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The Implementation of Strategic Planning in Developing Private
Schools' Supervisors' Practices in Muscat, Oman

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Abstract

The current study aimed to investigate the implementation of strategic planning in developing private schools' supervisors' practices in Muscat, Oman; and to evaluate their perceived effects on fostering senior teachers' continuous professional development (CPD). Teacher CPD is mainly fostered by supervisory practices that are guided and directed by senior management's new initiative which is strategic planning (SP) in this context. Thus, an attempt was made to make the connections between the three topics to create a conceptual framework which can be used as a basis to answer the questions of the current study.

A mixed-method design was used to collect and analyse data. The main aim was to corroborate between qualitative and quantitative data through triangulation. Three senior managers, 31 supervisors and 200 senior teachers participated in the study. Data were collected sequentially through analysing 17 documentary analysis, conducting 33 semi-structured interviews, and administering 231 questionnaires. The findings revealed that supervisors used between three to five steps in creating their supervisory plans (plan preparation, SWOT analysis, plan formulation, implementation, evaluation). However, there were variations between supervisors in different subjects and between supervisors within the same subject in applying these steps.

The outcomes also showed that there were some benefits which were achieved from implementing SP in educational supervision. Examples of these benefits included having a unified vision, collecting and analysing data, working collaboratively with other sections, and avoiding disorganisation at work. Senior teachers' responses showed that they were highly satisfied with supervisory practices and asked for more supervisory visits to get more guidance and support.

On the other hand, some challenges were encountered by supervisors in implementing strategic planning such as shortages of supervisors' supplies, insufficient strategic planning training, limited follow-ups by senior managers, and resistance to change. Therefore, some suggestions were provided to overcome these challenges.

Ahmed Al-Ajmi

Dedication

To all my colleagues at the Directorate General of Private Schools,

Ministry of Education,

Oman.

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First and foremost, I thank Allah, the Almighty, for giving me the will and ability to finish this work. I am also very grateful to all the people who helped me directly and indirectly to complete this research.

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List of Abbreviations

BEI   British Educational Index

BSC   Balanced Score Cards

CPD   Continuous Professional Development

ERIC   Educational Resources Information Center

ICTs   Information and Communication Technologies

IIEP   International Institute for Educational Planning

INSET   In-service Training

KPI   Key Performance Indicators

MoE   Ministry of Education

SP   Strategic Planning

SWOT   Strengths, Weaknesses, Opportunities and Threats

UNESCO United Nations Educational, Scientific, and Cultural Organisation

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Chapter One: Introduction

1.1 Introduction

Strategic planning (SP), commonly associated with the corporate world, is now a practice which is being adopted slowly in educational institutions (Mbugua & Rarieya, 2014). Various theses and articles have been written regarding its processes and effects (Makhdoom, 2012; AlKandari, 2013; Njeru et al., 2013; Lingam et al., 2014). The main purposes of the current study are to explore the implementation of SP in developing private schools' supervisors' practices in Muscat (capital city), Oman; and to evaluate its perceived effects on improving the quality of senior teachers' CPD or their teaching-learning process.

More specifically, this study aims to achieve five objectives. Firstly, to examine how supervisors construct their supervisory plans based on SP training received. Secondly, to identify key stakeholders' perceptions regarding the usefulness of SP in developing supervisory practices and its perceived effects on improving the quality of senior teachers' teaching-learning process. These key stakeholders mainly include senior managers and supervision authority at the Directorate General of Private Schools, educational supervisors, and senior teachers in private schools. Thirdly, to identify the variations between supervisors in different subjects in their application of SP. Fourthly, to find out the opportunities that have been created and the challenges which are encountered by supervisors in implementing SP. Finally, to suggest some solutions to overcome those challenges based on supervisors' practical experiences to inform educational policy and practice.

1.2 Background Information

This part sheds light on the context of the current study. It provides an overview about the Directorate General of Private Schools in terms of its roles and sections. The Supervision Section which represents the focus of the current study is part of its structure. The educational supervision system is also highlighted in this part to better understand its roles and functions and how it is administratively organised.

1.2.1 Directorate General of Private Schools

The Directorate General of Private Schools was founded in 2009 to supervise and follow up private schools administratively and technically. It has two sections, two offices, and four departments (see figure 1.1). The Supervision Section which represents the focus of the current study is part of the Department of Supervision and Evaluation. This section consists mainly of subject supervisors who are directly recruited by the MoE to supervise teachers' work in private schools in order to provide the necessary guidance and support to facilitate their professional growth and development (Ministry of Education, 2007). They supervise 13 subjects which are: Islamic Education, Arabic, English, Physics, Chemistry, Biology, Physical Education, Arts, Music, Life Skills, Math, ICT, and Social Studies. Subject supervisors represent the focus of current study to investigate their application of SP in developing their supervisory practices.
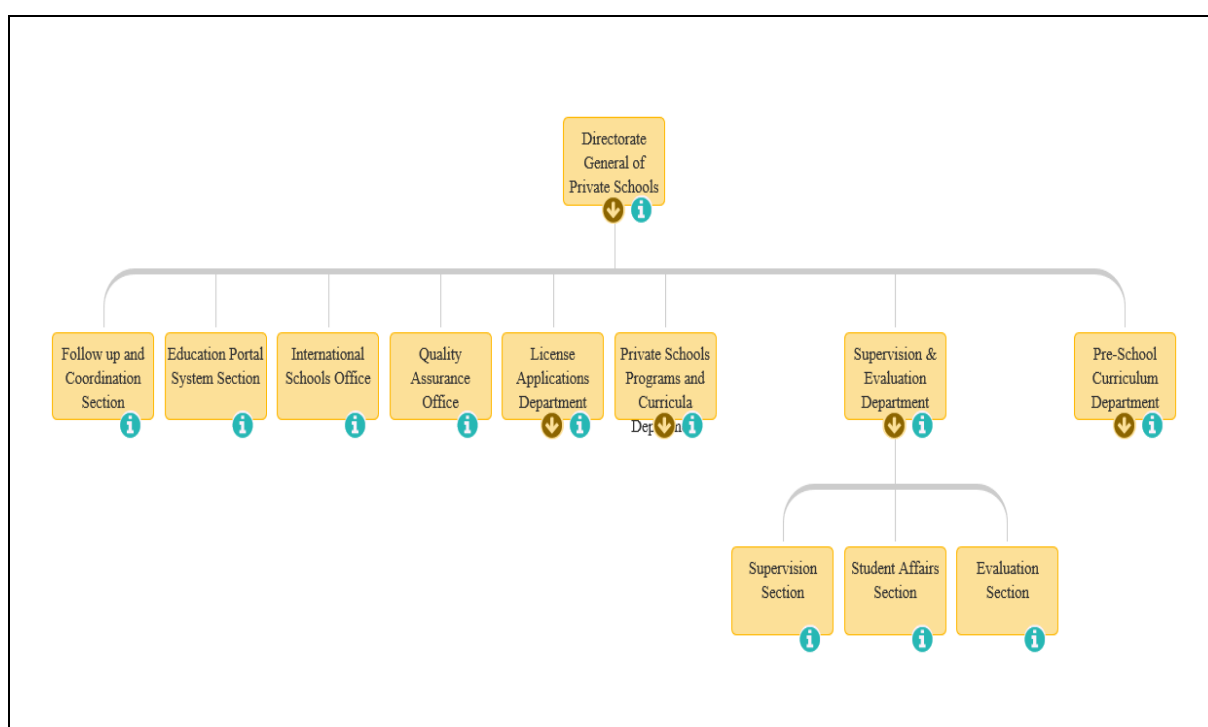
Figure 1.1: Directorate General of Private Schools' structure[1]

In general, educational supervision aims to improve the quality of the teaching-learning process in Omani private schools. According to Al Abri (2018), one of the main objectives of Oman's economy vision 2020 is to encourage and support the establishment of private schools. The aim is to reduce the government's expenditure on public education

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[1] Source: www.moe.gov.om

through the contribution of private sector in providing educational services to Omani and non-Omani students. He adds that the economic instability and rapid population growth of young people are considered the two main reasons that have led to encouraging the establishment of private schools in Oman.

Private schools are privately owned and run by individuals and private organisations in Oman (Al-Shidhani, 2005). This means that they have, for example, the freedom to select the educational programmes and to appoint or dismiss administrative and teaching staff. Some private schools have also their own evaluation systems and calendars, which go in accordance with the requirements of the implemented educational programmes. These procedures may represent the MoE's early efforts to decentralise education in private schools. According to OECD (2012), privately managed schools tend to have better resources, better school climate, better performance levels, and more autonomy. Alhamad and Aladwan (2019) assert that delegation of authority provides a greater chance for long-term success and would raise the chances for successful change.

However, it is argued that despite the flexibility granted in managing private schools, it seems that the decision-making authority is still centralised (Al Abri, 2018). Obtaining the official approval from the MoE in Oman is required before implementing any decision made by private schools' management. This includes, for example, changing the educational syllabus or raising the tuition fees. The aim is to ensure that any change or any new programme is aligned with the MoE's rules and regulations. This was confirmed by Al-Ghefeili (2014) who states that despite the MoE's initiative to devolve decision-making authority to schools, it still interferes in their decisions. Thus, a regulations' code (bylaws) was issued to offer guidance and guidelines to private schools' owners and administrators to run their schools properly and in accordance with the rules and regulations set out by the MoE.

Consequently, some conditions and requirements are set out by the MoE and need to be met by private schools to ensure the provision of education with high quality. This matches what has been stated by Walford (2011) that the state imposes a range of controls over all schools whether they are run by private agents or the government. Examples of these rules and conditions include getting the official approvals to open a private school, to implement an educational programme and to apply an evaluation system (Ministry of Education, 2006). Global schools which implement international educational

programmes are required to have their own school buildings which need to comply with all the specifications and conditions stipulated by the MoE (Ministry of Education, 2006; Issan & Jomaa, 2010).

Nevertheless, the school building stipulation does not apply to monolingual and bilingual private schools in Oman. The owners of these schools are given the choice to build their own school buildings or to rent buildings and equip them with the required facilities and furniture as stipulated by the MoE. Based on my experience, some of these schools' rented buildings are small and do not have the space or facilities which are required for the teaching-learning process. The school building represents a basic requirement and the MoE represented by the Directorate General of Private Schools should direct all private schools despite their types to have their own school buildings. Having a school building that matches the MoE's conditions and is equipped with the necessary facilities would simplify the application of educational programmes to provide educational services with high quality.

Another stipulation is concerned with the recruitment of administrative and teaching staff. For example, private schools' principals should have a BA qualification and at least two years of experience in school management (Ministry of Education, 2006). Teachers should also have the required qualifications and competence in the subjects which they teach; and the door is open for well-qualified expatriate teachers and administrators to work in Omani private schools. Therefore, administrators and teachers from such countries as the UK, the USA, India, Egypt, Iraq and South Africa work in Omani private schools. In his study, Al Shidhani (2005) found out that students and parents in Oman prefer English native speakers to teach English, science and maths; and they prefer Omani female teachers to teach children at kindergarten level. They believe that there is a strong relationship between teachers' mother tongue and students' performance in those subjects (Al Shidhani, 2005).

Private schools are independent financially from the MoE in Oman. They receive no direct funding from the government. They depend on the tuition fees that they get from students which vary from one school to another. The amount of tuition fees depends on the types of educational programmes implemented and other educational services provided by schools. Parents in Oman are aware that more tuition fees mean better quality education for their children (Al Shidhani, 2005).

Walford (2011) argues that some private schools are very expensive because of getting high fees and targeting wealthy people; and others are designed for the local, often poor, families. These charge less fees and provide correspondingly poorer facilities and services. In Oman, some big private schools which provide international programmes charge students between 3000 to 4000 Omani Rials a year (about 6000 to 8000 pounds). These high tuition fees represent a big challenge for low-income families which cannot afford them. Thus, those who oppose private schools argue that equity and social cohesion are threatened by private schools (OECD, 2012). In Oman, this equity issue has been resolved by providing governmental schooling for free so that parents who cannot afford private schooling can send their children to government schools.

However, the outcomes of government schooling do not meet the knowledge and skills required to pursue higher education or to join the labour market (Ministry of Education & World Bank, 2012; Al-Tubi, 2014). Consequently, private schools represent an option for students and parents who are not satisfied with government schooling. Thus, they need to be responsive to the needs of the country and the labour market. The Education Council (2018) points out that educational institutions in Oman should ensure that their academic courses and programmes are consistent with the national objectives and developmental plans.

The Education Council (2018) also cautions that private education institutions in Oman depend mainly on tuition fees as the main source of funding. This may represent a challenge for private schools to cope with environmental changes and challenges, especially after the drop of oil price which is considered the main source of Omani economy. In 2015, the oil price dropped significantly from 120 US$ to under 50 US$ per barrel (Al Abri, 2018). This may lead to reducing students' enrolment rates in private schools which would affect their budgets and income. Consequently, private schools need to create an effective and sustainable funding system to overcome unexpected financial challenges or crisis. They also need to vary their educational programmes and services to attract more students and to meet the changing requirements of the country and labour market (The Education Council, 2018).

Private schools in Oman are categorised into six types as follows: kindergartens, Holy Quran, monolingual, bilingual, global, international (community schools), and special needs' schools (Al-Abri, 2010). In private and government schools, the schools which

have classes from 1-4 are called 'cycle one' schools; schools which have classes from 5-10 are called 'cycle two' schools; and finally, schools which have classes from 11 to 12 are called 'post basic education' schools (Alhajri, 2014). In private schools, various educational programmes are being implemented such as 'Cambridge Primary Programme', 'IGCSE' (International General Certificate for Secondary Education), 'A levels' (AS-A2), 'SABIS system', 'AP' (Advanced Placement) and 'SAT' (1-2) (Al-Abri, 2010).

According to statistics' book in the academic year 2013-2014, the number of private schools was 510 with 89275 students, 7168 teachers and 1535 administrators (Ministry of Education, 2014). These figures show that private schools attract a huge number of students and employ thousands of teachers in different subjects. This would definitely help to reduce the reliance on government schools and achieves the government aim which is to encourage the private sector to take part and provide educational services with high quality to students in Oman (Al-Shidhani, 2005).

However, this classification of private schools and the different educational programmes being implemented represent big challenges for educational supervisors to provide the necessary guidance and support for teachers in private schools. Each type of school (Quranic, monolingual, bilingual) and each educational programme has its own materials and requirements which supervisors need to be aware of. These challenges may have led the MoE to implement SP as one of the solutions to overcome them and to cope with the rise in the number of private schools in Oman. They also require the provision of an effective teacher supervision system which assists supervisors to provide the necessary guidance and support for their teachers. The educational supervision system in Oman represents the focus of the next part.

1.2.2 Educational Supervision System in Oman

Oman has been pursuing a reform which has resulted in changes in all aspects of its educational system (Al-Kiyumi & Hammad, 2019). They add that one aspect of change is instructional supervision where teacher supervisors have been directed to change their inspectional roles and practices to more supportive and facilitative ones to assist teachers to cope with the emergent educational innovations. Another aim is to encourage supervisors and teachers to work collaboratively to fulfil the goal of improving and enhancing students' achievement (Ministry of Education, 2007; Al-Kiyumi & Hammad,

2019). Most importantly, the educational supervisor has become a trainer, a coach, a guide or a mentor, a model and a researcher rather than an inspector (Ministry of Education, 2007).

Educational supervision is a unique term which is different from what is known in international literature as school inspection. Its aims are two-fold: to provide the necessary guidance and support for teachers to grow professionally using different supervisory tools and techniques; and then to evaluate their performance and the teaching-learning process (Ministry of Education, 2007). This shows that educational supervision has the same functions as instructional supervision which aims to develop teachers' performance to facilitate students' learning and achieve the organisation's goals (Kutsyuruba, 2003; Zepeda, 2017; Glickman et al., 2014). I think the only difference is that instructional supervision is conducted by school staff (headteacher, head of section or senior teacher), but educational supervision is conducted by senior teachers at schools and external supervisors who are recruited by the MoE directly. They are assigned the task of supervising teachers' performance to foster their professional growth and development.

Issan and Jomaa (2010) state that the supervision system in Oman is organised administratively into three levels. To begin with, there is a chief supervisor at the MoE (central) level in each subject who manages and supports senior supervisors in regions. Senior supervisors in turn manage up to 21 junior supervisors. The second level consists of junior supervisors who are given several schools and teachers to visit regularly. Their workload differs from one subject to another and between regions. The third level includes senior teachers at schools who supervise and support teachers in their subjects. Senior teachers are given less workload to give them more time to provide guidance and support for their colleagues (Al-Lamki, 2009).

This administrative system shows a top-down approach in educational supervision. It places the chief supervisor and senior supervisors in regions in the same level (Issan & Jomma, 2010). The aim is to participate in developing educational policy and learning strategies which are designed to achieve the intended outcomes (Ministry of Education, 2007). This requires careful planning and coordination between the different levels to accomplish supervisory duties and translate Ministry's directives into practice through junior supervisors and senior teachers at schools' level.

In general, educational supervision aims to improve the teaching and learning process through helping teachers to plan, reinforcing cooperation and collaboration between supervisors and teachers, and providing opportunities for professional development (Ministry of Education, 2007). There is a belief among policymakers, researchers and educators that teachers cannot improve students' learning unless they are involved in an ongoing supervision which fosters their professional growth and development (Glickman et al., 2014; Sullivan & Glanz, 2013). These new pressures have created a more demanding role on teacher supervisors at all levels to develop teachers professionally (Zepeda, 2017; Al-Kiyumi & Hammad, 2019).

1.3 Identification of the Problem

National and international studies have shown that teacher supervision encounters several challenges and problems which need to be considered. At the international level, Alemayehu's study (2008; cited in Tesfaw & Hofman, 2014) reported such problems as lack of adequate support for new teachers, infrequent use of class visits and peer coaching, focus on administrative matters rather than on academic issues, and lack of mutual professional trust between supervisors and their teachers.

In Oman, Alhajri (2014) categorises the obstacles which encounter educational supervision into three groups. The first category is related to the MoE and includes no clear job description, no involvement of supervisors in preparing supervisory plans and heavy administrative workload. The second category is related to educational directorates in regions and includes such challenges as the big number of teachers to supervise, the different educational projects implemented at schools which distract supervisors from doing their main tasks, and heavy administrative workload. In her M.A thesis, AlZadjali (2004) asserts that workload and lack of time were the causes of her dilemma in supervising a big number of teachers. The third category is related to the obstacles at the schools' level such as lack or insufficient communication with supervisors, no or limited places for conducting post lesson discussions, and the negative attitudes some teachers have towards supervision (Alhajri, 2014).

Private schools' supervisors also encounter several challenges in their supervisory work such as heavy workload, shortage of supervisors in some subjects and instability of teachers which requires more supervisory visits (Al-Ajmi, 2011). These supervisory problems and challenges have led the MoE in Oman to think of conducting various

training workshops in technical and administrative aspects to solve the problems mentioned above and to develop and improve the quality of supervisory practices in the field.

One of the new training initiatives which has been introduced by the MoE is SP. It aims to assist supervisors in improving their planning skills which are considered the foundation for the whole supervisory process. Planning represents the first step in any administrative work (Sobuh, 2005; Younis, 2009). However, there is no evaluative study which investigates the relevance and usefulness of SP in developing supervisory practices of private schools' supervisors which this study attempts to achieve. Exploring this topic would be of great value to find out the extent to which SP is a useful strategy in developing supervisory practices of private schools' supervisors in Muscat, Oman.

1.4 Rationale and Significance of the Study

The Ministry of Education (MoE) in Oman has promoted a series of SP training workshops for its staff, including supervisors, to develop their professional practices. It has invested a big amount of money in identifying experts who can conduct effective training in SP with a view to develop supervisory practices which in turn improve the quality of teaching-learning process at schools. But, to the best of my knowledge and as mentioned earlier, there is no official evaluative study which investigates the extent to which SP is effective in developing supervisory practices. Thus, the rationale to conduct the current study can be explained as follows:

1.4.1 Practical and Personal Rationale

When I was the head of Supervision Section, SP helped me enormously in improving the quality of my work. For example, it encouraged me to involve senior supervisors and junior supervisors in preparing the Supervision Section's plan which I used to prepare by myself. It also directed the Supervision Section to formulate its vision and mission statements which provided direction for our supervisory work. In addition, it encouraged the Supervision Section to coordinate its tasks and duties with other sections' work at the MoE level. Finally, SP has encouraged us as supervisors to create teachers' database and to analyse data and prioritise supervisory tasks.

However, some of my junior colleagues questioned the relevance of SP in developing their supervisory practices. This made me to recall my early experience as a junior supervisor. The main focus of junior supervisors is on the technical aspect of supervision which aims to develop teachers professionally (Sergiovanni & Starratt, 2007; Ministry of Education, 2007). This has motivated me to conduct the current study to find out whether SP is relevant to junior supervisors' work or not, and how they are involved in the planning process.

Another reason is to evaluate the perceived effects of SP training programmes and workshops which are still not being conducted by the MoE. Kirkpatrick (2006) points out three reasons to evaluate training programmes. They are to justify training budget and its contribution in achieving the organisation's objectives, to continue or discontinue conducting the training programme, and to get information about it for future changes or improvements. Consequently, the current study is timely to make what might be the first attempt to evaluate the perceived effects of SP training in developing supervisory practices of private schools' supervisors. Most importantly, this study attempts to explore if supervisors genuinely benefited from learning and implementing SP as the MoE had hoped. This would indicate whether SP is a response to supervisors' actual needs or there is a mismatch between what is required by supervisors and offered by the MoE in Oman.

Finally, as I work in the supervision field, I have a personal interest in broadening and deepening my knowledge and skills in SP. It is considered a new educational planning approach (Younis, 2009). It has its unique processes and components which differentiate it from other types of planning. Thus, it needs to be investigated and explored to find out its usefulness and effectiveness in the field of education in general, and in educational supervision in particular. Having a good knowledge in SP would be of great value when I go back to work.

1.4.2 Academic Rationale

There is a lack of Omani independent studies which investigate the usefulness of SP in developing supervisory practices. A small number of research studies on SP has been conducted in the Omani educational context. Some studies focused on the application of SP at the schools' level (Issan & Al-Mahdy, 2014; Al-Alawi, 2012; Al-Saadi, 2011; Al-Sarhani, 2010). For example, Al-Sarhani (2010) reported that 56% of the participants had a 'moderate level' in understanding the concept of SP and how to apply it correctly.

However, the outcomes of Al-Alawi's study (2012) revealed that all the SP steps were conducted by the participants, although there was no guidance or support provided to schools after implementing SP.

Other studies explored SP at the MoE level (Al-Hosni, 2009; Al-Hosni, 2008). For instance, Al-Hosni's study (2009) showed that there was a 'moderate' level of applying SP steps by senior managers at the ministry level, but he depended on a questionnaire to measure the application of SP by senior managers. I think using an additional method in his study such as interviews would help to get more details about the extent to which SP processes and steps are actually applied at the ministry level.

