

Teachers' perceptions of class instructional supervision as a warning to managers - a survey from an urban area in China

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Abstract

Classroom supervision has been considered as essential way in maintaining education qualities in China. The presence of supervision at kindergarten is an indispensable activity. School managers take responsibility on daily class supervision to support teachers and improved the quality of the early childhood education. According to a questionnaire anonymously filled out by 2733 teachers in Longhua District, Shenzhen City, China, 39.9% teachers accept and feel positive about classroom inspection, while 60.1% teachers think classroom supervision is not that good and take a negative attitude towards it. Researches have shown that teachers with richer teaching experience feel more positive about classroom inspection. Besides, kindergarten teachers' working states are directly influenced by the psychological states and expressions of the school managers who come into the classroom for guidance as well as whether the kindergarten teachers are informed of the supervision or class visit in advance. From the psychological, neuroscience and pedagogical perspectives, it is believed that school managers should constantly provide teachers with positive experiences during classroom supervision, pay attention to teachers' negative emotions and feelings, respect teachers' demands and propose constructive suggestions, and offer teachers professional advice and guidance based on their personal professional attainments, thereby strengthening teachers' recognition of supervision. In this way, teachers can gradually develop a positive attitude towards classroom visit, supervision can be truly accepted by teachers, and supervision can really become an approach to improve education quality.

Keyword: Instructional Supervision, Early Childhood Education, Teacher Attitude, Education Quality, Education Leaderships