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Educational Supervision Pedagogy in the Post COVID-19 for Sustainaing Development

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Abstract

This paper discussed educational supervision pedagogy in the post COVID-19 era for sustainable education. Meaning of the key words such as education supervision, pedagogy, COVID-19 era and sustainable education were defined after an introduction of the main topic. A discussion of the difference was made educational supervision pedagogy before and after COVID-19 such as in-person observation and feedback for teachers, as well as face-to-face professional development sessions and use of online platforms. Relationship between educational supervision pedagogy and sustainable education were giving to include Project-based learning and Integration of sustainability principles. Problems of educational supervision after COVID-19 were listed to include; supervisors not having knowledge of how to support teachers and students in the transition from face-to-face to online teaching and how to focus on addressing the needs of teachers while engaged in online teaching. Suggestions such as Supervisors need to have all the skills and knowledge needed before taking up the role of school supervisors. Those that are already in it should go for training and retraining from time to time to expand their skills, knowledge and development, they should find out ways in which they

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can support teachers at any point in time. This will in turn enable the teachers to attend to students effectively

Keywords: Educational Supervision, Pedagogy, COVID-19 Era, Sustainable Education

Introduction

Education plays a vital role in the development of a country, encompassing socio-political, economic, and technological advancements, without which national progress is unattainable (Ardley & Johnson, 2019; Vandette & Gosselin, 2019). Recognizing this, governments of various nations prioritize education as a means to achieve commendable national objectives. In Nigeria, for instance, the National Policy on Education acknowledges the indispensability of high-quality, inclusive, practical, and relevant education for all citizens, reflecting the government's commitment to this belief (Federal Republic of Nigeria, 2013).

At the start of 2020, the world witnessed the rapid transmission of a novel virus, specifically identified as the coronavirus, also referred to as Coronavirus disease 2019 (COVID-19). Initially identified in late December 2019, it has now affected 65 countries globally (WHO, 2020). The COVID-19 pandemic has resulted in significant mortality rates and has had wide-ranging impacts across various sectors, including education. Consequently, numerous governments worldwide have implemented measures such as social distancing, isolation, wearing masks, and advocating for personal hygiene in order to mitigate the spread of Covid-19. Thus, the most effective approach to addressing this pandemic entail individuals staying at home, pursuing remote work and remote learning. Achieving this necessitates the utilization of digital and online platforms for students, educators, and other school personnel, including educational supervisors. In prior times, educational supervision primarily relied upon face-to-face methodologies. However, in light of the presence of COVID-19, the transition to online platforms became imperative (Vanlancker & Parolin, 2020; Sarkingobir et al., 2021).

The limitations posed by direct supervisor-teacher interaction and the restrictions on the time and location for supervision can be easily overcome through the implementation of an online-based supervisory model. This model proves to be highly

effective and efficient as it allows teaching leaders to monitor teacher activities remotely, without being physically present at the school and without being constrained by time, place, and distance. Furthermore, this model offers teachers more flexibility to provide feedback regarding the quality of teaching and learning without being in direct contact with teaching leaders (Fitria, Ahmad, & Novita, 2021). However, for both teachers and teaching leaders, the transition to a new mode of delivering teaching and learning within a short timeframe presents additional challenges, not only in terms of organizing learning activities and experiences but also in improving student comprehension and addressing the lack of technological skills (Brock, Beach, Musselwhite, & Holder, 2021). While for students, some of the concerns that arise involve the mental and physical health of students, access to technological devices, accountability associated with completing assignments, and the negative impact on academic achievement (Kuhfeld & Tarasawa, 2020).

Education for Sustainability (EfS) seeks to enhance awareness and knowledge of sustainability issues, while also cultivating critical thinking, innovation, and problem-solving abilities in students and schools to promote more sustainable lifestyles. To ensure the successful adaptation to the challenges posed by COVID-19 and any unforeseen circumstances, instructional supervisors must possess the necessary skills, competencies, and perspectives associated with effective crisis leadership, as exemplified by Smith & Riley (2012). Particularly with regards to crucial decisions pertaining to teaching and learning, these skills, competencies, and perspectives are of utmost importance. Renninger (n.d.) proposed a set of 11 questions that supervisors should pose to remote employees, which can serve as a foundation for five questions addressing educational supervision and its role during and after the COVID-19 era.