Two studies investigated the application of SP in developing human resources departments at the MoE level (Al-Yaqoobi, 2011; Al-Shamsi, 2010). The outcomes of Al-Yaqoobi's study (2011), for example, showed that the participants were aware of the SP concepts and its steps, but they encountered such challenges as lack of training, no budget, and no involvement of regions in the planning process.

The past research studies did not address the usage of SP in educational supervision. They also revealed that there were some challenges encountered in implementing SP at the ministry and schools' levels. Therefore, this study can be considered original to fill in this gap and inform practice; and to inform decision-makers at the Directorate General of Private Schools about the practicality of SP in educational supervision. The outcomes may also open the door for further studies in the future.

1.5 Questions of the Study

To reiterate, this study aims to investigate the implementation of SP in developing supervisory practices of private schools' supervisors in Muscat, Oman. It also aims to evaluate the perceived effects of supervisory practices on fostering senior teachers' CPD. To achieve these aims, I conducted a three-phase explorative study, combining documentary analysis, interviews and survey methods to address the following research questions:

The main question is:

To what extent do supervisors use strategic planning to successfully improve the quality of teaching and learning?

More specifically, the study attempts to answer the following questions:

1. What processes and thinking inform supervisors' development of their supervisory plans?

2. How useful do key stakeholders consider strategic planning for enhancing teaching and learning?

3. How do supervisors differ in the use of strategic planning in developing supervisory practices?

4. What opportunities and constraints do supervisors consider important on ways they use strategic planning in supervision to enhance the quality of teaching and learning?

5. What are supervisors' suggestions for improving the use of strategic planning in educational supervision?

1.6 Structure of the Thesis

The current thesis consists of ten chapters. This chapter has provided an introduction about the context of the study. It has also presented the objectives, rationale and significance of the study. Chapters two, three, and four review the related literature in relation to the current research questions. More specifically, chapter two reviews teacher continuous professional development (CPD); chapter three reviews educational supervision; and chapter four reviews SP. The aim is to review each topic thoroughly in order to build a conceptual framework which can be used to answer the questions of the current thesis.

Chapter five explores the research design or methodology of the study. Chapters six, seven and eight present the qualitative and quantitative outcomes. More specifically, chapter six presents the qualitative findings yielded from analysing supervisory plan documents and training handouts. Chapter seven presents semi-structured interviews' findings and chapter eight presents qualitative and quantitative outcomes yielded from two questionnaires.

Chapter nine focuses on discussing the main outcomes in comparison with the reviewed literature and in relation to research questions. It aims to corroborate between quantitative and qualitative data through triangulation; and to provide a complete and comprehensive picture about the implementation of SP in educational supervision and its perceived

effects on improving senior teachers' teaching-learning process. Chapter ten presents the main conclusions, implications and recommendations of the current study. It also provides some suggestions for future studies and the reflections of my personal learning experience in conducting this study.

Chapter Two: Teacher Continuous Professional Development

2.1 Introduction to Literature Review

The current study aims to investigate the implementation of SP as a strategy in developing supervisory practices of private schools' supervisors in Muscat, Oman. It also aims to evaluate the perceived effects of supervisory practices on fostering senior teachers' CPD. Thus, it attempts to combine teacher continuous professional development (chapter two) with educational supervision (chapter three) and strategic planning (chapter four) which represent the foci of current research questions.

It is appropriate at this juncture to first explore teacher CPD and how it is fostered by supervisory practices which are guided and directed by senior management's new initiative which is SP in this context. The aim is to provide a thorough literature review to better understand the characteristics and processes of each topic separately. Then an attempt would be made to make the connections between the three topics to create a conceptual framework which can be used as a basis to answer the questions of current study.

An extensive literature search on the three topics has been conducted on a wide range of sources. The search has covered international, regional and national literature to get a better understanding about each topic; with the inclusion of English and Arabic literature to enrich the review. This has been followed by exploring the three topics in terms of provision and application in Oman to contextualise the current study.

In order to make the search task manageable, some parameters and steps were followed. They were:

1. Specify the key terms: teacher CPD, teacher professional learning and development, educational supervision, instructional supervision, strategic planning, and strategic planning in education.

2. Limit the time-period (from 2000 to 2017), with the exception of some articles which were published before that period and were used in the current study. This was due to their good quality or to refer to the original articles such as those related to the models of instructional supervision. A few articles were also added after that period to keep updated with new articles and research studies as the study progressed.

3. Skim the titles and abstracts to include the articles and research studies which were connected with the current research questions and included such themes as teacher professional learning and development, teacher supervision, and SP models.

4. Exclude some articles and research studies which are not connected with the aims and questions of the current study; or have focused on the same themes such as collaborative CPD and teachers' perceptions towards supervisory practices.

Table (2.1) shows the outcomes of literature review search on the three topics and the databases used as follows:

Table 2.1: Outcomes of literature review search

Key words/Databases	ERIC	BEI	Google Scholar	Scopus
Teacher CPD	25	15	30	7
Teacher professional learning and development	5	15	23	17
Educational supervision	23	9	37	-
Instructional supervision	54	26	31	13
Strategic planning	12	8	23	12
Strategic planning in education	29	7	15	5
Total	148	80	159	54

2.2 Introduction to Chapter Two

Teachers' continuous professional development (CPD) is seen as an important mechanism to improve and develop their knowledge and teaching practices (Opfer & Pedder, 2011; Desimone et al., 2002). It takes place over time in formal and informal settings (Craft, 2000). It aims to update teachers' knowledge and equip them with the necessary skills to foster their professional growth and development. This would help to create a supportive work environment for teachers and a quality learning environment for students (Evers et al., 2016).

CPD is required to complement what teachers have learned in pre-service institutions. Hammad (2016) argues that teacher pre-service provision is inadequate and Oliva (1993;

cited in Al-Ajmi, 2011) asserts that teacher training institutions can simply offer an introduction to instruction and teachers need to continuously develop their teaching skills. This is due to the reason that time is not available in pre-service programme for teachers to learn all the principles they can use in their profession (Tanner & Tanner, 1987).

This chapter critically examines the previous literature on teacher continuous professional learning and development. It starts by defining CPD and highlighting CPD models to better understand how teachers learn. The next point sheds light on how to plan and evaluate professional development programmes. This is followed by discussing CPD challenges and constraints; and the final point investigates the provision of teacher professional development in the Omani context to find out how it is planned, practised and facilitated.

2.3 Defining CPD

Professional learning and professional development are used interchangeably in literature (Groundwater-Smith & Mockler, 2009). However, it is argued that there are some differences between the two terms. For example, Friedman and Philips (2004) state that professional development activities are connected with formal training courses linked to work or gaining a qualification. However, there is a growing paradigm which shifts professional development away from attending training days and courses to the concept of continuous or lifelong learning (Fraser et al., 2007).

Middlewood et al. (2005) also argue that professional development is an ongoing process of reflection and review to meet department and individuals' needs, but professional learning is a process of self-development which results in personal growth. This argument does not match what has been mentioned by Pedder and Opfer (2013) who propose that professional development is an approach to teacher development which focuses on individualism and privacy, but professional learning emphasises collaboration and focuses on the context in which learning takes place. They also added that professional learning is a long-term process which starts at the university and continues to in-service training at the workplace. This indicates that professional learning is a broader concept in scope compared to professional development.

However, Fraser et al. (2007) differentiate between professional learning and professional development in a different way. They state that:

... Teachers' professional learning can be taken to represent the processes that, whether intuitive or deliberate, individual or social, result in specific changes in the professional knowledge, skills, attitudes, beliefs or actions of teachers. Teachers' professional development, on the other hand, is taken to refer to the broader changes that may take place over a longer period of time resulting in qualitative shifts in aspects of teachers' professionalism. (p: 6)

These differences have led some researchers to locate professional development and professional learning within an even broader concept of 'teacher change' (Richardson and Placier, 2001; Fraser et al., 2007). For instance, Richardson and Placier (2001) suggest that the best teacher change involves teachers in the professional development process and promotes coherence among teachers. They described teacher change in terms of "learning, development, socialisation, growth, improvement, implementation of something new or different, cognitive and affective change and self-study" (p: 905).

However, McMillan et al. (2016) argue that differentiating between professional development and professional learning is unnecessary and unfeasible. Earley and Bubb (2004; p: 4) also contend that the two terms should interact and complement each other. They stated that:

Broadly speaking, continuing professional development encompasses all formal and informal learning that enables individuals to improve their own practice. Personal development is an aspect of professional development and wherever possible the two should interact and complement each other.

This debate about professional learning and professional development have led recent researchers and authors to use a new term which is teacher 'CPD' (Bubb & Earley, 2007; Boyd, 2005, Gray & Leaton, 2005). According to Boyd (2005), the term CPD has changed throughout the years which reflects the mood or orthodoxy of the moment. Guskey (2000) has traced the evolution of teacher CPD from training events conducted each year to an ongoing and systematic process to enhance educators' knowledge, skills and attitudes to improve students' learning.

Thus, some researchers define CPD as a mode of education and/or learning, some as an activity and others as an approach (Friedman & Phillips, 2004). It has varying definitions ranging from those concerned with quality, competence and accountability to those

addressing lifelong learning issues which include personal and professional learning (McMillan et al., 2016).

CPD is defined by the Department for Education and Skills (DfES) as "any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools" (Bubb, 2004; p: 3). Villegas-Reimers (2003: p: 12) has provided another definition by stating that it is "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession". This definition indicates that CPD is a long term and systematic process, but it is limited to planned experiences and opportunities to grow professionally.

Day (1999) has provided a more comprehensive definition about CPD which has been mentioned by several researchers and would be used in the current study.

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom... (p: 4).

This definition reflects the complexity of CPD process by combining development with learning through planned and unplanned activities which are directed to develop teachers professionally. It emphasises that professional development can be an individual as well as a collaborative process to critically develop teachers' knowledge and skills to improve instruction.

2.4 CPD Models

The socio-cultural theoretical framework stresses that teachers' learning is socially and culturally situated (Vygotsky, 1978; Mansour et al., 2014; Kelly, 2006). This indicates that the experiences provided to teachers and the contexts in which they work have a major influence on their learning (Mansour et al., 2014). These elements need to be considered in providing CPD activities for teachers to equip them with the necessary knowledge and skills to perform their tasks and duties. The aim is to improve teachers' CPD so that students' learning is enhanced (Bubb & Earley, 2006).

This has led to creating various CPD models to foster teachers' learning and development (Kennedy, 2005; Watters, 2014; Herbert & Rainford, 2014). They are also important to

understand how teachers learn. Teachers come from a variety of backgrounds and experiences, and have different competences, skills, knowledge and interests (Bubb & Earley, 2007). This requires varying CPD activities and experiences to meet teachers' different needs and interests. Discussing CPD models would provide an overview about what needs to be done in each model to facilitate teachers' learning; and would help to identify which models are being implemented by supervisors in Omani private schools in the next chapter.

According to Lieberman (1996; cited in Rose & Reynolds, 2006; p: 1), CPD is classified into three types. They are direct teaching (workshops and courses), learning in school (coaching, mentoring and action research); and out of school learning (exchange visits to other schools, networks and school-university partnerships). This shows that teacher CPD covers a wide range of informal and formal activities and experiences conducted inside and outside schools.

In her article, models of continuing professional development: a framework for analysis, Kennedy (2005) has identified nine models of CPD which are classified based on their capacity to support professional autonomy and transformative practice. They are:

2.4.1 The Training Model

According to Kennedy (2005), this model is universally recognised and is considered the dominant form of CPD for teachers. It is generally delivered by an expert to update teachers' skills and to develop their competence. Workshops and presentations are typical forms of training sessions which are delivered by an experienced supervisor (Alharbi, 2011). This shows that this model follows a top-down approach and teachers may have no voice in designing the content of training workshops.

Thus, Kennedy (2005) argues that teachers play a passive role in receiving knowledge and this model is criticised for being disconnected with classroom contexts in which the participants work. Rose and Reynolds (2006) add that this model has little practical focus. These shortcomings and limitations would limit teachers' learning and may have no effect on teachers' practice inside the classrooms.

Therefore, authors and researchers have provided some suggestions to overcome those limitations. Training sessions and programmes should be designed in response to teachers' needs (Zepeda, 2017); need to be an ongoing process and connected with

practice (Darling-Hammond et al., 2009); encourage teachers to collaborate and reflect (Garet et al., 2001); and should be embedded in teachers' contexts (Pedder & Opfer, 2013).

In Oman, the training model is widely used by private schools' supervisors to equip teachers with the necessary knowledge and skills; and to keep them updated in such areas as teaching methods, classroom management, and changes or updates in curriculum and assessment documents. According to Supervision Section's training plan (2013-2014), 48 workshops and training programmes were included. This figure illustrates that this model is widely used to enhance and improve teachers' professional practice.

2.4.2 The Award-bearing Model

This model relies on completing programmes or courses of study which are usually validated by universities. This external validation is considered a mark of quality assurance (Kennedy, 2006). In Omani private schools, teachers must have educational qualifications such as 'Bachelor of Education' or diploma in education to be officially accepted as teachers (Ministry of Education, 2006). Written exams and interviews are also conducted by supervisors to ensure that teachers are well-qualified to teach and to check their competence and knowledge in teaching methods.

2.4.3 The Deficit Model

According to Rose and Reynolds (2006), this model addresses the shortcomings of individual teachers' performance. It focuses on individual cases to identify the causes of problems which teachers encounter at work. Although this model tends to be tailored individually, but it does not support the development of a collective knowledge base within the school. This limits teachers' learning who are supposed to work collaboratively to improve their professional learning and development (McLaughlin and Talbert, 2006; Meirink et al., 2009).

Darling-Hammond et al. (2009) state that one of the key findings of examining research reveals that collaborative approaches to learning can promote school change which extends beyond individual classrooms. Therefore, Sullivan and Glanz (2013) urge supervisors to encourage teachers to resolve problems through "shared decision making"

(p: 47). This would lead to exchanging ideas and solving problems collaboratively among teachers at schools.

2.4.4 The Cascade Model

This model is a form of INSET which is designed by experienced teachers or trainers to cascade a training programme to colleagues (Wedell, 2005). Kennedy (2005) states that teachers who attend training events are required to cascade or disseminate what they have learned to their colleagues. In practice, senior teachers often perform this task by attending training sessions and then transfer what they have learned to their colleagues. The immediate benefits of this model are cost effectiveness and the ability to reach a large number of teachers within a short period of time (Bett, 2016).

However, this model has some disadvantages which need to be considered by CPD designers. To begin with, this model assumes that all teachers are similar in terms of experiences and expectations, and fails to meet teachers' individual needs (Dadds, 2014; Nyarigoti, 2013). Dadds (2014) also adds that this model views teachers as 'empty vessels' who need external expertise to equip them with knowledge and skills. Second, it is often carried out in settings which are different from school environments to reach as many teachers as possible. Schools' contexts vary from training grounds in terms of needs and availability of equipment and materials which leads teachers to encounter challenges in application, and results in a failure to connect training with context (Bett, 2016; Hardman et al., 2011; Kennedy, 2005). Third, this model focuses on cascading knowledge and skills, but it rarely focuses on values (Kennedy, 2005; Villegas-Reimers, 2003).

In order to overcome the above-mentioned challenges and drawbacks, Hayes (2000; cited in Bett, 2016; p: 3) outlines five criteria to ensure the success of the cascade model. These are:

1. Training must be experiential and reflective rather than transmissive.

2. Training must be open to reinterpretation.

3. Expertise must be diffused throughout the system; not to be concentrated at the top.

4. Involve stakeholders in preparing the training materials.

5. It is desirable to decentralise the responsibilities within the cascade structure.

Considering these criteria in applying the cascade model would help to minimise its drawbacks and meet teachers' learning needs. Most importantly, training needs to be contextualised so that it is responsive to teachers' needs and to simplify the dissemination of knowledge and learning to other teachers.

2.4.5 The Standards-based Model

This model is based on teaching standards which teachers should know and can do to ensure uniformity (Kennedy, 2005). It attempts to create a system of teaching to empirically validate the connections between student learning and teacher effectiveness (Beyer, 2002). Kennedy (2005) argues that this model follows a behaviourist perspective of learning which focuses mainly on the competence of individual teachers without considering collaborative learning.

Thus, this model has been criticised by many researchers. For instance, Beyer (2002) views standardisation as narrowing the range of potential conceptions of teaching by focusing on quality assurance and accountability. Smyth (1991; cited in Kennedy, 2005; p: 8) argues that external accountability and inspection such as standards indicate "a lack of respect for teachers' own capacities for reflective, critical inquiry".

Reflection assists teachers to think critically to examine their experiences and improve their teaching practices. It enables teachers to analyse, discuss, evaluate and change their own practice, and encourages them to take more responsibility for their own professional growth (Calderhead & Gates, 2003). Ferraro (2000) asserts that teachers can improve their classroom effectiveness and understand their teaching styles through reflective practice. Thus, they need to be given more chances to reflect upon their teaching practices and to suggest changes for improvement.

2.4.6 The Coaching/Mentoring Model

The defining characteristic of this model is the one-to-one relationship between two teachers to support CPD (Kennedy, 2005). Coaching is defined as a confidential process where two or more professional colleagues work together to share ideas, reflect upon current practices, conduct action research, and solve problems within the workplace (Robbins, 1995). It includes out-of-class activities such as co-planning, study groups and

problem solving; and in-class activities such as classroom observations, shared and/or independent reading, and interactive writing (Swafford, 1998).

Private schools' supervisors in Oman have been trained on how to use coaching in their supervisory work, especially in working with senior teachers. Senior teachers are considered 'resident supervisors' in their schools to monitor and develop the performance of their teachers inside and outside the classrooms (Al-Lamki, 2009; p: 14). They are expected to share ideas and discuss instructional issues with their colleagues to improve instruction and solve problems collaboratively.

Mentoring is defined as "a process that facilitates instructional improvement wherein an experienced educator agrees to provide assistance, support, and recommendations to another staff member" (Sullivan & Glanz, 2000; p: 213). This definition indicates that mentoring is carried out by a well-experienced educator (mentor) who works collaboratively with a teacher (mentee) to provide suggestions for instructional improvement. Kutsyuruba (2003) points out that mentoring is mainly used with novice teachers in their first years of teaching to provide the necessary guidance and support. Beach and Reinhartz (2000) state that the main role of mentors is to support and guide, but not to evaluate the mentees. This indicates that mentoring aims to foster professional growth and does not include any evaluation tasks which can create a stress-free environment for mentees to feel free and discuss instructional issues with their mentors.

Thus, the heart of mentoring, as Glickman et al. (2014) propose, is to build a trusting and helping relationship between the mentor and the mentee. This relationship plays a vital role in helping new teachers to enter the teaching profession. However, it requires careful selection and training of mentors so that they can perform their tasks well (Zepeda, 2017; Desimone et al., 2014).

Although coaching and mentoring share the collaboration characteristic which is essential in teachers' learning, there are attempts to differentiate between the two terms. For instance, Rhodes and Beneicke (2002; cited in Kennedy, 2005) point out that coaching is more skills based and mentoring focuses on counselling and professional friendship. The coaching or mentoring relationship can be collegiate or hierarchical, and the key to the coaching/mentoring model is the professional learning which can take place at school and can be enhanced by sharing dialogues with colleagues (Kennedy, 2005).

2.4.7 The Community of Practice Model

Communities of practice (CoP) are defined as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011; p: 1). Regular interactions between members of the community are essential to knowledge creation (Kennedy, 2005). Therefore, the community members engage in joint activities and discussions to share information and help each other (Wenger, 2011).

In education, CoP are usually referred to as professional learning communities (PLCs) (Azaza, 2018). Kilbane (2009) defines PLCs as a group of practitioners who collaborate, reflect and inquire on student learning in connection with their own teaching and learning process. Harris and Jones (2010) point out that by cultivating PLCs, schools can improve student achievement through changing teaching and classroom practices. It can also be achieved through involving all stakeholders in joint planning, action and assessment to foster student growth through constructive dialogues, reflection and learning from each other (Huffman & Jacobson, 2003; Pirtle & Tobia, 2014).

Azaza (2018) states that PLCs are based on two major premises which are: teachers' daily practices and experiences provide the basis to generate knowledge; and involvement of teachers in PLCs can develop teachers' performance and improve students' learning. Teachers' learning is developed through collective reflection on their daily experiences and practices (Vescio et al., 2008). In their study, Johnson and Montgomery (2005) report that PLCs have encouraged teachers to collaborate and share their teaching practices. Burke (2000) also points out that CoP had helped teachers to play various roles such as researchers, team members and reflective practitioners. These outcomes show that CoP or PLCs are useful tools to encourage collaboration and critical reflection between teachers to construct knowledge and develop their teaching practices.

However, Zepeda (2017) argues that learning communities cannot thrive without proactive supervision and support. This role can be played by school administration or educational supervisors to provide continuous guidance and support to maximise the benefits of PLCs. Thus, Pirtle and Tobia (2014) suggest that PLCs' meetings need to have a clear purpose and structure, focus on urgent instructional issues, foster support and trust, and support teachers' professionalism.

2.4.8 The Action Research Model

Action research is defined by Mills (2011; p: 5) as:

> Any systematic inquiry conducted by teacher researchers ... or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn...

Action research can help teachers to improve their performance and become active learners. It can also transform the ways teachers learn and work to improve their classroom practices (Zepeda, 2017). It encourages teachers to work as investigators to improve the quality of their performance and allows them to ask critical questions about their practice (Kennedy, 2005). She also adds that this model provides an alternative to teachers' passive role which is imposed in traditional CPD models. It shifts the balance of power towards teachers to identify and implement relevant research activities.

Zepeda (2017; p: 292) points out that action research undertaken by teachers is a valuable form of professional development. This is due to such reasons as to engage teachers in improving their own practice, to reflect on how and why decisions are made, it is contextualised to meet their needs, and it becomes the focus to build and manage school improvement efforts. Weiner (2002) states that the main aim of action research is practitioner development and transformation. Another aim is to allow teachers to become critical thinkers and being responsible about developing their professional practice; and to keep themselves updated with pedagogical and subject knowledge (Furlong & Salisbury, 2005).

According to Sullivan and Glanz (2013), action research is an ongoing, reflective process which involves four basic steps. They are selecting a focus, collecting data, analysing and interpreting data and finally taking the necessary action. However, the number of steps differs from what has been mentioned by Glickman et al. (2014; p: 324) who list five steps in conducting action research. They are to select a focus area, to conduct needs assessment, to design an action plan, to carry out the action plan and finally to evaluate the effects and revise the action plan. Reason and Bradbury (2008; p: 7) argue that there can never be one 'right way' to conduct action research. Thus, the key criterion to ensure

quality research is to adapt a clear articulation of the approach by the implementers and their audiences (Hardy & Rönnerman, 2011).

