

**ROLE OF TEACHER EDUCATOR IN SUPERVISION OF TRAINEE TEACHERS****Jayshree Bhoyar****Abstract**

In the 21st century many challenges are ahead in front of teacher education. One of the major challenges in this concern is supervision of the trainee teachers during school internship programme. In the recent time, two year B.Ed. programme things are systematically arranged. Days are counted; experience is given for trainees in the view of future perspectives. This paper is focused on the role of teacher educator in the supervision of pre-service trainee teachers during school visit/internship programme. Role of teacher educator is now dynamic in nature. S/he has to play a vital role in performing his or her duty. This paper mostly emphasised on objectives, responsibility and accountability. Teacher educator is mostly concern with his/her duty but the performing his/her duty is another issue.

Keywords: Teacher Educator, Trainee teachers, Supervision, Responsibility, Accountability, Objectivity



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Introduction

Two years B.Ed. programme, teacher education institution has made curriculum to give trainee teachers real school experience by giving different school interaction programmes like school visit, teaching observation, practice teaching/internship etc. it has certain objectives which has to be fulfilled during the school interaction programmes. Engagement with the field, B.Ed. programme shall provide for sustained engagement with the self, the child, community and school at different levels and through establishing close connections between different curricular areas. School internship would be a part of broad curricular area of engagement with the field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skill. Internship in school will be for a minimum duration of 20 weeks for a two year programme (4 weeks in first year and 16 weeks in second year (NCTE, 2014). The prospective model of teacher education lays emphasis on the progressive stand, academic approach, social reconstructionist approach and the synthetic view of teacher preparation based on the research finding in various contries (Srivastava, Prakash GN, 2004).

Supervision conferencing is based on practice and the viewpoints of both supervisor and those supervised; rather than just theory (Stimpson, Philip & at el, 2000). Teacher educator is assigned work of supervision of trainee teachers on certain objectives. Following factors are very important in supervising; objectives, responsibility and accountability.



Objectives

Role of teacher educator is based on objectives of the programme for example **school visit programme**. This school visit programme's objectives are to acquire sufficient basic information regarding various kinds of schools, to understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail, to find ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as teacher in school. According to objectives the trainee teachers are expected to prepare a check-list of important points to observe on the basis of NCF 2005, RTE Act and other relevant recommendations, to observe and record in details of physical environment, socio-cultural ethos of the school etc, to evaluate and reflect on the observations. Therefore, role of teacher educator is changed as per the objectives of the programme. S/he must strictly fulfil the objectives of the programme by giving them proper instructions, monitoring and supervising.

Objectives of **School internship programme** are to understand the broader concept of internship apart from the practice teaching, understand various types of activities in internship as a member of the school, exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting co-curricular activities, studying student's and solving their problems etc. Broadly trainee teachers are accessed on teaching (remedial/innovative), subject assessment (diagnosis on scholastic and co-scholastic area), action research, administrative work, conducting morning assembly and CCA, preparation of TLM. Teacher educator must follow the objectives to be fulfilled by trainee teachers.

Responsibility

Responsibility is a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill, and which has a consequent penalty for failure.

Responsibility is denoted the term assigned duties during school visit/practice teaching/internship programme to teacher educator. In the school visit programme, initially teacher educator meets trainee teachers who are working/taking training under him/her. Teacher educator instructs them about school and its discipline. Other instructions like school principal, teaching staff, non teaching staff, school timing, reporting time, contact person, contact numbers, distance of the school, transportation etc. Role of teacher educator in reference with responsibility is to planning and implementing assigned work. Like

- Meeting with trainee teachers before a day
- Work assignment to trainee teachers as per objectives of the programme
- Visit school on time
- Meet principal/contact person
- Attendance register should be made carefully
- Introduce to all trainee teachers to concern contact person/principal
- Interaction with trainee teachers of this programme
- Interaction with principal/contact person of this programme
- Supervision of assigned work of trainee teachers like **school visit programme**- trainee teachers should observe the functioning of school; teacher educator must read whatever trainee teacher written in their note book/practical book. Teacher educator must give remark/guideline for write up. Everything (academic) should be supervised by teacher educator. Lesson Observation Programme- it must be ensured that trainee teacher gets observation of subject teaching in the school. Trainee teacher must seat in the class from the beginning to end of the class. This activity should be observed/supervised by teacher educator and prepared supervision/observation sheet.

Accountability

Accountability is an assurance that an individual or an organization will be evaluated on their performance or behaviour related to something for which they are responsible.

Role of teacher educator is very vital. Accountability should be in the assigned work. Teacher educator instructs trainee teacher for their work should be written and well arranged. Work is accountable when it is done proper way for example meeting with principal

regarding assigning work to trainee teachers. Teacher educator's work is to supervise the assigned work for trainee teachers.

- Reporting time
- Preparation of time table
- Participation in co-curricular activity
- Preparation of teaching aids
- Subject teaching
- Checking of home assignment

These things should be supervised by teacher educator. Teacher educator should reach the school on time so that s/he supervises trainee teacher's punctuality. S/he should look the preparation of time table. Names should be included in the time table. Teacher educator must observe it minutely. S/he must give attention on the participation.

Role of teacher educator in supervision

- Monitor & Controller
- Observer
- Communicator
- Evaluator

Teacher educator is playing a role of monitor. S/he must monitor the human and non human resources. Human resources are included trainee teachers and non human resources are time table, co-curricular activities etc. S/he must work as a controller. S/he should do things in time to time. Teacher educator must control over the trainee teacher's work.

Teacher educator should play a role of observer. S/he must observe the things which are closely related to the objectives of the programme. S/he must observe the activities of trainee teachers. Teacher educator should give the participatory observation and non participatory observation both.

Teacher educator is a good communicator. S/he has to play a vital role in supervision of the programme. S/he must communicate with principal or authority or contact person about the progress of the trainee teachers. S/he must communicate with education officer some time. Supervision is fully depended on the communication with trainee teachers. It is observed that micro teaching, interaction analysis and practice teaching which are natural progression of the teacher trainee's skill (Radha, Mohan).

Teacher educator is a evaluator also. S/he must evaluate according to the aims and objectives of the programme on the basis of observation. S/he must evaluate objectively. Role of teacher educator in reference with evaluator is very crucial.

Conclusion

Teacher educator is the backbone of the teacher education system. S/he must act with responsibility and accountability by following objective of the programme. S/he should encourage trainee teacher to fulfil the objectives of the programmes. By fulfilling the objectives of the programme, there are so many issues which have to sort out systematically. S/he should do the work of mediator between trainee teacher and principal of the school. S/he should be a good communicator. Teacher educator must follow objectives, responsibility and accountability in supervision of the trainee teachers.

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