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Continuity in educational supervision: a case study

Esen Altunay^{a*} Didem Arlı^b Yakup Öz^c Münevver Yalçınkaya^d^a Faculty of Education, Ege University, 35040, İzmir, Turkey^b Faculty of Education, Ege University 35040, İzmir, Turkey^c Faculty of Education, Ege University, 35040, İzmir, Turkey^d Faculty of Education, Ege University, 35040, İzmir, Turkey

Abstract

The aim of this study is to examine the continuity of supervision and how it is done. It is thought that the study is important because it brings out the ideas of supervisors about the continuity of supervision. This study is a qualitative research and a semi structured interview is used. Participants are composed of education supervisors in İzmir. Purposive sampling method is used in the study. At the end, the importance of continuity in educational supervision is emphasized.

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Keywords: supervision, continuity, education

1. Introduction

Today, education system that prepares individuals for change and keep face with the change with its whole elements is needed. Rapid changes in technology and production of knowledge forces organizations and employers to learn and because of that rearrangement of adopted objectives, content, appliances and tools used in education is required. To follow this change, sustainable renewal of teachers who are the basic elements of education increases id needed (Memduhoğlu & Zengin, 2012). So, teachers' need to develop and renew themselves not only increases the importance of their own efforts, but also increases the importance of efforts and supports of the people who is responsible for growing up teachers (Ergüneş & Ovalı, 2011). A way of providing that is to apply an effective supervision process by giving priority to guidance and professional

*Corresponding author. Tel.: +90 505 658 60 88

E-mail address: esenaltunay@yahoo.com

development.

Inspection involves visits, observation of organizational services, programs and plans, evaluation of the quality made by the inspectors individually or in teams (Wilcox, 2000). From this point of view supervision can be assumed as a control mechanism. However, supervision as it has a developmental function is seen today as an essential tool emphasizing the necessity of supervision (Aydın, 2005; Demirtaş, 2010).

According to Başar (2000), principles of supervision are intentionality, planning, continuity, objectivity, integrity, contingency, openness, and democracy. Because of integrity and effectivity in the implementation of principles of supervision, there should be in an interaction among these principles. For example, contingency needs integrity, openness interacts with democracy, and continuity interacts with planning. Continuity is used for expression of continuing actions and cases never cut (Bıçak, 2004). It is seen both in problem and in solutions of that problem (Bıçak, 2004; Özen & Sağlam, 2010).

When there is no continuity in supervision, it is too late for changes and corrections. Also, continuing supervision provides the interaction of past and future (Başar,2000). In contemporary educational supervision there is an order and continuity. How teaching methods should be regulated to the student's development levels, methods of supervision also should be regulated in accordance with the teachers' professional development levels (Aydın, 2000). When the literature is examined, it is seen that researches investigating the continuity in supervision that it is limited. Hence, it is important to apply supervision services and to ensure continuity of them.

1.1.Aim of the study

Purpose of the study is to examine the continuity of supervision and how it is done. It is thought that the study is important because it brings out the ideas of supervisors about the continuity of supervision.

2. Method

This study is a qualitative research and a semi structured interview is used. Participants are composed of education supervisors in İzmir. Purposive sampling method is used in the study. Draft of the semi structured interview form gets the final form through with the expert opinions. In the study, internal validity is obtained by examining of experts, confirmation of participants and making the interviews in a long time interval. External validity is obtained by detailed description. Also, by consistency examining, internal reliability is obtained and by confirmation examination made by three experts, external reliability is obtained. For the data analysis, descriptive and content analysis methods are used.

2. Findings

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