2.4.9 The Transformative Model

This model is based on critical reflections, life experiences and connections between transformative learning and development (Mezirow, 1997). Kennedy (2005) states that this model involves the combination of several processes and conditions which are drawn from other models outlined above. This combination to support a transformative agenda is considered a central characteristic of this model.

To conclude, Kennedy (2005) categorises the nine models mentioned above under three headings: transmission, transitional and transformative. The first four models are considered transmission methods, the following three models are considered transitional, and the last two are considered transformational methods (see Table: 2.2).

Table (2.2): Spectrum of CPD models

Models of CPD	Purpose of model	Increasing capacity for professional autonomy
The training model	Transmission	
The award-bearing model		
The deficit model		
The cascade model		
The standards-based model	Transitional	
The coaching/mentoring model		
The community of practice model		
The action research model	Transformative	
The transformative model		

Transmission methods provide teachers with little opportunity to take control over their learning; whereas transformational models increase teachers' capacity for professional autonomy and the power to determine their own learning pathways (Rose & Reynolds, 2006). Chaudary (2013) argues that there is no model which is better than the other. It depends on the uniqueness of individual setting and the learning needs to adopt any specific model. However, it is important to encourage and support teachers to reach their full potential and become autonomous in learning so that they take the full responsibility of their professional development.

2.5 Planning and Organising Teacher CPD

Translating the above-mentioned theoretical themes and CPD models' guidelines need careful planning and organisation to make CPD activities and experiences effective and beneficial for teachers. Previous literature has focused on listing the features of effective CPD programmes which should be considered by designers and providers (Cordingly et al., 2006; Pedder & Opfer, 2010; Armour & Duncombe, 2011; Villegas-Reimers, 2003).

However, little has been written about the steps or CPD frameworks which can be followed in designing CPD programmes such as the framework designed by Loucks-Horsley et al. (2010). Thus, the findings of previous research studies showed negative outcomes and dissatisfaction by teachers towards the provision of CPD activities. For example, science and mathematics teachers report that much of professional development provided to them is not useful (Wei et al., 2009). In their study of CPD in schools in England, Pedder and Opfer (2010) also reported that there is a lack of strategic planning of CPD provision which balances between organisational and individual needs and national policy priorities. This may due to the reason that districts and schools still view teachers' professional learning as independent and disconnected workshops, rather than sequential and interconnected experiences (Loucks-Horsley et al., 2010). CPD design requires careful planning and organisation to meet teachers' needs and expectations. Most importantly, it needs a solid knowledge about what constitutes effective teacher CPD and how to design professional development programmes and activities for teachers which represent the focus of this part.

To reiterate, much has been written about the characteristics of effective CPD (Cordingly et al., 2006; Pedder & Opfer, 2010; Armour & Duncombe, 2011; Villegas-Reimers, 2003). To begin with, many researchers have emphasised the importance of designing CPD activities which are based on teachers' needs (Darling et al., 1995; Kennedy & McKay, 2011; Middlewood et al, 2005; Ozdemir, 2013). Bybee and Loucks-Horsley (2000) assert that teachers' personal and professional needs must be considered to motivate and encourage them to engage actively in professional development activities.

Hunzicker (2011) adds that effective professional development considers the needs, concerns and interests of individual teachers as well as those of the school or district. Teachers are part of a school community which is also part of a district community. Thus, designing CPD programmes based on key stakeholders' needs would lead to effective

CPD activities. However, teacher and school needs should also be balanced so that coherence is achieved, and the overall goals of the organisation are met (Wan, 2011). Thus, Goodall et al. (2005) argue that there should be a 'fit' between teacher developmental needs and CPD activities provided to ensure that there is a positive impact at the classroom and school levels.

Second, CPD which addresses daily challenges in teaching and learning is most effective (Darling-Hammond et al., 2009). This is because it focuses on practical and relevant issues connected with teaching and learning processes (Irvine, 2006). Teachers reported that professional development which focuses on academic subject matter, encourages active learning and is integrated into the daily life of the school is more likely to enhance their knowledge and skills (Garet et al., 2001). Practical courses which are connected to the reality of classroom activities, as Caena (2011) stated, are considered one of the key factors which inspire teachers to change their classroom practices.

In addition, CPD must be a continuous process (Glickman et al., 2014; Villegas-Reimers, 2003; Tantranont, 2009; Day, 1999). Teaching requires teachers to be involved in career-long professional development (Day, 1999). This is due to the reason that teachers need to keep updated with changes and new approaches and techniques in teaching and learning. This would help them to adapt to new changes and evolving constraints they encounter in their profession (Caena, 2011).

Previously, teacher professional development was thought of in terms of several workshops and lectures, but this narrow viewpoint has changed, and the new perspective is to consider CPD as a continuous and on-going process (Alyahmadi & Al-kiyumi, 2014). Studies have proven that professional development activities which take a long time increase participation and sustain positive change (Brown et al., 2001; Bredeson, 2000). The more time teachers engage in professional development, the teaching practice is more likely to improve, and it becomes most effective when teachers have multiple opportunities to interact with ideas and information over a long period of time (Hunzicker, 2011).

Moreover, CPD needs to be a collaborative process (Kennedy, 2011; Darling-Hammond et al., 2009; Cardno, 2005). It is increasing in popularity compared to individual CPD (Kennedy, 2011). Darling-Hammond et al. (2009) state that collaboration in professional learning can promote school change which extends beyond individual classrooms.

Teachers who work together have a chance to discuss their professional development problems and experiences with each other (Garet et al., 2001). Collaborative CPD can cover various activities ranging from informal, unplanned ways to more structured and formalised communities of learning (Kennedy, 2011). Collaborative classroom-based professional development activities such as team teaching, joint research and peer observations have been highly reported by teachers (Pedder & Opfer, 2011).

The final feature is that CPD needs to be administratively supported by effective school leadership (Walter & Briggs, 2012); and educational leaders have a key role to organise and promote engagement in professional development learning (Timperley et al., 2007). Leaders can create the conditions and culture to develop and sustain teachers' professional learning through collaborative professional development (King, 2011). This requires provision of time and other resources to conduct CPD activities (Glickman et al., 2014).

Three roles are considered crucial by Timperley et al. (2007) which school leaders may undertake to gain and maintain interest of teachers in professional development activities. They are: to develop a realistic vision in which new things are best done and learned through everyday activities; to lead the learning process through ensuring the application of new ideas and providing incentives for teachers to continue to enact the new learning in practice; and to organise learning opportunities by creating conditions which support teachers' on-going learning.

The above-mentioned features need to be considered by CPD designers in planning professional development activities for teachers. The aim is to provide a wide range of CPD opportunities for teachers to improve teaching and enhance pupils' outcomes (Bubb & Earley, 2007). Thus, Loucks-Horsley et al. (2010; p: 18) have created a framework to plan and design professional development activities for science and mathematics teachers which, as a suggestion, can be used by other CPD designers and providers as well. It consists of six steps and four inputs which are shown in (Figure 2.1) as follows:

Figure 2.1: Professional development design framework
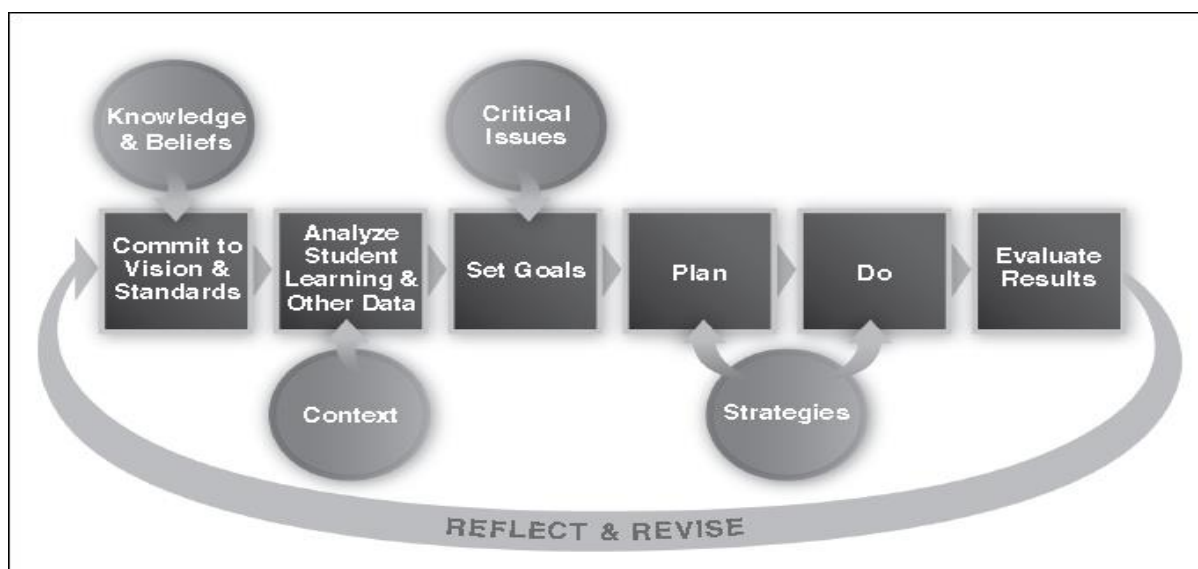
According to Loucks-Horsley et al. (2010), designing professional development activities is a continuous process which starts with creating a vision that motivates professional developers to design learning opportunities for teachers. This is followed by analysing student learning and other data to formulate goals and plan the activities. After that, the plan is implemented, and the final step is to continuously reflect and evaluate the results to make the necessary changes and improvements.

Four inputs are critical to consider in using this framework which are (p: 19): 1) Knowledge and beliefs (consulting research and experience to inform professional development work; and to consider how the beliefs align with research); 2) Context (understanding the features of context and use them to inform the design); 3) Critical issues (addressing the issues that may influence the success and impact of professional development activities); 4) Strategies (considering a wide range of strategies and choosing the ones which match the goals and teachers' needs to support their growth).

These four inputs inform the development of CPD framework which is designed to meet teachers' and students' needs. The six steps in the centre of the framework represent the planning process which guides the work of professional development (Loucks-Horsley et al., 2010). They aim to assist CPD designers to plan CPD programmes and activities. This framework is straightforward and can be used by CPD designers in creating professional development activities for teachers. As a suggestion for improvement, 'set goals' can be combined with 'plan' step, because goals are essential components of any plan. The final

stage in creating CPD programmes in this framework is to evaluate the results. Evaluation of CPD programmes represents the focus of next section.

2.6 Evaluating CPD

Historically, CPD evaluation has not been paid much attention by developers, because it is considered a costly and time-consuming process which distracts attention from important activities such as planning, implementation and follow-up (Guskey, 2000). Thus, research studies which have been conducted in the field of evaluating CPD are very little which leads to a paucity of literature in this area (Everett et al., 2013).

Guskey (2000; p: 2) defines evaluation as the "systematic investigation of merit or worth". He adds that systematic implies that evaluation is an intentional and purposeful process, and investigation refers to collecting and analysing appropriate and pertinent information; and the use of "merit or worth" implies appraisal of quality and judgments of value. Goodall et al. (2005) argue that systematic evaluations are rarely undertaken in professional development programmes. Most evaluations just summarise the activities of professional development programmes which are considered inadequate to study the effects of CPD (Guskey, 2000).

Evaluation is an essential element in CPD process to distinguish between effective and ineffective practices, and what needs to be improved or changed so that the intended outcomes are achieved. Werner and DeSimone (2009) state that evaluation builds credibility and checks whether the objectives have been fulfilled or not. Good evaluations provide reliable data to make thoughtful and appropriate decisions about professional development processes and effects (Guskey, 2000). However, evaluation of teacher professional development by schools is considered the weak link in professional development process which may be the result of lacking the necessary skills and tools to carry out this process; or how professional development is conceptualised (King, 2014; Ofsted, 2006).

2.6.1 Purposes and Tools of CPD Evaluation

To make the process of CPD evaluation effective, it needs to serve two main purposes: summative evaluation and formative assessment (Goodall et al., 2005). Formative assessment helps to ensure that each CPD programme meets the needs and expectations

of the participants (Tantranont, 2009). It is an ongoing process to collect information about the programme or activity and its progress.

Summative evaluation, on the other hand, determines the overall effectiveness of a CPD programme (Tantranont, 2009). It is conducted at the end of the programme to make judgements about its advantages and disadvantages, and what needs to be improved. Guskey (2000) states that summative evaluation describes the outcomes which can be positive or negative and the final results which were intended or unintended. He added that in some cases it evaluates whether the benefits justify the costs or not.

Guskey (2000) adds another purpose to evaluating CPD which is 'evaluation planning'. It includes a determination of needs, assessment of participants' characteristics, context analysis, and the collection of baseline information (p: 3). This indicates that planning aims to collect basic information about the participants and context so that CPD programmes are designed accordingly.

Various instruments can be used to evaluate CPD activities and programmes. For example, tests can be used to provide summative feedback; and interviews and surveys can be applied to collect formative information (Scannell 1996). Smith (2002) mentions other methods such as appraisal reports, feedback forms, field notes, ...etc. Selection of appropriate methods depends on the aims of the programme and skills of CPD designers and implementers.

However, Pedder et al. (2008) argue that feedback forms and questionnaires are used by many schools, but their purposes are not clear to teachers. Questionnaires, for instance, address questions about enjoyment, usefulness, presentation and organisation of the event to evaluate participants' reactions towards CPD programmes or events (Guskey, 2000). This would help to understand participants' level of satisfaction about training programmes and their relevance to work; and what needs to be improved in the future. But this is not enough to evaluate the effects of CPD activities and programmes.

To overcome this problem, schools should be trained on how to evaluate CPD activities appropriately and effectively using different tools (Goodall et al., 2005). Schools and teachers also need to have the basic knowledge about CPD evaluation models and their levels of impact to evaluate the effects of CPD programmes correctly and comprehensively. CPD evaluation models represent the focus of next part.

2.6.2 CPD Evaluation Models

Evaluation models are useful to evaluate and measure the impact of CPD activities on teacher performance and learning. These models, as King (2014) states, have been built on each other over the years, starting with Kirkpatrick's model in 1959 which was used to judge the value of supervisory training programmes in business world (Tantranont, 2009). This model consists of four levels of impact which are: participant reaction, participant learning, participant behaviour and organisation results. Guskey (2000) has developed Kirkpatrick's model and introduced five levels to evaluate CPD programmes at the school context. They are participants' reactions, participants' learning, organisational support and change, participants' use of new knowledge and skills, and student learning outcomes.

These five levels are hierarchically arranged from simple to complex which means that each level depends on the success of the previous one (Guskey, 2000). They complement each other and guide the evaluation process through asking appropriate questions which can provide valid information to make the appropriate decisions and changes about CPD process.

Guskey's five levels of evaluation have been used as a framework to evaluate the impact of CPD programmes in schools in England (Goodall et al., 2005). The study revealed that participant reaction and participant learning are the focus of most evaluation practice, "with only 41% of schools in the interview phase evaluating organisational support and change, and only 25% evaluating pupil learning outcomes" (p: 10).

However, Goodall et al. (2005) argue that Guskey's levels of CPD evaluation lack an essential element which is CPD cost-effectiveness. Value for money is an important element to be considered in evaluating CPD activities, but there are very few studies which focus on this issue and their outcomes showed that this element is not given that much attention in CPD evaluations. For example, Pedder and Opfer (2010; p: 19) state that "there was no evidence in the 12 schools of a detailed and criterion-referenced value-for-money calculation of a CPD activity". This may due to the reason that it is difficult to evaluate this financial part; or CPD implementers and designers do not have the required knowledge and skills to perform this task.

Generally speaking, the evaluation process requires time, resources, personnel, and expertise to complete the assessment process properly (Tantranont, 2009). Each CPD programme or activity requires different evaluation methods and procedures; depending on its aims and objectives to evaluate and measure its impact on teachers and students. Practically, schools find it hard and problematic to evaluate the impact of CPD (Bolam & Weindling, 2006; King, 2014). Thus, schools and teachers need more guidance and training on how to evaluate the effects of CPD programmes. The five levels of CPD evaluation mentioned above can be used as a guide in evaluating any CPD activity. They are briefly discussed and have focused on the main issues which need to be considered in each level.

To conclude, CPD evaluation models provide frameworks to measure the effectiveness of training programmes and CPD activities. They help teachers as well as schools and other educators to adequately assess the impact of CPD activities. They shift the focus from assessing teacher satisfaction to exploring the impact on teacher practices which in turn enhance pupils' outcomes and school improvement (King, 2014). However, as mentioned earlier, research studies have shown that most CPD evaluations focus on assessing participants reactions and are considered the weak link in professional development process which is due to lack of knowledge and skills to conduct the evaluation process comprehensively (King, 2014. Ofsted, 2006; Goodall et al., 2005).

2.7 CPD Challenges

Research studies in different contexts have reported some challenges which encounter CPD efforts in practice (Geldenhuys & Oosthuizen, 2015; Wan, 2011; Harris et al., 2012; Omar, 2015; Mulcahy-O'Mahony, 2013). Identifying these challenges would help to find out whether they apply to the context of current study or there are other challenges which would emerge. The reviewed literature has included some challenges that can be categorised under the following headings:

2.7.1 Lack or Limited Financial Support

Insufficient or lack of financial support is considered one of the main CPD barriers which affects CPD efforts negatively (Omar, 2015; Mulcahy-O'Mahony, 2013; Wan, 2011). Lee's study (2002), for example, reported that insufficient resources and insufficient money have been identified as the first two factors which inhibit teachers from

participating in CPD activities. Earley and Bubb (2004) state that school management needs to ensure that budgets are well spent through providing CPD opportunities for teachers based on their needs.

Thus, the National Staff Development Council (2001) recommends that at least 10% of school budget should be spent on teacher professional development. CPD designers need also to have a clear picture about the financial support and other resources available so that they plan CPD activities and programmes accordingly.

2.7.2 No or Limited Time to Attend CPD Programmes

Lack of time is considered the greatest challenge mentioned by teachers, researchers and policymakers to conduct effective professional development (Abdal-Haqq, 1996; Villegas-Reimers, 2003). This is due to the reason that teachers' heavy workload does not allow them to take part in CPD programmes (Wan, 2011; Day et al., 2007). Most schools also fail to allow enough time to consolidate and implement new information and understanding or to share it with other colleagues (Harris et al., 2012). In his study, Omar (2015) reported time as one of the main challenges which encounter CPD leaders to carry out their roles.

These outcomes indicate that CPD leaders do not have enough time to design CPD programmes properly and teachers cannot take part in CPD activities due to their heavy workloads. This requires coordination and allocation of sufficient time to CPD designers and trainers to prepare the content and training materials. It also requires providing enough opportunities for teachers to take part in CPD events and programmes.

There are variations between countries in terms of time spent or required on teacher CPD. For example, every teacher must maintain a CPD portfolio and is required to engage in at least 35 CPD hours in Scotland (Boyd, 2005). However, Boyd has not mentioned if the 35 CPD hours are required annually or over several years. In Hong Kong, teachers are required to undertake 150 hours of CPD over three years (Pattie, 2009; cited in Whitehouse, 2011). However, in Lebanon, CPD is not stipulated for licensing teachers, so schools and teachers do what they see fit (Nabhani & Bahous, 2010). These variations show that CPD is compulsory in some countries and optional in others and CPD timing varies from one country to another. Therefore, Kempton (2013) states that it is time for

the teaching profession to have a system of accredited CPD to demonstrate teachers' expertise and skills to parents, schools and government.

2.7.3 Irrelevant or Poor-Quality CPD Content

Research studies reported that some CPD activities or programmes do not match participants' actual needs (Mansour et al., 2014; Alshahrani, 2017; Sinyangwe et al., 2016; Geldenhuys & Oosthuizen, 2015). Their content is irrelevant and does not reflect what should be covered in CPD sessions. Thus, some teachers are reluctant to attend CPD activities (Geldenhuys & Oosthuizen, 2015).

Lee (2002) states that CPD content provided to teachers was irrelevant and unrealistic. It was not also well-structured or well-focused. Mulcahy-O'Mahony (2013) reports that CPD courses were unsuitable or were poor in terms of quality. This matches what has been stated by Harris et al. (2012) who reported that CPD programme did not adequately address known areas of development for physical education primary teachers due to failing to meet the diverse needs of teachers. Geldenhuys and Oosthuizen (2015) have also found out that knowledge included in CPD programmes was inadequate.

In order to overcome the above-mentioned problems, CPD programmes and their content should be responsive to teachers' needs and requirements (Bubb & Earley, 2007; Loucks-Horsley et al., 2010). Identifying teachers' needs is the starting point in designing any CPD activity. It is considered one of the main reasons which encourages teachers to attend CPD activities, because they are related to their practice (Pedder & Opfer, 2010).

This can be achieved through involving teachers and giving them the chance to have a voice in planning, implementing and evaluating CPD programmes (Guskey, 2002; Glickman et al., 2014; Geldenhuys & Oosthuizen, 2015). The CPD content needs also to equip teachers with different skills and knowledge in such areas as pedagogy, subject-matter, evaluation and how to work with students of diverse cultural and social backgrounds (Villegas-Reimers, 2003; Gay & Howard, 2000; Alidou, 2000).

2.7.4 Absence or Limited Follow-up Support

In their study, Harris et al. (2012) reported that CPD programme provided for physical education primary teachers had no follow-up support. They added that there were reduced opportunities in some schools to teach physical education which resulted in limiting the

implementation of teachers' learning. Lee (2002) also reported that schools were not supportive of CPD.

Follow-up to support learning is considered one of the main characteristics of successful professional development programmes (Glickman et al., 2014). Richardson (2003) recommends that CPD programmes should incorporate follow-ups and reflection in implementing newly acquired skills. Thus, Villegas-Reimers (2003) suggests establishing a 'culture of support' to succeed in professional development. Peers, schools and government can provide the required support to effective CPD (Wan, 2011; Timperley, 2008; Darling-Hammond and McLaughlin, 1995). This can be achieved through supporting and creating networks and collaborations, providing opportunities for teachers to apply what they have learned in their own contexts, and redefining the functions and roles of school leadership by including teachers (Lieberman, 1994).

O'Sullivan (2002) also mentions some follow-up strategies which can be used by trainers and teachers. Trainers can use such strategies as "lesson observations, progress meetings, checklists, learner assessments and demonstrations" (p: 3). Teachers can use other strategies such as "workshop handouts, diaries, self-evaluation forms and peer coaching" (p: 3). These strategies are useful to follow-up the application of CPD programmes' content in practice and to provide the necessary guidance and support.