Concept of Educational Supervision

Supervision is very important in the process of school administration. It ensures that everything is put in place for the achievement of school goals. According to Francis (2021), school supervision encompasses the efforts made by designated school officials to provide leadership to teachers and other staff members within an educational system, with the aim of ensuring high-quality instruction. Amon & Bustami (2021) assert that school supervision is a crucial component in controlling and enhancing the educational process. Eya & Leonard (2012) and Ogunsanya in NOUN (2019) emphasize that school supervision

extends to various aspects such as instructional work, co-curricular activities, record-keeping, the school environment, management, and guidance to teachers. Furthermore, Eziuzo (2014), Nwaneri & Ikwuegbu (2016), and Egbebi & Harbau (2019) outline different forms of educational supervision, including full-scale supervision, routine follow-up, casual supervision, certification supervision, fact-finding supervision, and internal supervision.

Concept of Pedagogy

Pedagogy encompasses the instructional approach employed by educators, encompassing both the theoretical and practical aspects of teaching. It is influenced by the individual teacher's pedagogical beliefs and encompasses an understanding of cultural and diverse learning preferences. In essence, pedagogy pertains to the manner in which students are educated, encompassing both theoretical and practical aspects. Its primary objective lies in leveraging prior student knowledge to foster the acquisition of skills and attitudes. By equipping students with a comprehensive comprehension of the subject matter, pedagogy enables them to apply their learning in real-life contexts beyond the confines of the classroom (Anand, 2021).

COVID 19 Era

The COVID-19 pandemic, also referred to as the coronavirus pandemic, is a worldwide occurrence of the coronavirus disease 2019 (COVID-19) caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Its initial identification traces back to an outbreak in Wuhan, China, in December 2019. Despite the efforts to contain it locally, the virus eventually spread to other regions of Asia and subsequently to the rest of the world in 2020. Acknowledging the seriousness of the situation, the World Health Organization (WHO) declared the outbreak a global public health emergency on 30 January 2020, a declaration which was eventually lifted on 5 May 2023. As of 8 September 2023, the pandemic has resulted in a total of 770,436,563 confirmed cases and 6,956,887 deaths, making it one of the five deadliest epidemics and pandemics in history (Wikipedia 2023).

Sustainable Education

In accordance with the resource portal (2023), Education for Sustainability (EfS) is an educational paradigm that seeks to foster in students, educational institutions, and communities the values and impetus necessary for promoting sustainability within their personal spheres, local contexts, and on a global scale, both presently and in the foreseeable future. As articulated by the Australian Curriculum Assessment and Reporting Authority (2015), education for sustainability encompasses the cultivation of knowledge, competencies, value systems, and worldviews essential for individuals to engage in behaviors conducive to more sustainable lifestyles. It empowers individuals and communities to engage in critical reflections on their modes of perceiving and interacting with the world. Sustainability education is inherently forward-looking, with its central focus on the preservation of ecosystems and the creation of a more ecologically and socially equitable world through well-informed actions. Actions geared towards facilitating more sustainable lifestyles necessitate a comprehensive examination of environmental, social, cultural, and economic systems, as well as an appreciation of their intricate interconnections (ACARA, 2015).

Educational Supervision Pedagogy before and after COVID-19

Educational supervision pedagogy can be defined as the methods school supervisors use in controlling and enhancing the educational process. The school supervision method to be used depends on the type of school, the people and the circumstance or prevailing situation. The COVID-19 pandemic has had a significant impact on the pedagogy of educational supervision. Prior to the pandemic, educational supervision typically consisted of in-person observation and feedback for teachers, as well as face-to-face professional development sessions. However, the advent of the pandemic necessitated a shift towards remote learning and virtual classrooms, resulting in noteworthy alterations to the pedagogy of educational supervision. Previously, educational supervisors would physically visit classrooms to observe teachers, providing immediate feedback and support, identifying areas of improvement, and offering suggestions to enhance their teaching techniques. Subsequently, these observations were often followed by in-person professional development sessions, during which supervisors would engage in discussions and workshops with teachers to augment their skills and knowledge. Nevertheless, the

pandemic compelled educational institutions to embrace alternative methods for monitoring and guiding teachers (ACARA, 2015).

One of the key transformations that have occurred is the transition to digital surveillance and evaluation. In the realm of education, supervisors now employ video conferencing tools to remotely observe teachers during their virtual classes. Feedback is delivered through online mediums, such as written reports or recorded videos, which underscore strengths and areas for growth. Another notable development is the adjustment of professional development sessions to an online format. Supervisors now facilitate virtual workshops and training sessions, employing platforms that enable interactive discourse and resource sharing. These sessions center on assisting educators in navigating the complexities of online instruction, effectively utilizing technology, and implementing student-centered methodologies in a virtual setting. Furthermore, the COVID-19 pandemic has underscored the importance of continuous support and communication within educational supervision Egbebi & Harbau (2019).

