

RESOURCE

Sample questions for supportive supervision during in-person site visits to educators

ABOUT THIS RESOURCE

Our supervising staff use these indicators and questions during in-person site visits to educators. These questions help supervising staff assess an educator's integration into their school/community, for instance, or their satisfaction with work – all important to educator motivation and performance.



About Projet Jeune Leader

PJL is a youth-founded, youth-led, and youth-centered nonprofit organization established in Fianarantsoa, Madagascar. Since 2013, Projet Jeune Leader has delivered comprehensive sexuality education to young and very young adolescents (ages 10-16) in Madagascar's public middle schools, partnering closely with schools and school districts. To do this, we recruit dynamic young adults (aged 18-25) for their positive gender attitudes and potential as role models, train them rigorously over two months, and hire them under a full-time, paid contract if they pass an end-of-training assessment. We then integrate each of them into a partner public school where they teach a year-long, time-tabled CSE course to multiple grades using our age-segmented, gender-transformative, 27-module curricula. When they are not teaching, educators provide a package of other essential services (enrichment activities, counseling, medical referrals, and programs for parents and teachers).

About the Guidance Tool: *CSE We Can Count On*

Projet Jeune Leader has developed "CSE We Can Count On," a publication sharing strategies, actionable guidance, and tools that we use in our work with tens of thousands of students, parents, teachers, and school officials in Madagascar to build and harness community support for in-school comprehensive sexuality education. This document, which accompanies the guidance tool, shares one of the resources that we use regularly.



Read "CSE We Can Count On" and accompanying resources at www.projetjeuneleader.org/resources/community-support.

The uses and success of this resource are undeniably dependent on the context in which CSE is being delivered. Even so, we hope that it serves as a source of inspiration and creativity for others – civil society organizations, international non-governmental organizations, and even governments – committed to delivering in-school comprehensive sexuality education in their own contexts.

What happens during a supervisory in-person site visit?

Our supervisors have formal and feasible responsibilities to assess educator performance and provide feedback. During in-person site visits, these responsibilities include:

- Observations of CSE educator's teaching and other work in the school
- Interviews and other informal feedback mechanisms with key stakeholders (for example, students and school principals)
- Constructive feedback, mentoring, and on-site training
- Joint problem solving
- Regular inventory of educators' materials and supplies

Each of these responsibilities has its own structured assessment system, including rubrics, checklists, and dedicated feedback mechanisms. For example, these are three questions our supervisors must ask CSE educators as part of a larger rubric during in-person site visits:

On a scale of 1-10 (1 being not well at all, 10 being very well), how well do you think your work is going? Why did you give that score? What can we do to make it a 10?

(Indicator: CSE educator satisfaction)

Has a teacher at the school observed one of your CSE courses? (Yes/No) If yes, can you tell me about how it went? Did the teacher make any comments after seeing the CSE program 'in-action'?

(Indicator: School support for CSE educator)

Who are your closest allies/colleagues in your community of work? Note: Write names and titles of people the CSE educator mentions (e.g., Rakoto, Parent; Rasoa, Math Teacher) and mark the total number of allies.

(Indicator: CSE educator integration)

We have found that using close-ended questions (quantitative) help supervisors quickly assess an educator's progress over time and as compared to their peers. Meanwhile, open-ended questions (qualitative) enable supervisors to practice positive communication skills, especially active listening and constructive feedback (using techniques like paraphrasing, clarification, and verbal and nonverbal encouragement).



Projet Jeune Leader's Goals for Supportive Supervision:

- CSE educators feel supported in their work in schools.
- CSE educators deliver a high-quality program.

What happens after a supervising site-visit?

Supervision is a continuous process. Supervisors conduct ongoing monitoring of problems identified during a site visit during subsequent educator meetings, phone calls, or follow-up site visits.

Data collected across educators and supervisors is also regularly synthesized and reviewed by the CSE program staff. From this, the CSE program can develop an action plan to help improve educators' satisfaction and motivation in their work. This may involve in-service training for educators, or changes in programming/operations.



Using supportive supervision data to develop a plan for action

After the first quarter of the 2020-2021 school year, we reviewed progress against several indicators related to schools' support for CSE educators. From this, we noticed that teachers were the stakeholders least likely to understand or engage with our CSE program and educators. We then decided to develop and test a special session for teachers with the aim of increasing their understanding of our activities and mission. Coordinating with principals, CSE educators delivered a two-hour session for teachers in their partner schools to present our curricula themes, simulate one example lesson, and conduct a small training course on communication techniques with adolescents. A total of 938 teachers participated across 45 partner schools, for an impressive participation rate of 78%. Follow-up assessments revealed that teachers better understood Projet Jeune Leader after the session, as well as demonstrated a new commitment to supporting the CSE educator in their school.



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