2.8 Investigating CPD in Oman

Every year, the MoE in Oman provides training courses, lectures, workshops, seminars, symposiums, summer activities and projects to provide CPD opportunities for its staff (Al-Hosni et al., 2013). Schools are also provided with modest funds by the MoE to conduct training workshops and programmes for their teachers and staff (Ministry of Education & The World Bank, 2012). This supports the government's policy for decentralisation in education (Ministry of Education, 2006).

Thus, teacher CPD in Oman is provided through centralised and decentralised training programmes and activities (Al-Badri, 2014). Centralised programmes are provided by the MoE and decentralised programmes are provided by the directorates general of education in regions using the cascade approach (Ministry of Education & The World Bank, 2012). This requires identifying trainers in regions, train them centrally and then instructing them to go back to their regions to replicate the training programmes (Ministry of Education,

2006). Schools also take part in providing CPD opportunities for their staff including teachers (Ministry of Education, 2017).

According to the professional development plan (Ministry of Education, 2017), 88 centralised training programmes targeting 3445 participants were conducted; and 10 decentralised training programmes targeting 5000 participants were also carried out. This is in addition to training programmes in each region and opportunities to pursue further education such as PhD and masters inside and outside Oman (Ministry of Education, 2017). These figures show that huge efforts are being made by the MoE and directorates general of education in regions to assist staff and teachers in improving their performance. Their aims are to help preparing teachers well and to offer ongoing support for them (Ministry of Education, 2006).

Recently, a national project has been launched by the MoE to raise teacher professional development standards by establishing the 'Specialized Centre for Professional Training of Teachers' (Al Shabibi et al., 2016). This centre is responsible about preparing training plans, raising teachers' capabilities and skills, in addition to analysing and measuring their performance (Education Council, 2012; cited in Al Shabibi et al., 2016). It is considered an important addition to the Ministry's structure which is directed towards providing and enhancing teachers' CPD.

Another source of teacher professional development is through upgrading the qualifications of teachers. For example, the BA TESOL project which has been conducted by the MoE in cooperation with the University of Leeds in the UK to upgrade the qualifications of English teachers' diploma holders (Al-Lamki, 2009). According to the professional development plan (Ministry of Education, 2014), 982 of the Ministry's employees (including teachers) in 2013 were completing their studies (PhD, Masters, B.A & Diploma) inside and outside Oman.

These efforts show that there is a reliance on award-bearing, training and cascade models to provide CPD opportunities for teachers in Oman. These models are classified as transmission models in which teachers have less control over their learning opportunities (Kennedy, 2005). Teachers need to have an active role in selecting CPD activities which meet their needs and foster their professional growth. This can be achieved by encouraging more decentralization of CPD provision and focusing on transitional and transformative models and to contexualise learning opportunities at schools' level. The

main aim is to encourage teachers to become responsible about their learning and to determine their own learning pathways (Rose & Reynolds, 2006).

Despite all the above-mentioned efforts, research studies have shown that there is a gap between the ministry's professional development plans and teachers' practical experiences and needs. Based on the outcomes of several Omani studies, Al-Lamki (2009) found out that "teachers, senior teachers and supervisors lack the skills, knowledge and training they need in order to be able to implement the change suggested by the Ministry in the area of professional development" (p: 62). He reported a mismatch between CPD system and teachers' beliefs and practices.

In a survey of 150 teachers in five regions in Oman, the results revealed that training is over-theoretical, does not respond to the participants' needs, and the trainers are not competent enough (Ministry of Education & The World Bank, 2012). In addition, Al-Badri's study findings (2014) showed that "the effectiveness of professional development programs for the teachers of post- basic education seems to be weak from the point of view of the teachers themselves" (p: 140). Moreover, there was no systematic data on the impact of training programmes on classroom practice (Ministry of Education & The World Bank, 2012).

These findings are expected because of relying on transmission CPD models and teachers are not involved actively in CPD planning process. This puts a huge pressure on supervisors who are uniquely positioned as one of CPD providers in Oman. They are supposed to match their supervisory practices with teachers' needs to improve and enhance their professional growth and development at schools. Exploring the role of supervisory practices in developing teachers' CPD is the focus of next chapter.

2.9 Summary

This chapter has reviewed teacher CPD literature from international, regional and national perspectives. It has started by defining CPD which is obviously an issue in itself (Pedder et al., 2008); and there is no unified definition to CPD. However, Day's definition (1999) which includes all the planned and unplanned experiences and activities which aim to foster teachers' professional learning and development have been adopted in the current study.

Nine CPD models which were proposed by Kennedy (2005) were discussed to provide an overview about how to facilitate teachers' learning; and to find out which ones are being implemented in private schools which represent the context of current study. Kennedy has categorised CPD models under three headings which are: transmission, transitional and transformational. They vary in their level of increasing teacher autonomy for professional development. However, Chaudary (2013) argues that there is no model which is better than the other. It depends on the uniqueness of individual setting and the learning needs to adopt any specific model.

This was followed by highlighting how to plan CPD programmes and Loucks-Horsley et al.'s framework (2010) has been used as an example to understand the steps and procedures which can be used in planning CPD. The next point has outlined the five levels which are proposed by Guskey (2000) to evaluate CPD programmes. Research studies have shown that most CPD evaluations focus only on the first two levels which are participants' reactions and participants' learning (Goodall et al., 2005; Tantranont, 2009). This is due to the reason that schools find it difficult to evaluate the impact of CPD programmes on teachers and students due to lack of necessary knowledge and skills (Bolam & Weindling, 2006; Pedder & Opfer, 2010).

CPD challenges were also identified from previous studies such as lack or insufficient financial support (Villegas-Reimers, 2003), no or limited time to attend CPD activities (Abdal-Haqq, 1996), irrelevant or poor-quality content (Mulcahy-O'Mahony, 2013; Lee, 2002); and absence or limited follow-ups (Harris et al., 2012). This part informs the current study to investigate CPD challenges in the Omani context.

In Oman, centralised and decentralised CPD programmes are being provided to equip teachers with the necessary knowledge and skills to foster their professional learning and development (Al-Badri, 2014; Ministry of Education & The World Bank, 2012). However, the outcomes of research studies have shown that the focus is still on transmission models (Al-Badri, 2014; Al-Hosni et al., 2013; Ministry of Education & The World Bank, 2012). There is also a mismatch between what is provided by the MoE and needed by teachers and other staff (Al-Lamki, 2009). Thus, decentralisation needs to be expanded to empower schools to provide more CPD opportunities so that they are contextualised to meet teachers' actual professional needs.

Chapter Three: Educational Supervision

3.1 Introduction

Educational supervision is an interactive process between supervisors and their teachers. It aims to engage teachers in instructional dialogue to improve teaching and increase student achievement (Sullivan & Glanz, 2013). According to Zepeda (2017), the most important task which supervisors do is to work with teachers to promote their lifelong learning skills such as inquiry, collaboration, reflection, and a dedication to professional development. This involves developing the requisite knowledge, skills, and dispositions which represent the foundation of effective supervisory practices (Sullivan & Glanz, 2013).

The notion 'supervision' has evolved from the school inspection system to provide continuous professional support and guidance for schools and teachers (Jaffer, 2010; Glickman et al., 2014). It is not limited to inspecting schools and teachers' performance or evaluating their work. It aims to change the focus from judging schools' performance once at a time to providing an ongoing support and guidance to teachers as well as schools. However, Marshall (2005) argues that most teachers are supervised and evaluated inefficiently and ineffectively. Glanz (1997; p: 57) proposes that "the evidence to support the contention that teachers do benefit from supervision is scant and primarily anecdotal". This is supported by the outcomes of some research studies which revealed that the change has been in terminology only in some countries, and there has not been a major shift on how supervisors carry out their roles or even in their job descriptions (Jaffer, 2010; Jaffer, 2007; Wilcox, 2000).

This chapter reviews educational supervision literature to highlight its functions and roles in fostering teachers' CPD. It begins by defining the term educational supervision and how it is different from educational inspection. This is followed by discussing some supervisory models which can be used to facilitate teachers' CPD. Then, functions of supervision are highlighted, with a focus on listing the job description of supervisors in different contexts to point out their similarities and differences. After that, some supervisory tools and techniques are discussed. This is followed by highlighting the supervisory process of private schools in Oman to contextualise the current study, and to

find out which supervisory models and techniques are being mostly used and implemented in practice.

The next point focuses on investigating teachers' perceptions towards supervisory practices based on the outcomes of research studies in various contexts. The aim is to find out the usefulness of supervisory practices in fostering teachers' professional growth and development. The final part sheds light on some challenges which supervisors encounter in practice and how to overcome them.

3.2 Defining Supervision

There is no agreement on a unified definition for the term supervision in literature. Alfonso and Firth (1990) argue that there is a continuing disagreement not only on the definition, but also on the purposes of supervision. This is due to the differences in orientations, comprehension, perceptions and familiarity with aspects of supervision and how its content is analysed (Hismanoglu & Hismanoglu, 2010). It may also reflect the historical development of the term supervision and what is required from supervisors to perform in various contexts.

Zepeda (2017) states that the terms supervision, instructional supervision and clinical supervision are often used interchangeably in literature. However, definitions of instructional supervision which focus on improving instruction are the most widespread (Kutsyuruba, 2003). Sullivan and Glanz (2013; p: 4) define supervision as "the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement". According to Nolan and Hoover (2011; p: 6), teacher supervision is defined as "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning". Both definitions emphasise the role of supervision in fostering teachers' professional growth to develop their teaching performance which in turn leads to enhancing students' achievement. Glatthorn (1990; p: 84) has provided a more detailed definition which is applied in the current study. He defines supervision as:

> The comprehensive set of services provided, and processes used to help
> teachers facilitate their own professional development so that the goals of
> the school districts or the school might be better attained.

This definition includes all the services and processes provided by supervisors to develop teachers professionally. This needs to be in accordance with the school or district's goals to make the supervisory process comprehensive. Thus, supervision is viewed as a process which aims to provide teachers with information about their teaching practice to develop their instructional skills (Beach and Reinhartz, 2000). Improvement of instruction, as Sergiovanni and Starratt (1998) point out, may focus on teachers' knowledge, skills, and ability to make decisions and solve problems; or it may direct them to inquire about their teaching. This focus on teachers' instructional improvement would lead to achieving a higher quality of students' learning ((Kutsyuruba, 2003).

In Oman, teacher supervision is unique in terms of terminology used and who performs supervisory tasks. It is called 'educational supervision' and is defined as a collaborative, technical, democratic, scientific and creative process which aims to develop and evaluate the educational process (Supervision Guide, Ministry of Education, 2007; p: 4). This definition is general compared to the definitions mentioned above. It has focused on two elements: the various characteristics which need to be considered in conducting educational supervision, and the aim of educational supervision which is two-fold: to develop teachers' performance first and then to evaluate the teaching-learning process. This shows that educational supervision focuses first on fostering teachers' CPD and then to evaluate their performance. This differentiates educational supervision from inspection which aims to evaluate teachers' performance first in order to identify what is required to foster their CPD (Olagboye, 2004). The differences between supervision and inspection would be discussed in detail in the following section.

The second unique characteristic of educational supervision in Oman is that it is conducted by supervisors who are officially designated by the MoE to follow-up the teaching-learning process in private schools (Al-Shidhani, 2005). This means that educational supervisors are outsiders and do not work for private schools. They visit private schools to provide the necessary guidance and support for teachers. In other educational contexts, these tasks are usually conducted by insiders such as school principals, heads of section and senior teachers (Tesfaw & Hofman, 2014).

Due to these differences in focus and who conducts the supervisory task, the MoE in Oman states that educational supervision is a comprehensive process which considers all the factors that affect the development of educational process in connection with its aims

and objectives (Ministry of Education, 2007). This matches the ultimate goal of educational supervision stated by the Saudi Ministry of Education which is to improve the teaching-learning process through developing all the factors affecting it in relation to the objectives set out by the MoE (Alghamdi & Alzahrani, 2016).

'Supervisory practices' is another term which needs also to be defined in the current study. Paulsen (2011; p: 11) defines supervisory practices as "a specific series of activities performed by a supervisor during the act of instructional supervision". Supervisory practices are also defined as "the techniques, methods, models, or processes used by instructional supervisors when conducting teacher supervision at schools" (Abdulkareem, 2001, p: 10). Both definitions focus on the use of various supervisory models and techniques to improve teachers' performance. However, the selection of appropriate supervisory models and methods should be connected with teachers' needs and the objectives set out by the MoE to make teacher supervision a responsive process (Ministry of Education, 2007).

For the purpose of the current study, I define supervisory practices as the supervisory models and techniques used by educational supervisors to foster teachers' CPD to develop their teaching practices and improve students' learning based on teachers' needs, and in relation to the objectives set out by the MoE. This definition shows the relationship between educational supervision, teachers' CPD, and students' learning which need to be connected with the ministry's objectives to ensure coherence and consistency in teacher supervision. This would help to achieve the basic purpose of teacher supervision which is to engage supervisors and teachers in collaborative activities to actively construct knowledge and to better understand the teaching-learning process (Kutsyuruba, 2003; Nolan & Francis, 1992).

3.3 Supervision versus Inspection

Practically, supervision and inspection are used as tools to ensure efficiency and accountability in educational systems (Tesfaw & Hofman, 2014). Supervision has been initially described as inspection, but it has gradually taken over inspection (Baffour-Awuah, 2011). This reflects the historical development of supervisory practices from inspection to supervision (Sullivan & Glanz, 2013). It also reflects the changing nature of supervision or inspection process to meet new developments and changes in education

(Younis, 2009). Both terms are used nowadays to improve the teaching-learning process, but they differ in their focus and processes.

Inspection refers to examining and evaluating a school as a place of learning based on defined criteria (Obiweluozor et al., 2013; Ofsted, 1993). It has operated from within a conventional paradigm which attempted to control teachers' instructional behaviour (Glickman et al., 2014; Sullivan & Glanz, 2013). It refers to a procedure in which someone examined teacher's classroom and looked for mistakes (Sullivan & Glanz, 2013). As an external evaluation mechanism, MacBeath and McGlynn (2002) point out that inspection complements schools' internal evaluations.

However, supervision focuses on fostering teachers' CPD first, and then to evaluate their performance (IIEP, 2007; Ministry of Education, 2007). It is the art of overseeing the activities of teachers to provide them with professional guidance and to improve the conditions which affect the learning and growth of students and teachers (Ogunu, 1998). This matches the goal of educational supervision in Oman and Saudi Arabia which was mentioned above and stated that supervision aims primarily at improving and developing teachers' performance, and evaluation is conducted at the end of the process. In brief, inspection is evaluative and summative, but supervision is developmental and formative (Tesfaw & Hofman, 2014; Olagboye, 2004; Sullivan & Glanz, 2013).

Another difference is that supervision is usually carried out by school staff (principals, department heads or senior teachers) and aims at providing continuous guidance and support to develop teachers professionally (Tesfaw & Hofman, 2014). It is also carried out by external supervisors who are appointed by ministries of education as it is the case in Oman and other Arab countries (Al-Ajmi, 2011; Alhajri, 2014; Naba'h et al., 2009). However, inspection is a top-down approach which aims to control and evaluate the improvement of schools based on certain standards set by external agents outside the school system (Tesfaw & Hofman, 2014).

In addition, the number of visits represents the third difference between inspection and supervision. Inspection visits are less in number compared to supervision visits; and inspection visits vary from one country to another. For instance, an inspection visit is carried out every three years in The Czech Republic, every four years in The Netherlands and every four to five years in Sweden (Ehren et al., 2015). However, supervisory visits are conducted regularly during each academic year. For example, in Omani private

schools, each teacher is visited three or four times by his/her supervisor every year depending on the number of supervisors in each subject and the aim of each visit.

Olagboye (2004; p: 7) summarises the differences between inspection and supervision. They are listed in table (3.1) as follows:

Table (3.1): The differences between inspection and supervision

No	Inspection	Supervision
1	Formal	Less formal
2	Focuses on monitoring and evaluation of performance	Focuses on maintaining and improving performance
3	Usually carried out by an external agent	Usually carried out by an internal agent (the head teacher) and head of subject
4	Aims at changing all factors affecting the behaviour of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning
5	Facilitates and reinforces teaching/learning activities	Explores, encourages and supports teaching/learning activities
6	Less frequent	Frequent
7	Usually planned ahead	Sometimes not planned
8	Done as a team	Done individually

Although this table has summarised the differences between supervision and inspection briefly, but there are two points which require more clarifications, because they are applied differently in different contexts. To begin with, it is stated in the third point that supervision is usually carried out by internals. This implies that it can be carried out by externals such as supervisors as it is the case in the current context. Second, it is stated in the last point that supervision is done individually. This is not accurate, because there are cases where supervisors conduct group visits depending on the aims of each supervisory visit. Zepeda (2017) states that group classroom observations are prevalent and are used by principals, teachers and other educators to observe teaching and learning.

In many developed countries such as the UK and the USA, the term inspection is still used and practiced (Tesfaw & Hofman, 2014). However, inspection has been criticised for judging school performance only at one point in time and focuses on compliance with legal and administrative requirements rather than improvement processes (Jaffer, 2007; Jaffer, 2010). Thus, some improvements have been made in terms of organisation, purpose and processes of the inspection system (Jaffer, 2010). In the UK, for instance, there is more emphasis on using school self-evaluation to reform the inspection system

(Rudd and Davies 2000). Thus, they suggest using the outcomes of school self-evaluation to inform and support the Ofsted inspection process.

However, the term inspection is considered too negative in some countries which prefer to use such terms as supervisor, advisor or education officer (IIEP, 2007). Regardless of the terms used, both systems aim to work with schools and teachers to evaluate and foster their professional growth and development using different strategies and techniques. Each system requires certain skills and procedures which supervisors or inspectors must be aware of so that the intended outcomes are accomplished. This cannot be achieved without having a solid knowledge about the different supervisory models which represent the focus of next section.

3.4 Models of Supervision

Educational supervision is carried out using different supervisory models. Each model has its own characteristics and processes which aim to foster teachers' professional growth and development. However, there are such factors as levels of experience, commitment and urgency of the situation that need to be considered in choosing the best supervisory approach or model which matches teachers' needs (Glickman et al., 2014).

According to Kutsyuruba (2003), recent researchers have mentioned two models which have been effective in practice over the last few years. These two models are: developmental supervision and differentiated supervision. Clinical supervision and coaching and mentoring are also widely discussed in recent literature (Zepeda, 2017; Glickman et al., 2014; Paulsen, 2011; Williams, 2007). Coaching and mentoring were discussed in the previous chapter, so the other three models are highlighted in the following lines.

3.4.1 Clinical Supervision

This model emerged in the 1970s and includes the work of Robert Goldhammer and Morris Cogan (Baffour-Awuah, 2011; Glickman et al., 2014). It is a sequential and cyclic supervisory process which involves an interaction between supervisors and their teachers (Kutsyuruba, 2003). It is viewed as a tool to develop professional responsible teachers who can analyse their own performance and are open to change and assistance from others (Pajak, 2000).

Weller (1971; cited in Sullivan and Glanz, 2013; p: 120) defines clinical supervision as follows:

> Supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification.

This definition highlights the three steps which need to be followed in applying clinical supervision. They are planning, classroom observation and post lesson analysis. It shows that clinical supervision takes its data from classroom events and aims to analyse teaching behaviours and activities to improve instruction (Goldhammer et al., 1980). Data analysis and relationship between teachers and supervisors represent the basis of this model to design the strategies and procedures to improve teachers' classroom behaviour so that students' learning is enhanced (Cogan, 1973).

Clinical supervision relies mainly on collaboration and mutual trust between supervisors and their teachers to improve the quality of teaching-learning process (Goldhammer et al., 1980; Abdulkareem, 2001; Zepeda, 2017). Thus, it assumes that teaching can be improved by a prescribed formal process of collaboration between supervisor and teacher (Sullivan & Glanz, 2013). It also emphasises collegiality and mutual discovery of meaning, and focuses on classroom events (Abdulkareem, 2001). In addition, it enables reflection on practice with the support of a skilled supervisor to develop skills and enhance understanding of one's own practice (Ayeni, 2012).

Applying these clinical supervision underpinnings can lead to achieving some benefits in teacher supervision. To begin with, it helps to improve and build relationships between supervisors and supervisees based on mutual trust and support Goldhammer et al. (1993). They assert that it requires a high degree of mutual trust and commitment to professional growth. One way to achieve this is by working collaboratively in preparing lesson plans and evaluating teacher's performance (Cogan, 1973).

Second, clinical supervision provides the chance for teachers to reflect upon their lessons (Goldhammer et al., 1993). It encourages teachers to evaluate and think critically about their performance. The critical evaluation of practice assists to develop teachers' knowledge (Goldhammer et al., 1993). It also emphasises self-direction and self-analysis

which are essential components of reflective practice (Pajak, 2000; Sullivan & Glanz, 2013).

Third, clinical supervision encourages practice which is based on evidence and creates confident decision makers (Cogan, 1973). During post conference or post lesson discussion, the supervisor and teacher share the observation data and analysis, interpret data and produce a plan for instructional improvement (Glickman et al., 2014). This requires an agreement on the changes to be made on teachers' performance based on the evidence collected via classroom observations (Cogan, 1973).

However, there is no agreement on the number of steps which needs to be followed in applying clinical supervision. Cogan (1973) mentions eight phases in the cycle of clinical supervision, but Goldhammer et al. (1993) lists five major steps. Gall and Acheson (2010) have summarised them into three steps. Table (3.2) portrays the original phases of clinical supervision model (Zepeda, 2017; p: 166):

Table (3.2): The phases of clinical supervision model

Basic Phase	Cogan (1973)	Goldhammer, Anderson, & Krajewski (1993)	Gall & Acheson (2010)
Clarifying the supervisory relationship	1. Establishing the relationship		
Planning	2. Planning with the teacher 3. Planning for the observation	1. Holding the pre-observation conference	1. Holding the planning conference
Observing	4. Making the classroom observation	2. Making the classroom observation	2. Making the classroom observation
Analyzing	5. Analyzing the teaching/learning process 6. Planning the conference strategy	3. Making the analysis and planning strategy	
Conferencing	7. Holding the conference	4. Holding the supervisory conference	3. Holding the feedback conference
Evaluating	8. Doing renewed planning	5. Holding the post conference analysis	

These steps show the historical development of clinical supervision model's steps which start with building a relationship between supervisors and their teachers. This is followed by collaborative planning, conducting classroom observation, and analysing the lesson to agree on future changes and decisions. In practice, time and teachers' heavy workload may prevent supervisors in some contexts from conducting all the eight steps suggested by Cogan (1973). Therefore, they were reduced to three steps by Gall and Acheson (2010). These three steps are widely used by private schools' supervisors in Oman, because they are practical and suit the time available for supervisors and teachers to conduct classroom observations.

