of ADEC's curriculum for the subjects allocated to the English Medium Faculty teachers, as indicated in the context statement, and ensure that: <ol style="list-style-type: none"> a. Teachers implement ADEC's curriculum in ways that engage, challenge and motivate students to achieve their best, such as the use of differentiated instruction; b. Emirati culture and heritage is included in teaching programs, where possible and appropriate; c. Teachers build into their teaching programs appropriate extra-curricular activities which extend the learning outside the classroom d. Where learning outside the classrooms involves excursions outside the school, ensure that the relevant policies and required supervision are implemented. 7. Ensure that curriculum support and other assistance that English Medium Faculty teachers require to implement ADEC's curriculum is identified and provided; 8. Monitor the implementation of ADEC's curriculum within the school to ensure effectiveness, and where required, instruct teachers to modify their teaching programs; 9. Develop and implement teaching and learning contexts which are appropriate for a more integrated approach to student learning, including: <ol style="list-style-type: none"> a. Identification of suitable subject content and contexts which suit an integrated approach and which contribute to student engagement, challenge, motivation and learning; b. Assisting subject specialists to take responsibility for teaching outside their discipline and to participate in team teaching where the content and contexts of different subjects suits an integrated curriculum approach. 10. Collaborate and cooperate with other Heads of Faculty within the school to: <ol style="list-style-type: none"> a. Plan and implement joint teaching sessions for particular lessons where English Medium Faculty teachers and Arabic Medium Faculty teachers work together; b. Share information about student progress, and jointly plan and devise strategies to build on student strengths and remediate weaknesses; c. Organise student excursions which are appropriate to both the Arabic and English language mediums and which involve the Arabic and English teachers jointly planning and supervising the excursions. 11. Plan and implement arrangements for English Medium Faculty teachers to participate in in-school moderation of student assessments; 12. Ensure that the all student assessments are conducted in a timely manner and that results are recorded as per ADEC requirements; 13. Ensure that teachers encourage students to participate in Emirate-wide and international assessments conducted centrally through ADEC; 14. Coordinate arrangements for regular reporting of student progress to parents by teachers allocated to the Faculty; 15. Perform other duties as requested.

ABU DHABI EDUCATION COUNCIL

HoF JOB DESCRIPTION

Key Accountabilities	Key Performance Measures
<ul style="list-style-type: none"> Pedagogical Leadership 	<ul style="list-style-type: none"> Clear faculty goals/objectives for teaching and learning are developed and signed off by the Principal for commencement of tri-semester Customer Satisfaction Index (internal)
<ul style="list-style-type: none"> Curriculum Leadership 	<ul style="list-style-type: none"> Development of appropriate curriculum strategies to ensure student engagement, challenge and motivation Student behaviour and achievement
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Assessment tools developed by commencement of academic year Assessment periods take place within specified timeframes and all recording processes are compliant with ADEC guidelines
<ul style="list-style-type: none"> Accountability & Reporting 	<ul style="list-style-type: none"> Student progress reports are consistently provided to parents in line with ADEC policy
<ul style="list-style-type: none"> School Development, Planning & Collaboration 	<ul style="list-style-type: none"> Faculty budget submitted for sign off within specified timeframe Quality of input into school policies and procedures (as assessed by Principal)
<ul style="list-style-type: none"> Policies & Procedures 	<ul style="list-style-type: none"> Deviance from school policies and procedures, customer satisfaction survey
<ul style="list-style-type: none"> People Management 	<ul style="list-style-type: none"> Teachers are supported and strive to achieve professional excellence through self-improvement Formal performance management process implemented Teacher survey results
<ul style="list-style-type: none"> Technology 	<ul style="list-style-type: none"> Evidence that teachers are making appropriate use of ICT in their teaching and learning programs Utilising technology where appropriate
Job Specifications	
Competencies/Skills	Level
<ul style="list-style-type: none"> Knowledge and KG-C1 teaching best practices (student assessment, curriculum etc) 	<ul style="list-style-type: none"> Advanced
<ul style="list-style-type: none"> Ability to teach at an advanced level, including use of advanced differentiated teaching strategies, innovative curriculum practices, appropriate assessment methods at a recognised international standard 	<ul style="list-style-type: none"> Advanced
<ul style="list-style-type: none"> Knowledge of English Medium subject matter 	<ul style="list-style-type: none"> Advanced
<ul style="list-style-type: none"> Leadership Skills 	<ul style="list-style-type: none"> Advanced
<ul style="list-style-type: none"> Strategic skills (e.g. Pedagogical strategies and school improvement strategies) 	<ul style="list-style-type: none"> Intermediate
<ul style="list-style-type: none"> Organizational skills, including the ability to coordinate the teaching programs of different teachers, classroom organization and management best practice 	<ul style="list-style-type: none"> Advanced

ABU DHABI EDUCATION COUNCIL

HOF JOB DESCRIPTION

▪ Early childhood student management skills	▪ Advanced
▪ Communication & Relationship Management Skills, especially productive relationships with parents and the school community	▪ Advanced
▪ Team Management and Development Skills (includes identifying professional development opportunities)	▪ Advanced
▪ Resource and Budget Management Skills	▪ Intermediate
▪ Change Management Skills	▪ Advanced
Academic Qualifications:	
<ul style="list-style-type: none"> ▪ Bachelor's degree in Education or English; ▪ Master's Degree in Education or English is preferred; ▪ Current teaching certificate from an English speaking school system. 	
Professional Experience:	
<ul style="list-style-type: none"> ▪ 5 years' teaching experience in early years/lower primary; ▪ Supervisory experience or advanced teacher status required. 	
Other:	
Incumbent must fulfill the following: <ul style="list-style-type: none"> ▪ Clearance of criminal background check from country of hire prior to arrival in UAE; ▪ Clearance of security check for Resident Visa as per UAE Employment Rules prior to arrival in UAE; ▪ Clearance of Physical Medical Examination upon arrival in UAE; ▪ Clearance of police check upon arrival in UAE. 	