Educational Supervision Pedagogy and Sustainable Education

Educational supervision pedagogy plays a vital role in promoting sustainable education. Sustainable education encompasses both environmental sustainability and the development of skills and knowledge that enable individuals to contribute to a sustainable future. In relating education supervision pedagogy and sustainable education, Francies (2021) stated that the teaching and learning process in schools is liable to suffer a setback or achieve little or no result if proper, timely, and effective school supervision is not prioritized and institutionalized. Given this educational supervision, pedagogy can support sustainable education in the following ways as listed below;

1. Integration of sustainability principles: Educational supervisors can ensure that sustainability principles are integrated into the curriculum and teaching practices. This includes incorporating topics like climate change, biodiversity, renewable energy, and sustainable development into various subjects. Supervisors can guide teachers in designing lessons and activities that emphasize sustainability education.
2. Experiential and inquiry-based learning: Educational supervision pedagogy can promote experiential and inquiry-based learning, which engages students in hands-on activities to explore sustainability issues. This approach allows students to

develop critical thinking skills, problem-solving abilities, and a deeper understanding of sustainable practices.

3. Project-based learning : Supervisors can encourage teachers to implement project-based learning experiences focused on sustainability. Students can work on projects that address real-world sustainability issues, fostering collaboration, creativity, and innovation. Supervisors can guide to ensure that projects are aligned with learning goals and enable students to apply their knowledge and skills to real-life problems.
4. Community engagement: Educational supervisors can facilitate community engagement initiatives to provide students with opportunities to apply their learning in practical ways. This may involve partnerships with local organizations or involvement in community service projects related to sustainability. By connecting education with the broader community, students develop a sense of responsibility and agency towards sustainable practices.
5. Professional development: Supervisors can support teachers' professional development by providing resources, workshops, and training opportunities on sustainable education. This can include sharing best practices, introducing new teaching strategies, and promoting ongoing learning about sustainability topics. By enhancing teachers' knowledge and skills, supervisors contribute to the sustainability-focused pedagogy across classrooms.
6. Evaluation and feedback: Supervisors should establish evaluation mechanisms to assess the effectiveness of sustainability education efforts. This can involve gathering feedback from teachers, students, and other stakeholders to measure the impact of pedagogical practices on students' knowledge, attitudes, and behaviors towards sustainability. Regular feedback helps identify areas for improvement and enables supervisors to refine their approaches accordingly.
7. Collaboration and partnerships: Educational supervision pedagogy can foster collaboration and partnerships between schools, local communities, and relevant stakeholders. Engaging with organizations and experts involved in sustainability initiatives can provide students with diverse perspectives and opportunities to learn from real-world experiences (Farley, 2010; Amon & Bustami, 2021).

Problems of Educational Supervision Pedagogy after COVID-19

In stitching to online digital or online platforms in response to the effect of COVID-19, many educational institutions are facing many challenges. Just like Egbebi & Harbau (2019) and Omorobi (2020) stated challenges facing effective and successful school supervision in Nigeria include: finance, unqualified supervisors, transportation, lack of follow-up supervision, and fault-finding mission. In addition to this, other challenges of educational supervision pedagogy after COVID-19 for sustainable education include:

1. Some supervisors do not know how to support teachers in the transition from face-to-face to online teaching.
2. Are not aware of how to support teachers in the transition from face-to-face to online teaching; how to focus on addressing the needs of teachers while engaged in online teaching;
3. Do not maintain communication, contact, and relationships with teachers;
4. They do not celebrate successes as teachers work with students in the virtual world;
5. Do not have proper knowledge of how to access the quality of the teaching–learning process;

Suggestions

The following suggestion will help in solving or reducing the challenges listed above. They include;

1. Supervisors need to have all the skills and knowledge needed before taking up the role of school supervisors. Those that are already in it should go for training and retraining from time to time to expand their skills, knowledge and development
2. They should find out ways in which they can support teachers at any point in time. This will in turn enable the teachers to attend to students effectively
3. School supervisors need to maintain or have good relationship with the staffs and schools generally. This way, they will be able to contact and communicate with the school effectively. There can only be good understanding and communication when there is a good relationship.

4. It shouldn't matter whether face to face or online, teachers and students should be celebrated and praised anytime the need arises. This will continue to motivate them and keep them going
5. Supervisors should be able or seek knowledge of how to access the quality of teaching and learning process. This include observation, children assessment and data analysis among others.

Conclusion

In summary, educational supervision pedagogy is crucial for promoting sustainable education. By integrating sustainability principles, emphasizing experiential learning, encouraging project-based approaches, engaging the community, supporting professional development, evaluating effectiveness, and fostering collaborations, supervisors can contribute to the development of environmentally conscious and socially responsible learners who are equipped to shape a sustainable future.

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