According to Kutsyuruba (2003), clinical supervision can be used with both inexperienced beginning teachers as well as experienced teachers who are looking to improve their performance. It focuses on teachers' professional development to improve classroom practice and guarantee quality teaching for students (Sergiovanni & Starratt, 1998). However, Glatthorn (1984) argues that clinical supervision is so time-consuming, and it is not practical to use with all teachers. He adds that there is no evidence that it improves the performance of competent, experienced teachers, and focuses only on class visits to collect data about teachers' performance. This indicates that it does not consider other supervisory tools and techniques such as action research, INSET sessions and teacher portfolio to gather information about teachers' work and progress.

In investigating teachers' perceptions on the role of primary school heads in applying clinical supervision programmes in Zimbabwe, Lizias and Anyway (2014) reported a mixture of positive and negative findings. The outcomes of their study revealed that teachers appreciated the heads' role in clinical supervision programmes and most of the teachers were involved in the planning process. However, "most heads were not suitably qualified to run clinical supervision programmes", and teachers wanted to be treated as equal partners in applying clinical supervision (p: 7). This indicates that there was improper training and preparation which needs to equip the participants with the required knowledge and skills to ensure the correct application of clinical supervision model.

In another study, Williams (2007) conducted a case study to examine teachers' and administrators' initial experience with a clinical supervision model. The results revealed that time was the main obstacle to complete the clinical supervision process. On the other hand, it has facilitated and developed the collaborative/collegial relationship between

supervisors and teachers. The participants also agreed that supervisors were able to successfully assume the facilitative supervisory role and leave their evaluative roles out of the process. In addition, all participants stated that they have experienced significant professional growth from being involved in the study.

In Oman, a study was conducted by Al-Abdali and Al-Mekhlafi (2017) to investigate clinical supervision practices as perceived by supervisors, senior teachers and teachers. The outcomes revealed that there is a moderate use of clinical supervision practices. The analysis stage, data collection and post lesson discussion stages are used by the observers, but the pre-lesson discussion stage is not often used. The data also revealed that the observers rarely involved teachers in reflecting on their lessons before the post observation conference. Thus, the researchers recommend that supervisors and senior teachers need to conduct the pre-lesson discussion stage to encourage teachers to reflect upon their lessons, and to involve teachers in deciding the observation focus and tool.

These outcomes show that using clinical supervision model is beneficial in contexts where teachers work collaboratively with their supervisors. However, some stages were not conducted in some contexts which may due to busy timetables which teachers have at schools. In general, application of clinical supervision requires well training for the observers (supervisors & senior teachers) before starting to observe teachers; and observers need to vary their data collection methods (Al-Abdali & Al-Mekhlafi, 2017). This matches what has been suggested by Goldhammer et al. (1993) who state that clinical supervision requires well-preparation through preservice training for supervisors and continuous in-service reflection to make the necessary changes in the future.

3.4.2 Differentiated Supervision

This model of supervision was proposed by Allan Glatthorn in 1984 (Abdulkareem, 2001). It provides teachers with options about the types of supervisory practices they receive based on their professional development needs (Glatthorn, 1997). It operates on the premise that teaching is a profession and teachers should have the power to make choices about the support they need and a degree of control over their professional development (Zepeda, 2017). It is considered the best way to foster collegiality which strongly emphasises cooperation and mutual assistance; and encourages teachers to work together to build their professional growth (Glatthorn, 1997).

Thus, Glatthorn (1984; p: 7) suggests four options to be offered for teachers' professional development in this model which are:

1. Clinical supervision: intensive observation and feedback done by a trained supervisor.

2. Cooperative professional development: small teams of peers work together to grow professionally.

3. Self-directed development: teachers are responsible about their own professional growth.

4. Administrative monitoring: conduct brief 'drop-in' visits and conferences.

These four options are helpful to meet teachers' different learning styles and professional development needs (Glatthorn, 1984). This matches what has been mentioned by Glickman et al. (2014) that supervisory models should be selected based on teachers' needs. Differentiated supervisory approaches allow supervisors to focus on teachers who need their time and effort most, instead of conducting classroom observations for all teachers to satisfy district policies (Zepeda, 2017). The aim is to avoid applying one-size-fits-all approach in supervising all teachers which is bureaucratic and is mainly concerned with achieving administrative efficiency (Sullivan & Glanz, 2013).

However, Zepeda (2017) argues that supervision rarely gives teachers the authority to select the supervisory options which fit their needs. This occurs "when supervision is practiced as evaluation and when supervision is limited to only one model" (p: 27). Therefore, Glatthorn (1984; 1990) encourages each school to develop its own system when implementing differentiated supervision to make it responsive to its special needs and resources.

In Oman, a study has been conducted by Al-Alawia (2014) to investigate the application of differentiated supervision model in post-basic education schools (schools which have classes from 11 to 12) in Muscat. The findings revealed that supervisors' practices of differentiated supervision in post-basic education schools were at the moderate level and did not match the expectations. Teachers' lack of time to conduct cooperative professional development was considered the most prominent difficulty in applying differentiated supervision.

However, supervisors' voice is missing in Al-Alawia's study. The outcomes were based only on teachers' viewpoints. Collecting supervisors' views would be of great value to better understand their application of differentiated supervision model and the problems they encounter in applying it. Another remark about this study is that it was limited to the use of a questionnaire with closed items. Questionnaires may not be useful to get in-depth information about the phenomenon under investigation. This informs the current study to use more than one tool to get as much information as possible and to include supervisors as well as senior teachers to better understand the application of SP in educational supervision and its perceived effects on fostering senior teachers' CPD.

3.4.3 Developmental Supervision

This model was initiated by Carl Glickman in 1981 (Adbulkareem, 2001). It includes several tasks and skills to promote instructional dialogue and learning, and to foster teacher professional development (Reiman & Thies-Sprinthall, 1998). It views teachers at various levels of professional growth and development so that supervisory approaches are selected accordingly (Kutsyuruba, 2003). Glickman et al. (2014) assert that the long-term goal of developmental supervision is to reach a point where teachers are assumed to take the full responsibility for their instructional improvement. This matches the aim of CPD transformative models which were proposed by Kennedy (2005) and were discussed in the previous chapter. The aim is to encourage teachers to depend on themselves in improving their performance. Figure (3.1) shows the components of developmental supervision model.

Figure (3.1): Developmental supervision model (Glickman et al., 2009)
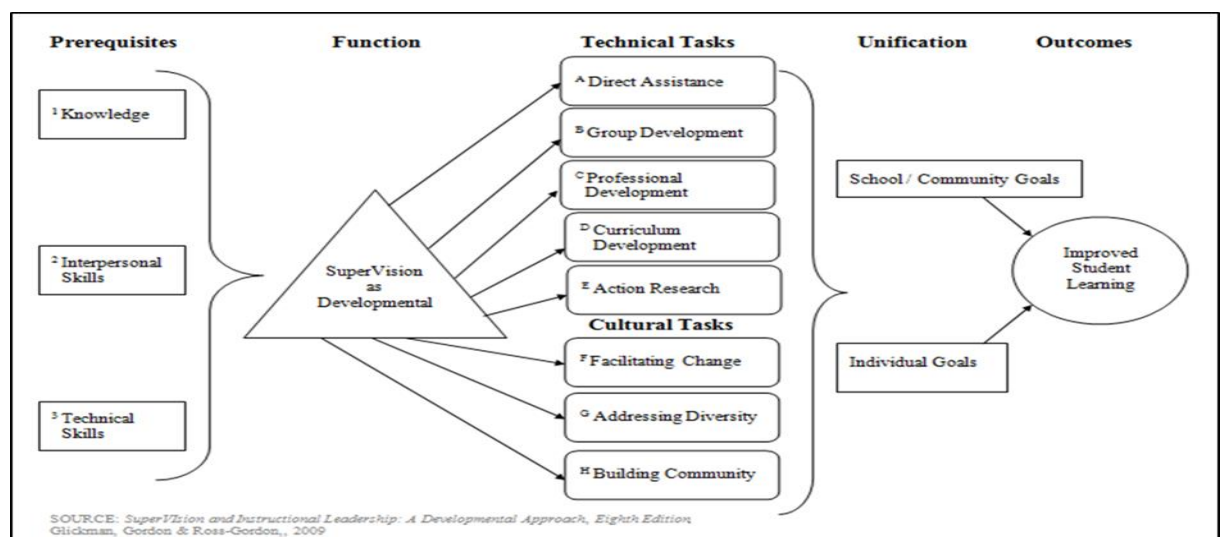
According to Glickman et al. (2014), the developmental supervision model requires the application of certain knowledge, technical skills, and interpersonal skills to perform technical supervisory tasks. They are direct assistance to teachers, group development, professional development, curriculum development, and action research. Supervisory knowledge and skills aim also to achieve such cultural tasks as facilitating change, addressing diversity, and building community.

Glickman et al. (2014) assert that by understanding how teachers grow in a challenging and supportive environment, supervisors can plan their supervisory tasks to bring together school's goals and teacher needs. This requires connecting teachers' level of professional development with the suitable supervisory style to make it responsive to their needs and requirements (Kutsyuruba, 2003). Supervisors' styles may enhance or diminish teachers' abilities to engage in learning which is developmentally appropriate (Zepeda, 2017).

Thus, Glickman et al. (2014) suggest that supervisors may select one of the four supervisory approaches which are: directive control, directive informational, collaborative and nondirective in working with teachers to match their needs. In applying directive control approach, the supervisor is assertive and directs the teacher on how to identify and solve his/her instructional problems (Glickman et al., 2014). This implies that the supervisor is more knowledgeable than the teacher. He/she judges the most effective ways to improve instruction which results in an agreed-upon action plan between the teacher and the supervisor (Kutsyuruba, 2003).

In using a directive informational approach, the supervisor acts as the information source and discusses with the teacher alternative activities for reaching their goals (Glickman et al., 2014). In other words, it is used to direct teachers to choose from specific or defined alternative actions (Kutsyuruba, 2003). Thus, the supervisor must know what practices will work in helping the teacher, because he/she is responsible about the success or failure of the various practices and not the teacher. Therefore, the issues of confidence and credibility are crucial in using this approach (Glickman et al., 2014).

In conducting the collaborative approach, equality is the major issue (Kutsyuruba, 2003). Both the supervisor and the teacher share equal responsibility in solving instructional problems or issues. This approach is used when the supervisor and the teacher "have approximately the same degree of expertise on the issue or the supervisor knows part of the issue and the teacher knows the other part" (Glickman et al., 2014; p: 136).

In implementing nondirective approach, teachers are viewed by their supervisors as being capable of analysing and solving their instructional problems (Kutsyuruba, 2003). The supervisor listens attentively and non-judgementally as the teacher describes and reflects upon his/her teaching (Gebhard, 1984).

These options provide a chance for supervisors to choose the best supervisory approach which meets their teachers' needs to build their professional competence. The aim is to encourage teachers to take the full responsibility of their own learning. But such factors as teacher's commitment and urgency of the situation need also to be considered in choosing the suitable supervisory approach (Glickman et al., 2014), Therefore, they suggested that the supervisor should be flexible in planning and implementing different supervisory approaches with different teachers and groups. The key issue in this model is that the selection of any supervisory approach depends mainly on teachers' developmental levels to make the right choice.

3.5 Main Functions/Tasks of Supervision

Historically, the first function of supervision was to control and inspect, but this function has greatly changed over time to focus on leadership, interpersonal relationships, programme development and instructional development (Memduhoglu et al., 2007). According to IIEP (2007; p: 7), supervisors are expected to play three different yet complementary roles which are: to control and evaluate, to give support and advice, and to act as a liaison agent. In translating these roles into practice and after reviewing the related literature, the main supervisory tasks and functions can be summarised under the following headings:

3.5.1 Improvement of Instruction

Beach and Reinhartz (2000) state that supervision focuses on instruction to provide teachers with information about their teaching and to develop their instructional skills. This can be achieved through classroom observations and one-to-one feedback with teachers, conduct meetings to discuss and solve problems, and encourage teachers to evaluate their own teaching to improve instruction (Glickman et al., 2014). They add that the aim is to help teachers to acquire teaching strategies which are consistent with their instructional goals to increase students' capabilities and to make wise decisions in varying

contexts. This would lead to improving students' learning which is considered the outcome of the whole educational process (Zepeda, 2017).

3.5.2 Foster Teacher Professional Development

Supervisors need to provide teachers with various professional learning and development opportunities to foster their professional growth. This can be achieved, for example, through engaging teachers in collaborative activities to actively construct knowledge and increase their understanding about the teaching-learning process (Nolan & Francis, 1992; Kutsyuruba, 2003). Supervisors are also expected to provide teachers with opportunities and resources to reflect on their practice and share it with others (Kutsyuruba, 2003).

This requires using various supervisory strategies and tools to identify teachers' professional needs so that supervisory activities and programmes are designed accordingly (Glickman et al., 2014; Zepeda, 2017). Examples of these tools and strategies include classroom observations, post lesson discussions, meetings with teachers, teachers' portfolios, and action research (Ministry of Education, 2007; Sullivan & Glanz, 2013).

3.5.3 Curriculum Development

Curriculum development is a process which encourages teachers to keep experimenting with their students to develop the curriculum (Elliott, 1994; cited in Troudi & Alwan, 2010). Supervisors can translate this into practice by encouraging teachers to make changes in teaching content and instructional materials to improve instruction (Glickman et al., 2014).

Hadley (1999) points out that teachers should be involved in all stages of curriculum development starting from needs' analysis to defining goals and selection of materials. It is crucial to involve teachers in this process, because they are considered experts on how the curriculum works inside the classroom (Rea-Dickens & Germaine, 1998). However, research studies revealed that policy makers tend to impose curriculum changes on teachers, instead of involving them (Hadley, 1999; Richards 2003).

Thus, supervisors can fill in this gap and work as liaison agents between policymakers and teachers to make the necessary curriculum changes and improvement. Through their supervisory visits and interactions with teachers, supervisors can also encourage teachers

to provide their feedback about the curriculum application and suggestions for improvement. This would facilitate curriculum implementation and eliminate any resistance from teachers (Troudi & Alwan, 2010; Brown 1995).

3.5.4 Teacher Evaluation

Evaluation is a basic function of teacher supervision. It is considered a significant tool which has the potential to ensure teaching improvement and quality (Alyahmadi, 2012). It is defined as "an organizational function designed to make comprehensive judgments concerning teacher performance and competence for the purpose of personnel decisions such as tenure and continued employment" (Nolan and Hoover, 2008; p: 6). It is used to assess the competence of teachers and is characterised by its specificity and formality of both the process and record keeping (Kutsyuruba, 2003).

Teacher evaluation has two main purposes: formative and summative (Glickman et al, 2014). Summative evaluation is an administrative function to meet the organisational need for teacher accountability. It is judgemental (Murray, 1997); and its purpose is to determine if the teacher has met minimum expectations for remediation and, if necessary, termination (Glickman et al., 2014). It also aims to gather data to decide if a teacher is eligible for rewards at the district level for outstanding performance (Glickman et al., 2014).

Formative evaluation, on the other hand, is a supervisory function intended to assist teachers in improving teaching and developing their professional growth (Sousa, 2003; Glickman et al., 2014; Alyahmadi & Al-kiyumi, 2014). It is an ongoing process which is concerned with improving teachers' performance and focuses on teachers' needs (Glickman et al., 2014). Formative and summative evaluations complement each other to provide a comprehensive picture about teachers' performance and how to develop their instructional knowledge and skills.

However, Glanz and Neville (1997) argue that the evaluation process is beneficial for the organisation, but it does not benefit the individual. He adds that the supervisor who performs the evaluation task is "paying homage to the organization, the bureaucracy, and not the teacher (p: 57). This may become applicable in contexts where teachers are not involved in the evaluation process itself, or supervisors use inappropriate tools to collect and analyse data. Teachers are part of their organisations and their needs and expectations

should go in accordance with the organisations' goals and strategies to ensure consistency. Otherwise, the evaluation process may not achieve the intended outcomes, and clashes or dissatisfaction may appear between supervisors and their teachers.

3.5.5 Administrative Duties

Administrative tasks which are required from supervisors are not given that much attention in literature. This may due to the reason that researchers and authors focus on the technical tasks which represent the essence of supervisory work. However, supervisors are required to perform some administrative duties which vary from one context to another. Examples of these tasks include writing reports, sending letters to schools, conducting meetings, updating teachers' databases, …etc.

According to IIEP (2007), one of the main role conflicts in supervisors' work is the "tension between administrative and pedagogic duties" (p: 10). Administrative tasks add a burden on supervisors' shoulder and distract them from their main duties and responsibilities in providing guidance and support to teachers (Alhajri, 2014; Al-Ajmi, 2011). Consequently, administrative duties need to be reduced so that supervisors focus more on their essential supervisory tasks and duties.

In practice, the above-mentioned supervisory tasks and functions have been translated into supervisors' job descriptions which differ from one country to another. Three job descriptions were provided by IIEP (2007; p: 4-6) which show the differences in terms of names and number of tasks that supervisors need to perform. For example, in the State of Uttar Pradesh in India, the supervisor is called the "Assistant Basic Education Officer" (p: 4) and his/her official job description includes 15 administrative and 16 pedagogical tasks to perform. In Trinidad and Tobago, the official job specification of primary school supervisor includes only nine tasks. In Tanzania, the primary school inspector performs thirteen tasks. Although supervisors' job descriptions vary, but they are generally characterised by an overload of responsibilities, dispersion of tasks and inclusion of activities which have little relationship with their core functions (IIEP, 2007).

In Oman, educational supervisors perform various roles and duties which aim to develop their teachers professionally. According to the Supervision Guide (Ministry of Education, 2007), supervisory roles are categorised under seven domains which are: planning, curriculum, teaching and learning, professional development, evaluation,

communication, and school environment and community. Normally, these roles are performed by an insider such as a principal, a head of section, a senior teacher or a mentor in most international contexts. However, they are performed by external supervisors who are recruited directly by the Ministry of Education in Oman to supervise private schools. As mentioned earlier, this makes it unique and different from other educational contexts. Consequently, supervisors need to use various tools and techniques to perform their supervisory tasks and duties. Supervisory tools and techniques represent the focus of next part.

3.6 Supervisory Techniques and Tools

There are individual differences between teachers in terms of needs, experience and competency. These differences lead supervisors to diversify their supervisory techniques and methods so that teachers' needs are met. They are also important to foster teachers' CPD and increase mutual trust and cooperation between supervisors and their teachers (Ministry of Education, 2007). Each supervisory technique and tool have its own aims and procedures which are discussed in the following lines.

3.6.1 Classroom Observations

It has become a common practice in educational institutions to conduct classroom observations of teaching to ensure teachers' proficiency in lesson delivery (Liang, 2015). They are used to assess the quality of teachers and educational programmes to make high-stakes decisions (Mashburn, 2017). Creemers et al. (2013) point out that teaching quality is measured through class observations and then teachers are assigned to different developmental stages based on their teaching skills.

According to Wajnryb (1992), different purposes can be achieved from conducting classroom observations. To begin with, practitioners and researchers agree that classroom observations can be used effectively to promote teachers' professional development (Liang, 2015; Montgomery, 2013). One way to achieve this is through teacher reflection which is considered an important tool to improve the teaching-learning process (Cornu 2005; Allard et al., 2007).

Another purpose of classroom observation is to provide constructive feedback for teachers to improve instruction (O'Leary, 2013). The feedback should be descriptive,

based on the actual interaction between the teacher and students and supported by evidence of student outcomes throughout the lesson (Feeney, 2007). Thus. classroom observations represent the main source to provide professional feedback for instructional improvement (Harris, 2002).

A third purpose to conduct classroom observations is to evaluate teachers' performance (Glickman et al., 2014; Zepeda, 2017; Sullivan & Glanz, 2013). The aims are to screen out unqualified teachers, to maintain quality instruction, and to provide constructive feedback to support teachers' professional growth (Feeney, 2007; p: 1). Glickman (2002) states that teacher evaluation provides a structure and plan to reflect, change, and assess professional practice for both teachers and evaluators.

In order to achieve these purposes, supervisors and other observers such as senior teachers and principals use different types of classroom observations. According to Zepeda (2017), classroom observations can be divided into three types: formal, informal and peer. In practice, supervisors usually conduct a mixture of formal and informal classroom observations to develop their teachers' performance and assess their work. Alternatively, they encourage teachers to conduct peer observations to learn from each other.

Practically, supervisors and other educators usually follow three steps in conducting classroom observations. They are the pre-observation conference, the classroom observation and the post-lesson discussion. These three steps represent the cycle of clinical supervision model which were mentioned by Gall and Acheson (2010). Each step has its own aims and procedures which need to be considered by practitioners.

During the pre-observation conference, the teacher and supervisor specify the focus of classroom observation, determine the method and form of observation and set up the time of the observation and feedback session (Sullivan & Glanz, 2013). They add that the aim is to identify teacher interests and concerns, to clarify that the main aim of the observation is to improve teaching and learning, and to reduce teacher stress and make him/her feel comfortable. This step is crucial for observers to get a clear picture about the objectives of the lesson; and the teaching strategies and materials which teachers intend to use inside the classroom.

Then, the observer attends the lesson and records all the events which take place inside the classroom. The quality and quantity of data collected and the way it is presented by the teacher will significantly influence post-lesson discussion (Zepeda, 2017). This

requires such skills as attentive listening, note-taking and accurate analysis and interpretation of class events. At this stage, the focus is on the teacher's teaching and presentation skills and the interaction with his/her students. At the end of classroom observation, the supervisor needs to remind the teacher of their feedback session (Sullivan & Glanz, 2013).

During the feedback conference, the observer and teacher discuss the lesson in detail. This stage presents a forum to talk about the events of classroom observation as well as developing goals for ongoing professional development (Zepeda, 2017). The purposes of post-observation conference are for the supervisor and teacher to collaboratively review and analyse the data collected based on the agreed upon focus, to develop a working plan for ongoing growth and development; and to encourage the teacher to set a focus for the coming pre-observation conference (Zepeda, 2017; p: 248).

Cunningham (2011) argues that post-lesson discussion is more than providing feedback to the teacher. It is about opportunities provided for the teacher to inquire on his/her practice. In other words, teachers should play an active role in reflecting upon their lessons, and construct knowledge about their teaching abilities and skills. This depends on supervisors' communication skills and their relationships with teachers, which may motivate teachers to examine their practices more closely in the future (Zepeda, 2017).

Glickman et al. (2014) caution that classroom observations are affected by such factors as our personal experiences and values, observation tool, recording data skills and data interpretation. Thus, observation data should be a starting point for teacher-supervisor dialogue and co-interpretation during the feedback session. They assert that teachers must play a vital role during the post-observation discussion. The aim is to make them aware of their instructional practices and how to improve them. Zepeda (2017) adds that effective feedback needs to support the teacher to reflect upon his/her lesson to examine both the positive points and the areas which need some improvement.

