



# MEYCAUAYAN COLLEGE

City of Meycauayan, Bulacan

**GRADUATE SCHOOL DEPARTMENT**

First Trimester – S.Y. 2025-2026

**EDUM 204: ADMINISTRATION AND SUPERVISION IN SCHOOLS**

## **ADMINISTRATION AND SUPERVISION**

**November 22, 2025 | 2:00 PM - onwards |  
Google Meet**

**Christopher DC. Francisco, Ph.D.**  
Professor IV

# Course Objectives

At the end of course, the students are expected to demonstrate the following:

- ✓ Define, identify and demonstrate a broad knowledge and understanding of the concepts & principles in Administration & Supervision
- ✓ Develop the ability to apply the learned concepts and principles in their respective field of specialization



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# Course Content 1

Concepts and Principles in Administration and Supervision



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# Learning Objective 1

To define the concepts and principles underlying administration and supervision;

To differentiate between administration & supervision



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## Concepts of Administration

- **Administration** refers to the process of planning, organizing, directing, and controlling organizational resources to achieve goals.
- It involves **policy-making**, decision-making, and coordination of various functions within an organization.
- Administration focuses on **setting objectives** and ensuring that the entire system works effectively.



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## Principles of Administration

1. **Planning** – Setting goals and determining actions to achieve them.
2. **Organizing** – Structuring resources and tasks efficiently.
3. **Staffing** – Recruiting, training, and retaining qualified personnel.
4. **Directing** – Providing leadership and guidance.
5. **Controlling** – Monitoring performance and making adjustments.
6. **Coordination** – Ensuring all departments and individuals work harmoniously.



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## Concepts of Supervision

- **Supervision** involves overseeing and guiding the work of individuals or groups to ensure tasks are carried out effectively.
- It is more **hands-on** and usually focuses on day-to-day operations.
- Supervision ensures that policies set by administration are implemented properly.



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## Principles of Supervision

1. **Leadership** – Motivating and inspiring subordinates.
2. **Communication** – Keeping clear and open channels of communication.
3. **Support and Guidance** – Providing assistance, coaching, and problem-solving.
4. **Evaluation** – Observing, assessing, and giving constructive feedback.
5. **Human Relations** – Building positive interpersonal relationships.
6. **Improvement** – Promoting continuous learning and professional development.



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# Administration VS. Supervision

## 1. Scope of Work

- **Administration:** Involves **planning, organizing, directing, and controlling** the overall activities of an organization. It focuses on **policy-making** and **strategic decision-making** at a higher level. Administrators set goals, allocate resources, and ensure the organization operates effectively in the long term.
- **Supervision:** Focuses on **day-to-day management** and ensuring tasks are completed effectively. Supervisors work directly with employees to **implement policies**, monitor performance, and guide staff to meet immediate goals.



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# Administration VS. Supervision

## 2. Level of Responsibility

- **Administration:** Typically operates at a **higher organizational level**, such as executive or managerial positions. Administrators make **broad, long-term decisions** that affect the entire organization.
- **Supervision:** Operates at a **lower level**, usually involving direct oversight of employees or teams. Supervisors ensure that specific tasks are carried out according to the policies set by administrators.



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# Administration VS. Supervision

## 3. Decision-Making

- **Administration:** Involves **strategic decision-making** and **policy formulation**, focusing on the long-term vision and direction of the organization.
- **Supervision:** Involves **tactical decision-making**, ensuring that the policies created by administration are implemented effectively at the operational level.



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# Administration VS. Supervision

## 4. Focus

- **Administration:** Focuses on the **big picture**, including overall organizational goals, strategic planning, and coordination of departments or units.
- **Supervision:** Focuses on the **immediate tasks**, ensuring that work is done efficiently, employees are motivated, and operations run smoothly on a daily basis.



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# Administration VS. Supervision

## 5. Authority and Power

- **Administration:** Administrators usually have greater **authority** and **decision-making power** within the organization. They create policies and strategies that guide the organization.
- **Supervision:** Supervisors have **limited authority**. They are responsible for **enforcing policies** and guiding employees, but they do not typically make high-level decisions.



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# Learning Task 1

How would you define the core principles of administration in an organizational setting, and how do these principles influence the overall effectiveness of an organization?

In your view, what are the key distinctions between administration and supervision, and how do these roles complement each other in ensuring the success of an organization?



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## Course Content 2

# THE NEED FOR SUPERVISION AND THE CLASSROOM TEACHING ACCOUNTABILITIES



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## Learning Objective 2

To infer on the nature of supervision and the need for supervision as they relate to teaching and learning



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## Learning Task 2

How do you perceive the role of supervision in enhancing the quality of teaching and learning, and what specific strategies would you employ to foster a productive supervisory environment?

In what ways can effective supervision address challenges in the classroom and contribute to continuous professional development for educators, ultimately benefiting student learning outcomes?



