

## Abstract

### **The aim of this research is to:**

Search for best possible strategies to apply instructional supervision in realistic surroundings in Macau, based on comprehension of the development of instructional supervision theories and trends in mainland China, Portugal, Taiwan, Hong Kong and Macau, and investigation of adaptive views and idealistic exceptions of teachers and school administrators.

### **The methodology of this research is to:**

Build up main objective and structure by first studying and searching for relevant documentation. The aim of the study is then established from subsequent inquiries into available literatures using positivist investigation questionnaire and semi-structural interview.

### **The conclusion of this research is to:**

- Develop the orientation of instructional supervision aims in democratic leadership, group cooperation and harmonic human relationship in order to motivate teachers to enhance their teaching efficiencies and to adopt scientific methods to extend dimensions of supervisors into different areas.
- Recognize the trend of instructional supervision development as being extended to include the interdependencies of school assessment, increased emphasis in instructional supervision and the promotion of classroom culture in modern China, Portugal, Taiwan and Hong Kong.
- It is in the initial stage of instructional supervision in Macau and there are limited and inexperienced persons. It is far away to execute systematic and long-term plan toward to all schools in Macau.
- An analysis of Positivist investigation resulted in the following:
  1. Most teachers agree and expect that “their personal dignity and role responsibility can be mutually respect between the instructional supervision authority themselves”. They do not agree that “Supervision take role to fiscalizing and evaluating teachers by using power.”
  2. The execution of the instructional supervision will create pressure on teachers.

3. Teachers have lack of recognition to the goal of modern instructional supervision.
4. Most teachers have “no idea” in the subject of “ instructional supervisory work can hinder teaching autonomy.”
5. The teachers in private school fail to agree with the instructional supervision, in fact, the idea of modern teaching point of view and procedures are convinced and expected.
6. The teachers in public primary and kindergartens schools think that the current supervisory work will somehow increase their workload.
7. The teachers in public primary and kindergartens schools think that the major part of present supervisory methods have negative disposition, where else secondary teacher think that less in negative method and it is necessary to enforce in positive way.
8. Teachers think the five most important qualities possessed by an instructional supervisor are: equality and objectivity, abundant teaching experiences, professional knowledge in education and supervision, enthusiastic and considerate towards teachers and students, democratic and open. Leadership skills and experience in management are also very important for supervisory administrators.

**According to the study result, the following suggestions are raised:**

The most suitable ways to implement adaptable instructional supervision in Macau are

- Develop a mutually respected, self motivated and co-operative environment for instructional supervision;
- Develop a “school-based” concept for instructional supervision;
- Organize peer guidance groups for teachers;
- Instructional supervisors must be equipped with above-mentioned qualities and willing to engage in continuous on-job training.
- The wording of “Inspection” in instructional supervision related laws should be changed to “Supervision”.
- Promote the concept of “instructional supervision”.
- A formal entity should be formed under instructional supervision.
- Establish and declare rules and regulations governing instructional supervision as soon as possible.