3.6.2 Induction Programmes

Induction programmes include activities and processes necessary to successfully induct a novice teacher into the profession (Sweeny, 2007). They are usually conducted at schools (Bubb & Earely, 2007; Kessels, 2010). This would help to contextualise the content of induction programmes and to familiarise new teachers with their colleagues and work

atmosphere. The rationale behind induction is that teacher preparation is not sufficient to provide all knowledge and skills necessary to successful teaching (Ingersoll & Strong, 2011).

According to Stansbury (2001), induction programmes aim to provide the logistical, emotional and teaching support for new teachers to ease their transition from student to professional. They also aim to provide opportunities for new teachers to show their potential, make rapid progress towards excellence in teaching, and start making impact on their school's development (DfES, 2003; cited in Bubb & Earley, 2007). During this period of transition, new teachers need continuous supervision and support to adapt to their new tasks (Blair-Larsen & Bercik, 1992).

However, there is no agreement on the length of induction programmes. Wong (2002) proposes that the best induction programmes last for four or five days of workshops before schools start. But Bubb and Earley (2007) state that induction which lasts for a year is arguably considered the most formative period in new teachers' careers. The aim is to provide them with an on-going professional development to learn new skills; and to develop their competences, attitudes and confidence to keep them happy at work (Bubb & Earley, 2007). One-year period is also helpful to get a clear picture about the new teacher's competence and to provide the chance to apply what he/she has learned.

3.6.3 In-service Training

This type of training which is abbreviated as INSET has traditionally been the main model of professional development (Craft, 2002). It includes training offered during the course of employment to increase knowledge and skills to improve performance (Al Ghatrifi, 2016). It typically involves a presenter or a group of presenters who share their experiences using such activities as large group presentations, workshops, seminars, role-plays and micro-teaching (Guskey, 2000). Teachers are also given the opportunity to share their experiences and apply what they have learned in their schools, but this application needs to be supervised (Küçüksüleymanoğlu, 2006). Thus, Guskey (2000) states that follow-ups are required to provide the necessary feedback and coaching in implementing new ideas successfully.

INSET is considered the most efficient and cost-effective CPD model for sharing information with large groups of educators (Guskey, 2000). It can be a short or long-term

activity which targets more teachers in one place with a small number of trainers (Al Ghatrifi, 2016). It aims to reduce the number of unqualified and underqualified teachers and to improve curriculum teaching (Bude & Greenland, 1983).

However, Hayes (1997) argues that INSET programmes in most cases do not achieve their aims, because teachers have no role in planning the objectives and activities which are directly related to their contexts. Guskey (2000) also proposes that the major shortcoming of training is that it does not provide opportunities for choice or individualisation to match the varied levels of educators' experiences and skills.

The above-mentioned shortcomings have been supported by research studies. For example, Alyafaee (2004) has conducted a study to investigate teachers' attitudes towards INSET courses in Omani government schools. Most participants reported a very low experience in making decisions about their training courses, especially in terms of aims and content. This discouraged teachers from attending INSET courses, because they were not involved in the planning process and the programmes did not meet their needs and expectations.

In another study to compare INSET training provision between Britain and Turkey, Altun (2011) reported that the government is in control of INSET provision in Turkey, but there is a lot of space for schools to initiate INSET programmes in the UK. This indicates that INSET provision in Turkey is centralised and school-based INSET activities are very limited. Thus, the researcher suggests decentralising INSET programmes to meet the changing needs of schools and teachers. It may also simplify the evaluation process of INSET programmes which are not evaluated at the central level because of the large number of programmes.

3.6.4 Use of Information and Communication Technologies (ICTs)

Due to their growth and development, ICTs are being widely used in the field of education. They have the potential to improve the quality of teaching and learning process by providing large amounts of information from different sources. They also connect educators worldwide through various programmes such as emails, weblogs and discussion boards (Al-Ajmi, 2011). Ololube (2006; p: 2) states that "unquestionably, ICTs have impacted on the quality and quantity of teaching, learning, and research in teacher education".

Based on the outcomes of several studies, Oyaid (2009) lists some uses of ICTs in teaching. First, ICTs offer individualised learning experiences for students based on their needs and abilities. Second, they increase lessons' enjoyment which enhances learners' attention and motivation. Third, they change the role of students to become independent learners; and teachers as facilitators and collaborators in the learning process. Fourth, they offer teachers and students with access to a huge volume of knowledge; and to expand their learning through communicating with others.

This requires a new supervision model to guide and monitor the teaching-learning process mediated by ICTs (Cano & Garcia, 2013). Therefore, they suggest using 'virtual supervision' to adapt to digital learning environments. Some strategies have been proposed by Cano and Garcia (2013) to improve supervisory functions to implement online educational supervision such as designing social network, developing a corporate blog, creating ICT training for teachers and using online electronic portfolios.

In Oman, private schools' supervisors have started making use of ICTs in their supervisory work. For instance, they have started creating weblogs to increase communication and interaction with their teachers. They also use emails and the Ministry's educational portal to upload files and documents related to updates in assessment and curriculum. In addition, 'WhatsApp' groups have been created between some supervisors and their teachers to increase their interactions and update teachers with urgent issues or activities. All these efforts show that ICTs have the potential to develop supervisory practices which may in turn have a positive impact on teachers' growth and development.

Al-Ajmi (2011) conducted a study which focused on evaluating the effects of using weblogs on the professional development of English supervisors and their teachers in Oman. The findings revealed that there was an increase in communication and interaction between supervisors and their teachers after using weblogs. The results also showed that training opportunities were enhanced via weblogs. However, fourteen problems were reported because of using weblogs such as lack of time to use weblogs and no or limited internet coverage in some areas. This indicates that using ICTs to develop teachers' professional development is promising, but it needs careful planning and provision of necessary materials and resources for successful implementation.

3.6.5 Teacher Portfolio

Zepeda (2007; p: 85) defines a portfolio as "an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time". It is a central vehicle to foster teacher development through self-reflection, analysis and sharing with other teachers through discussions and writings (Sullivan and Glanz, 2013).

A teacher portfolio may include some or all of the following components: background information, class description, written examinations, personal statement, students' grades, lesson plans and handouts, lesson videos and observation records, and reflections on teaching (Doolittle, 1994; p: 1). Thus, the teacher portfolio documents teacher's practices and provides concrete evidence about his/her performance and professional growth.

There are several purposes which can be achieved from encouraging teachers to have their own professional portfolios. To begin with, the teacher portfolio provides the opportunity for teachers to critique and evaluate the effectiveness of their own work (Doolittle, 1994). It encourages teachers to reflect upon their performances and to identify the areas which need improvement.

According to Sullivan and Glanz (2013), mentoring and coaching relationships can also be supported through teacher portfolio. This is achieved through extending and enhancing professional discussions which go beyond classroom observations. They add that with the advent of electronic portfolio, more opportunities have been created for teachers to share practices within a school and between schools.

In addition, portfolios can empower teachers to have a more active voice in their evaluation (Attinello et al., 2006). They state that teachers and administrators perceive portfolios as accurate and comprehensive compared to traditional snapshot observation and suggested using portfolios as a tool for teacher evaluation and professional growth. In Omani private schools, teachers are encouraged to have their own portfolios. They include some of the components mentioned above by Doolittle (1994) and are used by supervisors as sources to evaluate teachers' performance at the end of each academic year.

3.7 Supervision of Private Schools in Oman

The Omani government believes that private schools can play a vital role in providing high-quality education for students. Thus, some services and facilities are provided for free for private schools such as free textbooks in some subjects, soft loans to construct school buildings, and exemption from customs and other charges to be paid for the government (Al-Shidhani, 2005). The MoE also offers free training workshops and courses for private schools' teachers and administrators (Al-Ani, 2015). The aim is to encourage the private sector to take part in the educational field and to provide international educational programmes for Omani and non-Omani students (Ministry of Education, 2006).

Teacher supervision is also provided for free by the MoE to ensure that private schools offer educational services with high quality. Private schools are supervised by two types of supervisors: administrative supervisors and subject supervisors. Administrative supervisors monitor the work of school administration (the principal and his/her deputy); and subject supervisors monitor the work of the teaching staff. The aim is to ensure that schools are adhering to the Ministry's rules and regulations and providing educational services with high quality (Ministry of Education, 2006; Al-Shidhani, 2005).

At the beginning of every academic year, introductory supervisory visits are conducted to all private schools in Muscat. Several teams are formed which consist of administrative supervisors, subject supervisors and other officials from the Directorate General of Private Schools. The aim is to check the readiness of private schools and write reports about each school (Ministry of Education, 2006). These reports include the positive points and areas which need to be improved and followed-up throughout the academic year.

During the academic year, various supervisory visits are conducted to schools and teachers (Al-Ajmi, 2011; Al-Shidhani, 2005). Some visits are conducted individually, and others are conducted in teams depending on the objectives of each visit. The aims are to monitor the teaching and learning process, and to provide continuous guidance and support for teachers and schools' administrations (Al-Ani, 2015). Appropriate measures and procedures are taken if a private school has violated the rules and regulations of the MoE (Ministry of Education, 2006).

3.8 Teachers' Perceptions towards Supervisory Practices

Exploring teachers' beliefs and opinions is important to find out the usefulness of supervisory practices on improving teachers' performance and enhancing their professional growth and development. It is also helpful to provide decision-makers and supervision authorities with the necessary information about the practicality of supervisory work so that improvements and changes can be made. Research studies have shown that supervisory practices are perceived differently by teachers in different contexts.

In Iran, a study has been conducted to explore Iranian EFL teachers' perceptions and attitudes towards supervision and its influence on their classroom decision making (Rahmany et al., 2014). Classroom observations and a questionnaire were used to collect data. The findings revealed that teachers who had less than five years of experience were more influenced by the supervision process and had positive attitudes towards it. However, teachers with six to ten years of teaching experience held negative attitudes towards supervision. The researchers concluded that supervision in Iran needs to consider the capabilities and characteristics of every teacher so that models of supervision are selected accordingly.

These outcomes do not match the findings of Fasasi's study (2011) who investigated teachers' perceptions towards supervisory roles in Osun State of Nigeria. The questionnaire results showed that supervisory practices were perceived differently based on teachers' years of experience and location of schools. Experienced teachers had a better understanding of supervisory roles compared to less experienced teachers. Also, teachers in rural areas perceived supervisory roles more positively than teachers in urban areas due to availability of facilities which facilitated communication and interaction between supervisors and teachers. However, as a suggestion, using interviews in this study would be useful to enrich the discussion and explore the reasons which have led experienced teachers to have positive attitudes towards supervisory practices.

Similarly, Abdulkareem (2001) conducted a study to explore teachers and supervisors' perceptions towards supervisory practices (actual and preferred) in Riyadh schools, Saudi Arabia. He used a questionnaire to explore participants' perceptions in areas of instruction, communication, leadership, staff development, evaluation, and classroom visitation. The results revealed that supervisors had more positive perceptions of their

actual practices than teachers who had negative perceptions towards supervisory practices. The researcher has mentioned three reasons which he thought have led to these results. They were ineffective communication strategies, unclear goals, and lack of teachers' participation in planning and implementing supervisory activities. This informs the current study to find out whether private schools' supervisors in Oman involve teachers in the planning process or not.

In the same vein, Naba'h et al. (2009) investigated the opinions of English language teachers towards English language supervisors in Jordan using a questionnaire. The results showed that teachers' opinions were negative on the five domains which were: relations with teachers, supervisory practices, training sessions, curriculum and evaluation. Thus, the researchers suggested that the Ministry of Education should provide more training workshops for supervisors to improve their supervisory practices; and the number of teachers to be supervised by each supervisor needs to be minimised.

These outcomes match the results of a field study which was conducted by Al-Rasbi et al. (2008) to explore the practicality of supervisory practices in all regions in Oman. They used interviews and a questionnaire which focused on such areas as supervisory plan, supervision structure, aims of supervision, supervisory activities and programmes, supervisory techniques and tools, selection of supervisors, and professional development. The outcomes revealed that the average mean outcome was in the moderate level (3.23) and supervisors focused mainly on class visits compared to other supervisory strategies. There was also an overlap in responsibilities between different supervisory categories such as chief supervisors, senior supervisors and supervisors. Thus, the researchers suggested varying supervisory techniques to meet teachers' needs and supervisors' job descriptions need to be revised to make them clear and specific.

The previous studies show that there are variations in teachers' perceptions towards the usefulness of supervisory practices. They were positive in some contexts and negative in others because of such factors as years of experience, supervisory styles or techniques used, and involvement of teachers in planning supervisory activities. Most studies used questionnaires as tools to collect data which were not enough to get in-depth information and have a better understanding to evaluate the perceived effects of supervisory practices on improving teachers' performance. This informs the current study to use more than one tool to get a comprehensive picture about the phenomenon under investigation. The

questionnaires used in the previous studies can also be used as sources to formulate some of the items in senior teachers' questionnaire in the current study.

3.9 Supervisory Challenges

Research studies have shown that supervisory practices encounter several challenges in the field which need to be considered by supervision authorities and ministries of education (Nabhani et al., 2015; Tesema, 2014; Ololube & Major, 2014). Badah et al. (2013) state that it is essential to examine these difficulties and how to solve them. Some of these challenges are related to the supervisor and some others are related to the supervision system and its financial capacities (Al-Alawia, 2014).

To begin with, previous research studies report that there are some differences between supervisors in terms of having the necessary planning skills and their application in the field. For example, Al-Sarhani (2008) found out that supervisors are not preparing their plans well. Al-Khenifer (2012) agrees with this outcome by stating that although planning skill is necessary, but female supervisors differed in their application of this skill. As a solution, she recommends providing training courses in planning which focus on theoretical as well as practical aspects of planning. Al-Rasbi et al. (2008) also reported a weakness in formulating supervisory plans which needed to be practical and should be evaluated by the end of the academic year. This may explain why the MoE in Oman is training supervisors on SP as one of the strategies to improve the quality of supervisory practices. Planning represents the starting point for the whole supervisory process and needs to be conducted collaboratively and properly so that the aims and strategies are clear and consistent for plan designers as well as plan implementers.

Second, Al-Alawia (2014) found out that some supervisors are incompetent in subject matter, and they do not vary their supervisory approaches to meet individual differences between teachers. They also did not involve teachers in the planning process. In addition, Nabhani et al. (2015) found out that supervisors did not involve teachers in analysing data derived from class observations; or they did not give them enough opportunities to justify their pedagogical practices. This may due to lack of sustainable and organised training for supervisors (Kassahun, 2014). Thus, supervisors need to be well-trained and qualified to perform their supervisory tasks in areas of subject-matter, evaluation, organisation skills and accepting teachers' ideas (Goodyear & Bernard, 1998).

In addition, Al-Alawia (2014) reported that some supervisors were unable to choose the suitable leadership style or build relationships with teachers which have led to problems and conflicts. Badah et al. (2013) also reported that some supervisors did not possess the communication skills required and there was a poor coordination between supervisors and their teachers or school management. Encouraging mutual trust, being open and approachable, and accepting teachers' views are attributes which supervisors should possess (Kamindo, 2008; Nolan & Francis, 1992). Thus, Pajak (1990) suggests that supervisors should have relevant knowledge in communication, group/human relations and conflict resolutions to perform their tasks well.

In terms of supervisory administrative work, several studies revealed that supervisors are overloaded with so many administrative tasks such as documentation and report writing (Al-Kiyumi & Hammad, 2019; Badah et al., 2013; Tesema, 2014; Al-Alawia, 2014; Alhajri, 2014; Enaigbe, 2009). For instance, Al-Kiyumi & Hammad (2019) reported that educational supervisors in Oman have encountered such challenges as too much paperwork and heavy workload by performing a lot of tasks outside their supervisory work. They added that supervisors participated on many committees and attend several administrative meetings which were irrelevant to their supervisory work.

Other difficulties include lack of transport to make it easy for supervisors to move from one school to another (John, 2011; Ololube & Major, 2014); lack of essential facilities such as offices, stationary and support staff (Ololube & Major, 2014); lack or inadequate funding (Kassahun, 2014; Ololube & Major, 2014) lack of incentives (Al-Alawia, 2014); and the big number of schools and teachers to supervise (Al-Ajmi, 2011; Naba'h et al., 2009). All these challenges have influenced supervisors' work negatively and have reduced their productivity and may have influenced their commitment and motivation towards supervisory practices. Thus, administrative tasks need to be reduced from supervisors' schedules so that more focus is given to supervisory tasks such as school visits and teacher training, which represent the core and essence of supervisory process.

The above-mentioned challenges and difficulties have led supervision authorities and ministries of education around the world to think of solutions to overcome them. Various training programmes are being conducted every academic year to improve supervisory practices administratively and technically. One of these programmes is SP which has been

conducted as a strategy to develop the performance of private schools' supervisors in Oman. SP represents the focus of next chapter.

3.10 Summary

This chapter has focused on highlighting the role of educational supervision on fostering teachers' professional growth and development. Reviewed literature indicates that there is no unified definition for the term supervision, because there are differences in orientations, comprehension, perceptions and familiarity with aspects of supervision and analysis of its contents (Hismanoglu & Hismanoglu, 2010; Kutsyuruba, 2003; Alfonso & Firth, 1990). The history of supervision shows that its concept has dramatically changed from inspection to supervision to reflect its development (Sullivan & Glanz, 2013). Both terms are used today to improve the teaching-learning process, but they differ in their focus and tasks.

Educational supervision is carried out using different supervisory models such as clinical supervision, differentiated supervision and developmental supervision. Each model has its own characteristics and processes which facilitate teachers' professional growth and development. However, there are such factors as levels of experience, commitment and urgency of the situation which need to be considered in selecting the best supervisory model to match teachers' needs (Glickman et al., 2014). Various strategies and tools are used to translate models' guidelines into practice such as classroom observations, induction programmes, INSET training, use of ICTs and professional portfolios.

Supervisors have several duties and tasks to perform in the field which differ from one context to another. Their main tasks include improvement of instruction, teacher professional development, curriculum development, teacher evaluation and administrative duties (Zepeda, 2017; Glickman et al., 2014; Sullivan & Glanz; Kutsyuruba, 2003; Al-Ajmi, 2011). Research studies have shown that supervisory practices are perceived differently in various contexts. They were positive in some contexts and negative in others because of such factors as years of experience, supervisory styles or techniques used, and involvement of teachers in planning supervisory activities (Al-Rasbi et al., 2008; Rahmany et al., 2014; Fasasi, 2011; Naba'h et al., 2009).

Finally, some supervisory challenges and problems have been highlighted which encounter supervisors in practice. Some of these challenges are related to supervisor's

incompetency; and some others are related to the supervision system and its financial capacities (Al-Alawia, 2014). Therefore, continuous efforts are being made to overcome those challenges. One of the new strategies which has been introduced in the Omani educational context to overcome supervisory challenges is SP which is explored in the next chapter.

Chapter Four: Strategic Planning

4.1 Introduction

There is a growing body of literature on strategic planning (SP). It is considered one of the solutions which successful organisations use to cope effectively with challenges and changes of our competitive world (Tsiakkiros & Pashiardis, 2002). It helps organisations to achieve two main critical outcomes which are formulating clear decisions about purposes and strategies; and owning commitment to those decisions (Allison & Kaye, 2015). In other words, it is a management tool which helps organisations in improving their performance and ensuring that all members are working towards achieving the same goals (IIEP, 2010; Kaufman & Herman, 1991). According to Mintzberg (1994), SP aims to achieve three objectives namely: integrating decision-making process, thinking about the future, and improving coordination mechanisms.

However, Rowley (1997) argues that the concept SP is often incorrectly used to describe traditional planning practices in many institutions. Traditional planning focuses on setting the goals which can be long or short term; and developing the steps to achieve them, but SP aims to align the organisation with its environment (Elwood, 2010). This allows the organisations to predict the driving forces at work in the marketplace (Rowley, 1997). Plant (2009) adds that the strategic plan sometimes fails to become a living document, because it may have little impact on daily activities and the decision-making process. Thus, it is important to align the organisation's strategic vision with its frontline operations to guide decision making at all levels (Plant, 2009). In addition, Rudd et al. (2007) propose that some studies reported a positive relationship between SP and organisations' performance, but there is evidence suggesting that there is no such relationship. In short, the debate on SP focuses on two dimensions: whether it is a basic management tool or a counterproductive management fad (Elwood, 2010; Dooris, 2003).

This chapter reviews SP literature critically and starts by examining the concept of SP and its various definitions. It moves on to identify the different models of SP and how to apply their steps in creating a strategic plan. It then sheds light on the benefits which can be gained from implementing SP and the challenges which are encountered in practice based on some practical experiences. This is followed by investigating the implementation of SP in the Omani educational context to find out the extent to which it

is applied and practised. The final part aims to make connections between the three literature review chapters to formulate a conceptual framework which can be used as a basis to answer the questions of current study.

4.2 Defining SP

According to International Institute for Educational Planning (IIEP) which is part of UNESCO (2009), traditional planning has been criticised for focusing too much on plan preparation and not enough on plan implementation. It is added that plans are prepared by top management with little or no involvement from other staff; and there is not enough consideration given to the changing environment. These problems have led to the application of SP as an alternative which is considered a new approach in planning which has its own components and steps (Younis, 2009). The aim is to overcome and rectify those shortcomings and guide implementers in making daily choices about the actions required to produce the expected results (IIEP, 2009).

Allison and Kaye (2015) propose that SP combines two types of thinking: strategy and planning. They state that strategy is aspirational in setting direction and making fundamental choices; and planning translates the strategy into concrete goals and how to achieve them. Strategy is the pattern or plan which integrates an organisation's goals and objectives in a cohesive whole with policies, programmes and actions (Brian, 1968; cited in Shahin, 2011). Thus, Bell (1998) points out that the term strategic cannot be separated from the word planning and if planning is not strategic, then it is not regarded as planning in any real sense. Beach and Lindahl (2015) also state that SP is a disciplined effort which aims to produce fundamental decisions and actions that shape and guide an organisation with a focus on its future.

SP is a business concept (Harray, 2008); which was introduced into the educational context in the mid-1980s (Conley, 1992). In her book, 'Guide to Strategic Planning for Educators', McCune (1986; p: 40) defines SP as:

> A process for organisational renewal and transformation. This process provides a means of matching services and activities with changed and changing environmental conditions. Strategic planning provides a framework for the improvement and restructuring of programmes, management, collaborations, and evaluation of the organisation's progress.

McCune's definition emphasises the role of SP as a transformational tool which requires matching organisation's services and activities with the changing environment. The aim is to make some changes in organisation's systems and operations to cope with environmental changes and challenges. Bryson and Alston (2011) point out that organisations are changing due to changes in people, budgets, mandates, needs and expectations which require deliberation and discipline by leaders to manage them effectively. Educational organisations and systems are also changing to improve the quality and effectiveness of education (Tan, 2009; Cheng, 2011). This requires applying such tools as SP to be responsive and flexible to meet environmental changes and challenges.