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*Supervision plays a vital role in improving teaching and learning by providing guidance, support, and feedback to educators. It ensures that teachers are aligned with educational standards, helps identify areas for improvement, and promotes best practices. A productive supervisory environment can be fostered through **regular classroom observations, constructive feedback, and open communication**. Supervisors can offer mentorship, encourage collaborative teaching methods, and ensure teachers have the resources and professional development opportunities needed to succeed.*



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*Effective supervision helps address classroom challenges by **identifying teaching difficulties, classroom management issues, or gaps in student engagement.** Supervisors can support teachers by offering targeted strategies to handle these challenges, such as classroom management techniques or differentiated instruction methods. Moreover, continuous professional development, facilitated through supervision, helps teachers stay current with new pedagogical approaches, enhancing their skills and positively impacting student outcomes by improving the quality of instruction and fostering a more engaging learning environment.*



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## Course Content 3

### **SUPERVISION: DIFFERENT TYPES**



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## Learning Objective 3

To determine different types of supervision



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## 1. Instructional Supervision

- Focuses on improving the quality of teaching and learning by providing guidance and support to teachers in their instructional practices.
- Supervisors observe classroom teaching, provide feedback, and recommend strategies to enhance teaching methods, lesson planning, and student engagement.

## 2. Clinical Supervision

- A more structured and developmental approach to supervision, often used for new or struggling teachers.
- It includes detailed classroom observations, reflection on teaching practices, and feedback discussions. The goal is to improve teachers' professional skills through ongoing support and evaluation.



### 3. Supportive Supervision

- Focuses on providing emotional and professional support to teachers.
- Supervisors act as mentors or coaches, offering encouragement, problem-solving assistance, and guidance to help teachers overcome challenges and stay motivated.

### 4. Evaluative Supervision

- Involves assessing teachers' performance against established standards or criteria.
- Supervisors conduct formal evaluations through observations and assessments, providing feedback on areas of strength and improvement. This type is often tied to teacher performance reviews or career advancement.



## 5. Collaborative Supervision

- Encourages a cooperative relationship between supervisors and teachers, where both work together to improve teaching practices.
- Supervisors and teachers collaborate in identifying goals, solving problems, and sharing ideas. This approach fosters a sense of mutual respect and continuous professional growth.

## 6. Transformational Supervision

- Aims to inspire and motivate teachers to embrace innovative teaching methods and strategies.
- Supervisors guide teachers in developing new skills, integrating new technologies, and fostering a growth mindset to transform the learning environment.



## 7. Directive Supervision

- The supervisor takes a more authoritative approach, directing teachers on how to teach and manage their classrooms.
- This style is typically used when a teacher is new or needs significant improvement, and the supervisor provides specific instructions and clear expectations.

## 8. Non-Directive Supervision

- Supervisors act as facilitators rather than direct instructors, allowing teachers to reflect on their own practices and find solutions independently.
- Teachers are encouraged to set their own goals and determine the steps needed to improve their teaching with the supervisor's guidance and encouragement.



## Course Content 4

### **The Classroom Environment**

**Four dimensions of a positive classroom**

**Establishing a culture of learning**

**Managing change to improve learning**



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## Learning Objective 4

What is positive classroom management?

How can we maintain good and positive learning environment?



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# What is a positive classroom management?

- **Positive Classroom Management:**
  - **Situation:** During a group project, some students are talking over each other and becoming distracted.
  - The teacher **sets clear expectations** at the start of the activity, assigns **specific roles** (e.g., timekeeper, note-taker, presenter) to keep everyone engaged, and **praises students** for staying on task. If distractions occur, the teacher uses **gentle reminders** and redirects attention without escalating the situation.
- **Negative Classroom Management:**
  - The teacher becomes **frustrated** and raises their voice, publicly reprimanding the disruptive students in front of the class. This **embarrasses** the students and creates tension in the group, leading to more disengagement. The teacher doesn't address the root cause of the behavior and continues to focus on punishing the disruptions instead of offering a proactive solution.



# What is a positive classroom management?

- **Positive Classroom Management:**
  - **Situation:** A student frequently gets distracted by doodling or looking out the window during lessons.
  - The teacher **approaches the student privately**, acknowledging their behavior calmly and offering support. For example, "I noticed you're having a hard time focusing today. Would a visual aid help you stay engaged?" The teacher might offer **alternatives** or **adjustments** to help the student focus, building a supportive environment.
- **Negative Classroom Management:**
  - The teacher **publicly scolds** the student, saying, "Why can't you focus like everyone else? This is distracting to the class!" This creates **embarrassment** for the student and may cause further disengagement, as the student feels singled out. Instead of offering help, the teacher focuses on criticizing the behavior, worsening the student's attitude and motivation.



# What is a positive classroom management?

- **Positive Classroom Management:**
  - **Situation:** Several students consistently complete their assignments on time and assist their peers.
  - The teacher **praises** these students in front of the class, saying, "I want to recognize [Student's Name] for consistently completing excellent work and helping others. That's the kind of leadership we want to see!" This **encourages others** to follow the example and fosters a positive classroom culture.
- **Negative Classroom Management:**
  - The teacher **ignores** the students who are performing well and **focuses only on students who are off-task or misbehaving**, saying, "Why can't any of you be like [Student's Name]?" This creates a **competitive or negative atmosphere** where the students who are following the rules feel unnoticed, and others feel discouraged rather than motivated.



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