However, apart from responding to changing environment and restructuring programmes and evaluation accordingly, McCune's definition does not include other features of SP which distinguish it from other types of planning such as a long-term vision statement (Hinton, 2012; Shahin, 2011), key stakeholders' collaboration and teamwork (Bryson, 2011), and continuous assessment (Allison & Kaye, 2015; Chang, 2006).

Thus, definitions of SP have been proposed in other fields to match the nature and characteristics of their contexts. For example, for non-profit organisations, Allison and Kaye (2015; p: 1) define SP as:

> A systematic process through which an organization agrees on and builds key stakeholder commitment to priorities that are essential to its mission and responsive to the organizational environment. Strategic planning guides the acquisition and allocation of resources to achieve these priorities.

This definition is more detailed compared to the previous one and shows additional characteristics of SP. For example, SP is systematic which means following a structured process to perform its activities and achieve the intended outcomes. This requires building alignment and commitment between key stakeholders and prioritising tasks in planning (Allison & Kaye, 2015). They also add that SP is strategic, because it involves responding to the changing environment and guides the acquisition and allocation of resources. Responding to the changing environment matches what was mentioned in McCune's definition. This may indicate that it is an important feature of SP process. In addition, the

term mission which is considered one of the main components of strategic plans has been included in this definition.

However, Allison and Kaye's definition still does not include one of the main features of SP which is creating a long-term vision which was included in Davies and Ellison's definition of SP (1997; p: 81). They define SP as:

> The systematic analysis of the school and its environment and the formulation of a set of key strategic objectives to enable the school to realise its vision, within the context of its values and its resource potential.

It is clear that Davies and Ellison have created their definition for the school environment. They believe that SP should start with systematic environmental analysis to formulate strategic objectives. Allison and Kaye (2015) propose that SP is a systematic process which consists of some steps to achieve the intended outcomes. It aims through group work to analyse the internal and external environments in which the organisation operates to realise or formulate its vision (Bryson & Alston, 2011; Viljoen, 1994; Mintzberg, 1994).

Formulation of vision needs to consider the values set by the organisation and the resources available (Davies & Ellison, 1997). Allison and Kaye (2015) also state that SP guides the acquisition and allocation of resources. However, Davies and Ellison's definition does not mention an essential SP step which is continuous assessment and evaluation of the planning process. Bryson (2011) states that SP needs to focus on assessing and evaluating plan's progress to make the necessary changes and modifications. It is one of the main features which differentiates SP from other types of planning. In short, the previous definitions show that there is no agreement on what is meant by SP, but they all agree that it needs to be responsive to the changing environment.

For the purpose of this thesis, SP could be defined as an ongoing and systematic process which aims through group work to achieve a long-term vision. It is based on the outcomes of environmental analysis to prioritise the tasks and specify the objectives, strategies and resources needed for implementation. It requires continuous assessment and evaluation to make the necessary changes and improvements.

4.3 Benefits of SP

Researchers and authors have mentioned several benefits which can be gained from implementing SP (Lane et al., 2005; Bryson & Alston, 2011; Bryson, 2011; Mintzberg, 1994). According to Bryson (2011), for example, SP can help organisations to clarify and resolve the most important issues which they encounter and respond to changes in wise and effective ways. In the same vein, Babaoglan (2015) states that SP helps organisations to think systematically and adapt to the changing environment; and encourages effective administrative and management efficiency. Both writers agree that applying SP assists organisations to be responsive to the changing environment so that plans and actions are designed accordingly. In other words, it focuses on the external environment to collect the necessary data to make appropriate decisions and allocate resources (Valentine, 1991; Hambright & Diamantes, 2004).

Fogg (1994) proposes that SP provides a roadmap and direction, sets priorities, allocates resources, and coordinates actions. Axson (2010) also points out that SP can increase flexibility and simplify planning by removing certain options. However, Hambright and Diamantes (2004)) argue that inflexibility may become a potential drawback of SP by focusing too much on strategic plans which can blind organisations from unexpected or unplanned sources of information and actions. Thus, the strategic plan needs to have some degree of flexibility to become responsive to the actual needs and the demands of the changing environment.

In addition, Bryson (2011) states that SP helps organisations to build on their strengths, take advantage of major opportunities and minimise or overcome weaknesses and challenges. This can be achieved through applying SWOT analysis as one of SP steps to analyse the environment in which the organisation operates (Allison & Kaye, 2015; Shahin, 2011). Thus, the analysis process should cover the internal and external environments in which the organisation operates and the resources available (AlKandari, 2013; Bryson & Alston, 2011; Shahin, 2011). The analysis outcomes should produce reliable and valid data which can be used to prioritise tasks and formulate strategic plans. However, Boyne (2010) points out that the critics of SP argue that relevant data are difficult to obtain and even more difficult to be analysed. This indicates that SP may be hindered by the limited skills of planners.

Moreover, SP encourages active participation and collaboration from all stakeholders (Lingam et al., 2014; Mintzberg, 1994). Involvement of all stakeholders provides the chance to exchange ideas and encourages everyone to take part in planning and decision-making process. This helps to build teamwork, commitment and ownership to the planning process (Allison & Kaye, 2015; AlKandari, 2013). Cardno (2012) states that collaboration in SP is not limited to people inside the organisation, but it also includes external parties who can contribute to its work. Thus, educational entities which implement SP found out that participative decision-making and shared power were compatible and viable with this chosen planning approach (Bryson, 2011, Cook, 1985; McCune, 1986).

However, Bryson and Alston (2011) and Bryson (2011) caution that SP is not always advisable to be applied in an organisation. It is highly unlikely to get all these benefits from the first application of SP or even after several trials of SP (Bryson, 2011). Thus, for organisations to succeed in applying SP, managers should be clear about whether SP is what they need or not (Bryson & Alston, 2011). Leaders and planners need also to be careful about how to engage in SP and how to tailor the process to their contexts (Bryson, 2011). This requires having a solid knowledge about SP models and their processes which represent the focus of the next section.

4.4 Models of SP

Several models have been discussed in SP literature which differ in their steps and procedures to formulate strategic plans. These variations in steps and procedures may reflect the historical developments and progression of SP models to meet the changing needs of organisations and the contexts in which they operate. Albrechts and Balducci (2013) state that there is no one way or best way to conduct SP. Thus, four SP models have been selected as examples to be highlighted in the following lines. The aim is to compare and contrast between them with a view to designing a SP model which suits the needs and nature of educational supervision which represents the focus of current study.

According to IIEP (2010; p: 14), SP basically attempts to answer four key questions to specify the planning processes or activities in education. They are illustrated in table (4.1) as follows:

Table (4.1): IIEP strategic planning model

Questions	Planning Activities
Where do we stand today?	Diagnosis: analysing the current situation in the sector and its environment
Where would we like to be in the future?	Policy formulation: selecting overall goals and strategies
How shall we get there?	Plan preparation: defining precise objectives and balancing objectives and means
How shall we know we are moving in the right direction?	Monitoring: measuring progress and taking corrective action

This model consists of four questions which are ordered sequentially and logically, but there is no clear-cut order in answering them, because SP is an iterative process which requires going back and forth between the questions and planning activities (IIEP, 2010). It starts by analysing the environment in which an organisation operates. Bryson and Alston (2011) suggest using SWOT analysis at this stage to identify the organisation's strengths, weaknesses, opportunities and threats. However, Bell (2004) questions the usefulness of analysing the environment at schools' level and argues that schools are unable to meet the environmental scanning requirements due to lack of resourcing and the ability to shape the future direction of the strategy. Sheridan (1999) also points out that the formal environmental scanning was limited at the three colleges in his study. Thus, environmental scanning requires provision of necessary resources to collect valid and reliable data, and to set the appropriate direction for the organisation. Data analysis outcomes provide the basis to begin the second step of this model.

The second step is policy formulation which consists of defining long-term goals and selecting strategies to achieve them. They are partly derived from analysis outcomes and depend on already existing education policies; and are further influenced by the overall development policies of the country (IIEP, 2010). These represent the sources of information which planners need to use in designing their strategic plans. These sources of information may vary from one context to another depending on such factors as

availability of basic information and plan designers' experiences in formulating strategic plans.

The third step is plan preparation which requires intensive interaction between plan designers and decision-makers with the aim to prepare two types of plans: medium-term strategic plan and annual operational plans (IIEP, 2010). This is accomplished by translating long-term goals into specific objectives, designing the activities to be completed and estimating the resources and costs to carry out the plan. However, the time-period for medium-term strategic plan has not been mentioned in this model. Specifying the time-period is essential to make it clear for plan's designers as well as plan's implementers so that activities and resources are planned accordingly.

The second type is an annual action plan which "outlines the detailed activities for a specific period of the plan, with information on timing, roles, responsibilities, and costs" (IIEP, 2015; p: 23). It includes all the details which are required to translate the plan into practice. However, nothing has been mentioned about formulating vision and mission statements at this stage or the previous stage which represent essential components of strategic plans (Hinton, 2011; Makhdoom, 2012; Bryson and Alston, 2011). These components need to be included at the formulation stage of strategic plan so that the contents are designed accordingly.

The final step is monitoring which is an internal management process to gather and analyse systematic information about plan implementation (IIEP, 2010). IIEP states that monitoring and evaluation techniques are important to ensure that the plan is achieving its targets and aims to measure progress and make appropriate decisions to take follow-up actions.

Recently, new SP models have been designed which have more steps and include some initial work before starting the planning process. Table (4.2) includes two ten-steps' models created by Bryson (2011; p: 46) and Allison and Kaye (2015; p: 29) as follows:

Table (4.2): Bryson (2011) and Allison and Kaye's (2015) strategic planning models

Bryson's Model	Allison & Kaye's Model
1. Initiate and agree on a strategic planning process	1. Set up for success
2. Identify organizational mandates	2. Stakeholder engagement
3. Clarify organizational mission and values	3. Mission, vision, values

4. Assess the external and internal environments to identify strengths, weaknesses, opportunities and threats	4. Environmental scan
5. Identify the strategic issues facing the organization	5. Theory of change and program portfolio
6. Formulate strategies to manage the issues	6. Business model
7. Review and adopt the strategic plan or plans	7. Organization capacity
8. Establish an effective organizational vision	8. Leadership
9. Develop an effective implementation process	9. Complete the strategic plan
10. Reassess strategies and the strategic planning process	10. Use your plan successfully

Both models consist of ten steps and have some similarities such as starting the planning process by conducting some preparations. They include, for example, selecting the planning team and identifying the issues which need to be addressed. They also require collecting data and ensuring that the organisation is ready to apply SP. This step differentiates these two models from the previous IIEP's model which does not have any preparation step. They are also different in terms of including the formulation of vision and mission statements which were missing in the IIEP's model.

The three models agree on conducting environmental analysis to identify the organisation's strengths, weaknesses, opportunities and threats which need to be considered by planners. They also end with implementing the plan and evaluating its results to make amendments and to ensure that the intended outcomes are accomplished.

However, the last two models differ in sequencing the vision statement. It is the third step in Allison and Kaye's model, but it is the eighth step in Bryson's model. Bryson argues that the vision is more important to implementing strategy than to formulating it, so it comes after designing the strategy and plan review and adoption. This may sound illogical, because designing a strategy proceeds strategy implementation and provides a direction for the implementation process. Thus, it is better to formulate the vision statement after agreeing on the planning process and based on the outcomes of conducting environmental analysis so that the strategic issues are considered in designing it.

Another difference between the last two models is that the terms used in Bryson's model are clearer and straightforward compared to Allison and Kaye's model. Allison and Kaye have used vague terms such as theory of change and program portfolio which mean

strategy and programmes to be included. They have also used the term 'business model' which covers the financial aspect; and organisation capacity which refers to resources, structures and systems. Clarity of terms is important to avoid any misunderstanding or confusion by plan designers or plan implementers.

In the same vein, Makhdoom (2012; p: 103) has created a ten-step SP model to be used in schools in Saudi Arabia. Its steps are shown in table (4.3) as follows:

Table (4.3): Makhdoom's SP model

No	Steps
1	Identify the suitable vision.
2	Developing the mission statement.
3	Stating the values.
4	Selecting improvement fields.
5	Conducting SWOT analysis.
6	Stating, specifying or modifying the goals.
7	Stating the objectives.
8	Writing the action plan.
9	Implementing the action plan.
10	Revision, evaluation, monitoring.

Compared to the last two models, there are no preparation steps in Makhdoom's model. The first three steps in this model focus on creating the components of the strategic plan which are: vision, mission, and values. These are followed by selecting the improvement fields or areas which need more attention inside and outside the school environment and then conducting SWOT analysis. This order may need reconsideration, because selection of improvement areas should come after conducting SWOT analysis. The analysis outcomes provide the basis to decide which areas to focus on in preparing the strategic plan and in prioritising tasks and activities.

Another remark about Makhdoom's model is starting the SP process with creating the vision statement which does not match the order of this step in the previous two models (Bryson, 2011; Allison & Kaye, 2015). This indicates that there is no agreement between researchers on when to create the vision statement. However, starting the SP process with creating the vision statement may make it difficult for the planning team to select a suitable one. It requires some initial preparations and data collection so that vision statement is designed accordingly. Otherwise, it may reflect planners' impressions and

opinions without considering the environmental changes and challenges, and the real needs, ambitions, and contexts in which schools operate.

The last five steps in Makhdoom's model are logical and straightforward, and each step represents the basis for the next one. The final step which is revision, monitoring and evaluation matches what has been mentioned in the previous three models. As stated by Makhdoom (2012), every action or activity should be revised and evaluated carefully before, during, and after the process so that improvement changes can be made. He adds that the aim is to judge the value of the whole planning process and make future recommendations for changes.

To conclude, the previous four SP models show that there is no agreement on how to design a strategic plan. Each model has its own steps and procedures which differ in terms of sequence and contents. These differences are expected to make the SP model responsive to its context and the changing environment in which it operates so that strategic plans are designed accordingly. The strategic plans and their components represent the focus of next part.

4.5 Creating a Strategic Plan

This part sheds light on how to apply SP models' steps in designing a strategic plan. It begins by defining a strategic plan to differentiate it from other types of plans. This is followed by discussing the components of a strategic plan and listing the criteria which can be used to assess the quality of its contents. This would provide the basis to analyse supervisory strategic plans which represent the focus of current study. The aim is to find out the extent to which they reflect the components and features of strategic plans.

4.5.1 Defining a Strategic Plan

A strategic plan represents the outcome product of the planning effort which includes all the tasks to be accomplished. It is defined as a set of processes which are undertaken to develop some strategies and achieve the organisational direction (Tapinos et al., 2005). It is a guiding map which helps the organisation to respond and adapt to outside changes and achieve its goals (AlKandari, 2013). Mittenthal (2002) proposes that a strategic plan is a comprehensive document that covers all aspects of an organization's work; and

includes programs and services, management and operations, fundraising and finances, facilities and governance.

However, one of the moot points about strategic plans is their length or scope. There is no agreement on the number of years a strategic plan should cover. Allison and Kaye (2015) point out that there is much debate about the relevance of a three or five-year strategic plans in a dynamic environment. Snyder (2015) argues that short-term strategic plans remain current and shift priorities more rapidly than longer-term plans. Thus, he suggests a five-year duration to implement strategic plans and cautioned from 15- and 20-year plans that have visions which are too broad or too generic in scope. In the same vein, Das (1986) proposes that a five-year planning horizon is the most common among organisations which apply SP.

In order to prepare an effective and comprehensive strategic plan, Puamau (2006) states that it should be localised and contextualised to reflect the needs, values and culture of each country. It also needs to be simple and realistic and allows some degree of flexibility to fit with the changing environment (Njeru et al., 2013). In addition, strategic plans must be tied to budgeting, allocation of resources and annual review processes (Snyder, 2015). These features represent the basic foundation of any strategic plan and are necessary to be considered by planners to ensure the feasibility of their strategic plans.

4.5.2 Components of a Strategic Plan

Researchers have stated that strategic plans include most or all of the following components: vision, mission, values, goals, objectives, strategies and an implementation plan (Hinton, 2012; Makhdoom, 2012; Shahin, 2011; Mittenthal, 2002). This indirectly indicates that there is no agreement of including all or most of the above-mentioned components in any strategic plan. However, Hinton (2012) states that one of the aims of the planning process is to ensure that these components are aligned with each other and are mutually supportive. In other words, there should be no conflicts between the components of the strategic plan; and they should complement each other. Thus, there are some guidelines which need to be considered in formulating each component of the strategic plan. They are briefly highlighted in the following lines.

To begin with, the vision statement describes the future direction of an organisation and answers the question "Where do we want to be?" (Mittenthal, 2002; p: 5). It presents an

image of what success will look like after achieving the organisation's purpose (Allison & Kaye, 2015). It serves as a signpost which tells the others what the organisation is and where it intends to go (Nanus, 1992; Cited in Han and Zhong, 2015). In short, it provides a description about the future direction of the organisation. In terms of formulation, it needs to be explicit, straightforward and concise (Mittenthal, 2002). It should also be easy to memorise and as short as possible without exceeding ten words (Makhdoom, 2012).

The second element is mission statement which reflects the purpose of the organisation and the reason for its existence (Bryson et al., 2011). It aims to answer two questions: "Why do we exist?" and "What, at the most basic level, do we do?" (Mittenthal, 2002; p: 5). In other words, it presents a description about the services which organisations offer to their customers. It also helps internal and external stakeholders to understand what organisations do and why (Allison & Kaye, 2015).

However, research studies have shown that some universities tend to use the same vision and mission statements (Han & Zhong, 2015). The same conclusion was also reached by Ozdem (2011) in his comparative study which targeted Turkish public schools in formulating vision and mission statements. Thus, Han and Zhong (2015) recommend that the vision and mission statements need to be formulated to reflect their strategic positions and focus on the uniqueness of each university.

Values describe the manner in which an organisation works and how to conduct its activities (Hinton, 2012). They are a set of guiding principles which often drive the policies, aims, goals, actions, and directions for an organisation (Makhdoom, 2012). They determine the way of thinking and responding to the events (Karadal et al., 2013). A values statement aims to answer the question "What do we believe in?" (Mittenthal, 2002; p: 7). In their study of private and public universities in Turkey, Karadal et al. (2013) reported that the values were neglected or irrelevant. They stated that they should be addressed because they complement and support the vision and mission statements. Fidler (1996) adds that the culture of the organisation needs to be taken into consideration in establishing its values. They show how things or tasks should be done successfully. They often drive the policies, actions and goals of the organisation (Makhdoom, 2012).

Goals and objectives express the desired outcomes which may focus on discrete parts of the organisation's programming or internal operations (Mittenthal, 2002). Goals are broad and general, but objectives are specific and focused (Pardey, 2016). Goals and objectives

aim to answer the question "What do we want to accomplish?" (Mittenthal, 2002; p: 7). They need to be formulated clearly and specifically so that plan implementers know exactly what and how to achieve tasks and activities. Thus, objectives should be SMART (specific, measurable, achievable, realistic and time-framed) to achieve the intended outcomes (Makhdoom, 2012; Shahin, 2011; Bryson & Alston, 2011). Clarity of goals and objectives would assist to formulate the effective strategies and tactics to achieve them.

Strategies and tactics consist of approaches or sets of activities which are designed to achieve the goals and objectives and answer the question "How will we actually accomplish our work?" (Mittenthal, 2002; p: 7). Lerner (1999; p: 8) defines tactics as "specific actions used to achieve the strategic goals and implement the strategic plans". They are specific and measurable activities to fulfil the organisation's strategic themes and achieve its desired future (Rowley, 1997). Therefore, they should be ordered logically and sequentially. The aim is to guide plan implementers by following specific steps and procedures which are included in an action plan.

The final component of strategic plans is an implementation or action plan which is designed for a year (Allison & Kaye, 2015). It could be a separate document (IIEP, 2015). Hinton (2012) states that the function of the implementation plan is to turn goals and objectives into a working plan. It outlines the detailed activities and includes "specific targets, key improvement strategies, timeline, resources, responsible person, and performance indicators" (Wyk & Moeng, 2014; p: 3; IIEP, 2015). It aims to answer the questions: "What are our specific priorities?" and "How can we pursue our plan in a logical and feasible fashion?" (Mittenthal, 2002; p: 7). In brief, it is a written summary of what needs to be achieved for a specific period of time which does not exceed one year.

Practically, translating the above-mentioned components can result in a strategic plan document which is long and includes various chapters or sections. These long and detailed chapters may make it difficult for plan implementers to understand the connection between the different components or parts. Thus, Han and Zhong (2015) used a strategy map approach (see figure 4.1) in their study which is adopted from the business sector to analyse 15 universities' strategic plans.

The strategy map approach is a simplified visual presentation of plans to highlight cause and effect relationships among strategy components; and converts intangible assets into tangible outcomes through the establishment of objectives and measures (Kaplan and

Norton, 2004; cited in Han & Zhong, 2015). The aim is to facilitate understanding and communication among stakeholders, but Han and Zhong suggest adjusting the strategy map model to meet the requirements of the context in which it is applied, because their model was applied for higher education.

Thus, some changes have been made to the strategy map model shown in figure (4.1) to match the nature and requirements of the current thesis. These changes will be discussed in chapter six which focuses on analysing supervisory strategic plans. However, it is important to mention at this point that the current study does not intend to evaluate cause and effect relationships between strategy components. Thus, the strategy map model will be used to present the components of supervisory strategic plan in one place to make it easy to analyse them. The main aims are to find out whether the components of strategic plans are included or not; and how they are connected with each other.

Figure (4.1): The strategy map model[2]
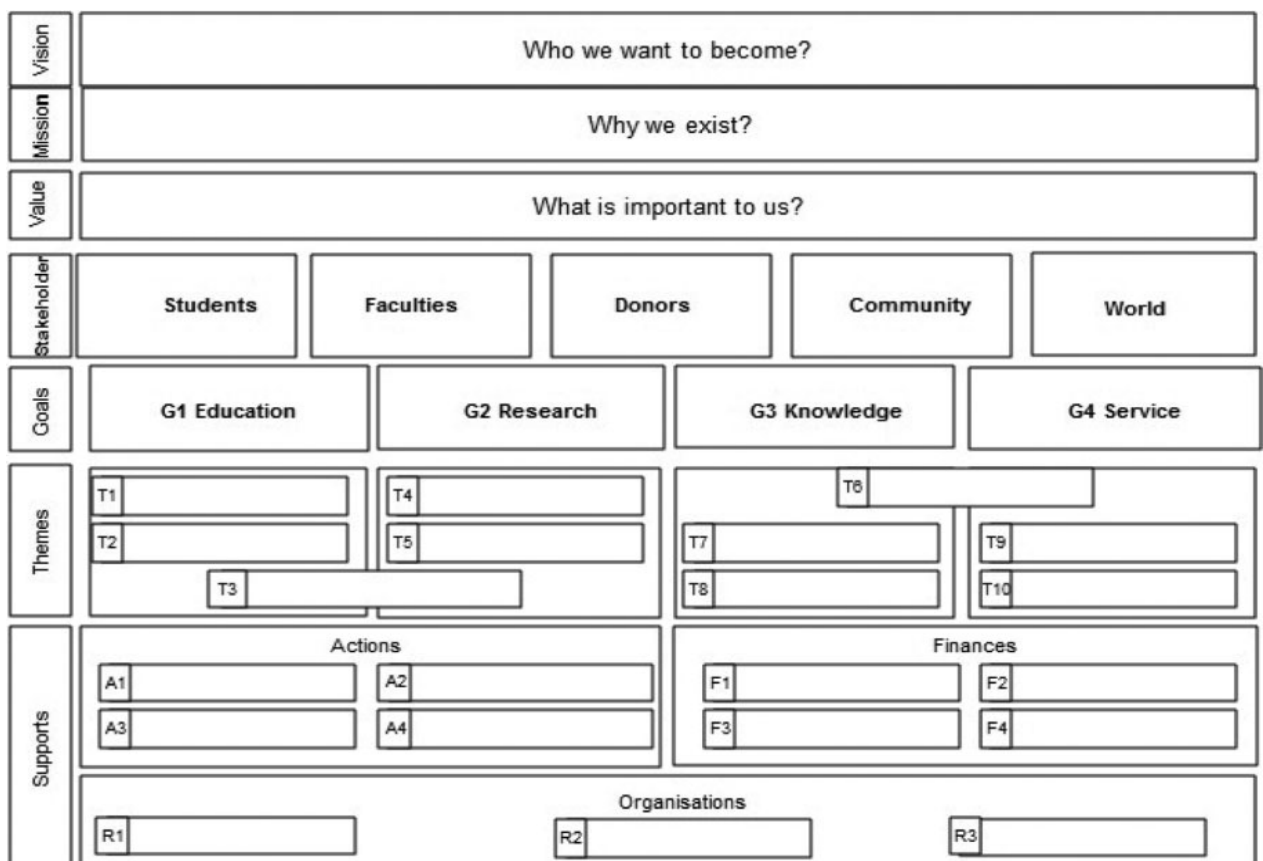
However, the inclusion of strategic plan's components does not mean that the strategic plan is perfect or complete. Clarity and specificity of each component need to be checked

and evaluated for quality purposes. Therefore, researchers have mentioned some criteria or performance indicators which can be used to evaluate the appropriateness and clarity of strategic plans' components through monitoring and evaluation process (Shahin, 2011; Al-Kandari, 2013; Allison & Kaye, 2015; Bryson, 2011; Chang, 2006). Evaluation criteria which can be used to assess the quality of strategic plans represent the focus of next part.

4.5.3 Criteria to Assess the Quality of Strategic Plans

Evaluation criteria must enable a real judgment of planning effectiveness and to distinguish good planning from bad (Alexander and Faludi, 1989). According to Baer (1997), criteria are important in both the preparation and evaluation of plans. However, he cautions against viewing criteria as merely a checklist; and planners should formulate their own criteria while preparing the plan. Thus, Baer asserts that planners need to have the skill to formulate criteria as well as to prepare goals and objectives for the plan.

After reviewing SP literature, Shahin (2011) lists seven criteria which can be used to evaluate the quality of a strategic plan document. They are: formality (inclusion and documentation of all SP elements), clarity, measurability, objectivity (the desired outcomes of strategic objectives and their end results are clearly stated), coverage (addressing the critical issues, opportunities and threats), openness or transparency (linking strategy to operational planning and individual objectives), and consistency.

Shahin (2011) used the above-mentioned criteria to evaluate the quality of strategic plan documents produced by Middle Eastern public-sector organisations in Dubai. The findings of the mail questionnaire survey revealed a strong association between the quality of plan documents and the formality of planning process. 82% of the respondents agreed or strongly agreed that the strategic plans included all the components; and 88% agreed that the strategies and objectives were clearly stated, but the rest of criteria got lower agreement rate.

Although the seven criteria listed by Shahin are helpful in evaluating the quality of strategic plan documents, but the evaluation process is based only on the respondents' perceptions in his study. Using plan documents' analysis could have enriched the outcomes of his study. The analysis of strategic plan documents would make the

evaluation process more accurate and valid. This informs the current study to analyse supervisory plan documents to evaluate their quality and contents.

This can be achieved through a combination of evaluation criteria listed by Shahin (2011) and strategy map approach applied by Han and Zhong (2015). Both strategies would help to analyse and evaluate supervisory plan documents which represent the focus of the current study. This would lead to converting the content of supervisory plans into a strategy map and then evaluating the quality of their contents based on the evaluation criteria listed by Shahin. The aim is two-fold: to present the contents of supervisory strategic plan in one place; and then to evaluate their clarity and relevance based on the defined criteria.

4.6 Challenges Associated with the Application of SP

There are some cases where SP has not achieved the intended outcomes and has encountered several challenges and problems. This may due to the reason that SP requires a new way of thinking and creative ways of doing and accomplishing tasks and strategies (Valentine, 1991). She adds that SP is expensive and difficult; and will not guarantee success. Thus, researchers and writers have mentioned several reasons which have led to a failure in implementing SP in some contexts. For example, Allison and Kaye (2015; p: 211) state that barriers to the implementation of strategic plans come in many guises and include "failure to translate strategies into operational plans, resistance to change, lack of specificity, losing focus, and failure to adapt to external developments". In the same vein, Zuckerman (2012) posits that SP often fails due to involving inappropriate people, not connected with the financial aspect, failing to address the critical issues, and ignoring resistance to change. Lack of managerial support is also considered one of the main hindering factors in SP process in schools in Turkey (Arabacı et al., 2016; cited in Balkar & Kalman, 2018).

Based on the analysis of several books, articles and dissertations in SP, Hambright and Diamantes (2004) have mentioned several problems with the application of SP in education such as the weakness in evaluating the implementation of plans, inadequate funding for SP processes, the low level of commitment to SP and its implementation plan, and inflexibility to respond to changing educational demands. They have added that other problems are related to participation issues, bureaucracy and change denial. Some of these challenges match the outcomes of Kiprop et al.'s study (2015) who reported that most

school leaders in public secondary schools in Kenya lacked relevant skills and commitment to SP. They also added that SP was greatly hindered by inadequate resources and lack of training.

Chukwumah and Ezeugbor (2015) also investigated the problems of implementing strategic plans in secondary schools in Anambra State in Nigeria. The findings revealed that financial constraints, lack of experienced professionals in SP and unwillingness of key organisational leaders to embrace strategic change were the main constraints which schools encountered in developing their strategic plans. Thus, the researchers recommended conducting regular short courses and seminars/workshops on SP to enable principals and staff members to grasp the fundamentals and have confidence in planning strategically.

In higher education, Elwood (2010) investigated the implementation of SP in a number of Ireland's Institutes of Technology. The outcomes revealed that there was no evidence of a strong alignment amongst academics interviewed with strategic plans. The researcher found out that SP had created confusion and resentment; and academics perceived themselves as objects rather than subjects and were unable to influence the SP process. The participants also stated that they had not identified any real benefits from applying SP and the preparation of plans merely satisfied a bureaucratic requirement. Thus, Peach et al. (2005) warn that SP processes may become bureaucratic mechanisms which are ritualistic, stilted and orchestrated. Lynch (2006) also highlights such difficulties as the mismatch between the organisation's culture and the adopted planning system, and poor direction from senior managers.

The outcomes of previous studies in different contexts have shown that applying SP is not an easy task to perform and has encountered several challenges. Some challenges were related to the preparation process where SP training was not enough, and plan designers and implementers did not have the required knowledge and skills. Other challenges were connected with the implementation process which had no support from senior management or resistance to change by plan implementers. This may partially due to the failure in the preparation process where participants were not convinced about the importance and aims of applying SP in their organisations. This directs the current study to find out the challenges which are encountered in applying SP in educational supervision, and how to overcome them based on participants' practical experiences.

For SP to be effective in any organisation and to overcome its challenges, Beach and Lindahl (2015; p: 14) propose that the following factors must be present:

Table 4.4: Factors to overcome strategic planning challenges

1	Acceptable staff skills.	15	No major and few physical constraints.
2	Adequate learning time.	16	Non-negative experiences with change.
3	Adequate plan flexibility.	17	Ongoing aid, training, & staff development.
4	Adequate preparedness for change.	18	Ongoing post-change funding.
5	Adequate resources.	19	Openness in peer consultation.
6	Administrative support.	20	Positive collegial relationships.
7	An orderly organization.	21	Positive communication capacity.
8	Available resources and materials.	22	Positive faculty demographics (age, gender).
9	Clear goals and expectations.	23	Provision for external consultants (if needed).
10	Definitions for proposed activities.	24	Recognized teacher competence.
11	Extra faculty time and energy.	25	Stakeholder access to observe innovations.
12	Few competing change programs.	26	Supportive institutional culture and climate.
13	High levels of faculty/staff education.	27	User commitment.
14	Manageable size of the change effort.		

These factors need to be considered by senior managers, SP trainers, plan designers and implementers to ensure the successful execution of strategic plans. As mentioned previously, SP is not an easy task to be accomplished. Thus, proper training and continuous support are key factors to overcome or reduce the impact of SP challenges in practice. Most importantly, plan designers and plan implementers need to be highly committed to the planning process and have the necessary knowledge and skills to create and implement the strategic plan properly and effectively. Otherwise, implementing SP

would be a waste of time and efforts and may not achieve the intended outcomes. This leads me to investigate the application of SP in the Omani educational context to find out how it is applied and the challenges it encounters in practice. It represents the focus of the next section.

4.7 Investigating the Application of SP in Education in Oman

The MoE in Oman has approved SP as its official planning strategy and has directed all schools to prepare their own strategic plans based on their resources to encourage decentralisation, community involvement and self-initiatives (Ministry of Education & The World Bank, 2012). Thus, several SP training workshops and programmes are conducted every year to spread SP culture and equip all staff, including educational supervisors, with the necessary knowledge and skills in designing and implementing strategic plans.

The MoE prepares its strategic plan in the form of a 'Five-Year Plan' which includes all the activities and projects to be conducted by different departments. The 'Sixth Five-Year Plan (2001-2005)' was considered the start to apply SP in educational projects in Oman (Issan and Al-Mahdy, 2014). They add that the MoE is currently working on preparing a long-range 25-year strategic plan (2016-2040) for all educational sectors and levels with the aims to develop its educational services; and to improve its performance to meet new changes and challenges in the field. However, this period of time may be considered too long and the strategic plan may not become responsive to the changing environment. Thus, Snyder (2015) argues that long-term strategic plans may become too broad and too generic in scope and may not remain current and responsive to the changing environment. He suggests preparing five-year strategic plans to shift priorities more rapidly compared to long-term strategic plans.

In practice, the MoE follows some steps and procedures to formulate its strategic plan. For example, several steps were followed in creating the 'Ninth Five-Year Plan (2016-2020)' (Ministry of Education, 2017). They were to form the planning team, to conduct environmental analysis, to prepare the general guidelines (domains and aims), to specify the objectives and strategies, to build performance indicators, to design the final draft of the plan, and finally to approve the plan. This was followed by preparing several chapters in the plan which included all the necessary details for implementing and evaluating each domain using performance indicators and balanced scorecards. These steps in preparing

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the strategic plan match the steps which were included in SP models discussed in section (4.4). However, no details were mentioned about the evaluation process, how it is conducted, or who is involved in assessing the work. This needs to be added to the previous steps to make them comprehensive and show what is being done after approving the plan.

Research studies have shown that there are some problems and challenges in implementing the above-mentioned steps and procedures. For example, Al-Hosni (2009) conducted a study to find out the extent to which SP steps were implemented at the MoE and directorates' levels. The sample consisted of administrative leaders (391 participants) including: general directors, departments' directors, and heads of sections. A questionnaire was designed to collect data and the findings revealed that there was a moderate level in applying SP steps from the participants' viewpoints. This may indicate that although SP steps were stated, but they were not applied effectively or there was improper application by some participants. However, the questionnaire was the only data collection method used in this study. I think interviews were needed in this study to get in-depth details to explore the creation processes of strategic plans and who was involved in planning.

In another study, Al-Sarhani (2010) investigated the application of SP based on school principals' perspectives. The sample included 118 principals and a questionnaire was designed to answer the questions of the study. One of the main outcomes matched the findings of Al-Hosni' study mentioned above and showed that 57% of the school principals have a moderate level of understanding the SP concepts. This may indicate that there was insufficient SP training or preparation. The results also showed that there were statistical differences in participants' responses related to qualifications, but there were no statistical differences related to place of work and job title.

Both studies indicate that there is improper application of SP at the MoE and schools' levels, but they have not investigated the reasons or factors which have led to those results. This is because both researchers have used questionnaires as the only tools to collect data. This informs the current study to use more than one data collection instrument to get in-depth information about the application of SP in educational supervision, and in relation to the questions and aims of this study.

To the best of my knowledge, no study has been conducted to explore the use of SP in educational supervision in the Omani context. Thus, the current study is unique in its focus and it is hoped that its results would provide senior managers and supervision authority at the Directorate General of Private Schools with an insight about the practicality and usefulness of SP in educational supervision based on the participants' practical experiences and viewpoints. Most importantly, the study will attempt to find out whether SP is a response to supervisors' actual needs or not, and the extent to which SP steps are being applied by the participants.

4.8 An Integrated Model (Al-Ajmi Strategic Planning Model)

Based on the reviewed literature in chapters two, three and the SP models discussed in this chapter, a new model has been created to combine the features and processes of teacher CPD, educational supervision and SP (see figure 4.2). The aim is to design a conceptual framework which matches the context and nature of the current study and helps to answer its questions.

The new model consists of five steps which are: preparation, SWOT analysis, planning, implementation and evaluation. Each step has its own procedures and components. The model also includes four features which represent the foundation for the whole planning process. They are teamwork, flexibility, iterative, and creativity. These steps and features are discussed in detail in the following paragraphs.

Figure 4.2: Al-Ajmi strategic planning model
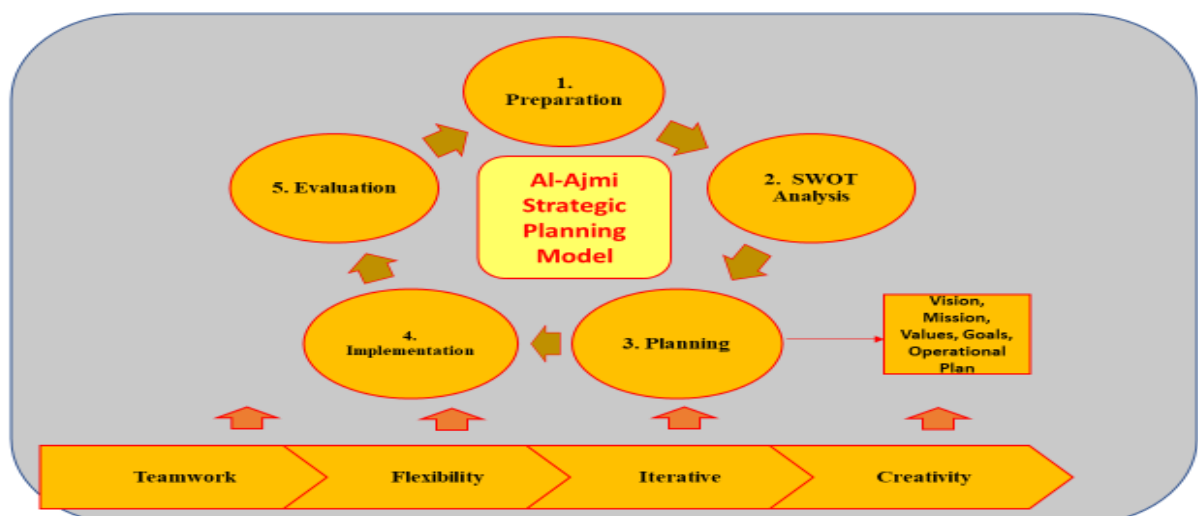
4.8.1 Steps of the Model

To begin with, there are some preparations which need to be done by supervisors before starting the actual planning process. The aim is to check whether the supervision section or department is ready to implement SP or not. The preparation stage was mentioned by various SP researchers and authors such as Bryson (2011) and Allison and Kaye (2015). At this stage, the planning team needs to be selected and each member is assigned a specific task so that everyone knows his/her roles and responsibilities. According to Bryson and Alston (2011), the strategic planning team can facilitate, connect and coordinate the work across organisational boundaries to ensure successful plan preparation. Most importantly, a true commitment to the planning process by all members and senior management is a prerequisite at this step (Allison & Kaye, 2015).

Having a database about teachers, schools and other aspects of the teaching-learning process is a prerequisite at this stage. Database refers to "a system of complete, easily retrievable and organized information that is accessible electronically and easily manipulated" (Bernhardt, 1999; p: 1). One of the common uses of data is to inform SP effort and the teaching-learning process (Kirkup et al., 2005). Thus, the planning team needs to ensure that they have adequate depth and breadth of data to make informed decisions (Allison & Kaye, 2015).

Rules and aims of the organisation or ministry need also to be considered at this stage and used as sources of information in initiating the planning effort so that the strategic plan is designed accordingly. Availability of human, technical and materialistic resources needs to be checked to ensure the readiness of the supervision section or department. Data collected at this stage represent the basis for starting the second step of this model which is SWOT analysis.

The second step is SWOT analysis to examine the internal and external environments in which supervisors work. The aim is to understand the external and internal environments to develop effective strategies to link the two so that performance is enhanced (Bryson, 2011). It is very useful to clarify the conditions within which the organisation operates (Bryson & Alston, 2011). This examination includes the current position of the organisation, its culture and resources, and stakeholders' expectations (Tsiakkiros & Pashiardis, 2002).

One of the widely used tools which can be applied to analyse the internal and external environment of an organisation is strengths, weaknesses, opportunities and threats (SWOT) analysis (Bryson, 2011; Allison & Kaye, 2015; Makhdoom, 2012). Strengths and weaknesses focus on the internal issues of an organisation, whereas opportunities and threats focus on the external factors or changes which may hinder the organisation's mission (Allison & Kaye, 2015). Analysis outcomes provide the basis to start the third step.

The third step is planning which focuses on prioritising supervisory tasks and writing the strategic plan. This requires collaborative work from key stakeholders such as senior managers, supervisors and teachers. As suggested by Allison and Kaye (2015), the strategic plan can be designed for three to five years to make it responsive to the changing environment. They add that the plan needs also to reflect the nature and extent of planning decisions; and should provide enough details to communicate clearly to its audience. Thus, planning should focus on priorities and lead to efficient use of time, money and other resources (Menon et al., 2009). Briefly, planning should enable planners as well as implementers to know what needs to be done, how and when.

As stated in SP literature, the written strategic plan needs to include vision, mission, values, goals, and an operational plan (Hinton, 2012; Shahin, 2011). The guidelines to formulate each of these components were highlighted in section 4.5.2. It is important to mention that the operational plan should be designed for one academic year (Hinton, 2012; Shahin, 2011). It requires translating long-term goals or aims into specific and measurable objectives within a specific time-limit, designing programmes to achieve the objectives, and estimating needed resources to carry out the plan (IIEP, 2010). In addition, performance indicators need to be identified at this stage to enable measurement and comparison (Chang, 2006). Including all these details provides the basis for the implementation stage.

The fourth step is implementation which translates written plans into practical actions. An effective implementation process coordinates and aligns the components of the written plan with the activities of managers, frontline practitioners and other stakeholders who are involved in the process (Bryson et al., 2011). They add that the implementation stage must allow for continuous learning and readjustments because of new information and circumstances change. In other words, the implementation process needs to be

responsive to the changing environment so that corrective actions can be taken accordingly.

At this stage, supervisors are urged to implement different supervisory models to give choices to teachers as well as administrators and schools (Kutsyuruba, 2003). Translating supervisory models' guidelines and steps into practice can be achieved through implementing various strategies and techniques such as class visits, workshops, seminars, peer observations, guided readings, action research, meetings and model lessons (Ministry of Education, 2007). Teacher CPD models which were mentioned by Kennedy (2005) and were discussed in detail in chapter two need also to be implemented by supervisors at this stage to improve the quality of the teaching-learning process and to facilitate teachers' professional learning and development. The aim is to reach a level where teachers can depend on themselves and take the full responsibility for their own learning and development (Kennedy, 2005; Rose & Reynolds, 2006; Glickman et al., 2014).

The final step in this model is to continually monitor and evaluate the plan's progress to ensure that the desired outcomes are achieved (AlKandari, 2013; Chang, 2006; Shahin, 2011). Menon et al. (2009) assert that it is impossible to judge if work is going in the right direction without monitoring and evaluation to make the necessary amendments and improvements. This can be achieved through formative assessment and summative evaluation (Glickman et al., 2014; Zepeda, 2017; Menon et al., 2009).

Formative assessment aims to check that the strategies and resources are used effectively; and summative evaluation aims to make judgement about the plan's progress and the extent to which objectives have been achieved (Menon et al., 2009; Oliveira & Pinho, 2009; IIEP, 2010). Evaluation also aims to assess what works and why and provides feedback for senior management to take appropriate decisions to improve results' achievement (IIEP, 2007).

4.8.2 Features of the Model

This model also consists of four features which represent the foundation for the whole SP process. First of all, SP is a collaborative process (Mbugua & Rarieya, 2014). It means making decisions with shared understanding and commitment from board and staff members (Allison & Kaye, 2015). This can be achieved through holding meetings and

sharing goals and strategies (Balkar & Kalman, 2018). Meaningful participation may be achieved through an e-mail asking for input, or it can be achieved by attending one or more in-depth discussions (Allison & Kaye, 2015).

Working together helps to define priorities and encourages continuous discussions among stakeholders to achieve collective excellence (Pevzner, 2006). Cook and Friend (1991) assert that SP is a team-based approach to address system issues. Thus, participation of all stakeholders needs to be maximised in developing a strategic plan (Wyk & Moeng, 2014). Their involvement is particularly important when they are involved in its implementation (Lingam et al., 2014).

The second feature is flexibility which enables other possible options and alternatives to be considered and implemented in case threats or changes arise (Rudd et al., 2008). It is the ability to do something which has not been planned and respond to changes or unexpected events (Evans, 1991). This suits supervisory work where unexpected tasks and sudden changes are encountered all the time. AlKandari (2013) points out that the strategic plan needs to be responsive to uncertain factors such as demographic change and technological development. In short, flexibility is an effective tool to cope with uncertainty caused by rapid environmental changes (Spicer & Sadler-Smith, 2006).

The third feature is that SP is an iterative process which involves going back and forth between the planning activities (IIEP, 2009). It does not stop with writing the plan or evaluating its outcomes. Planners and implementers need to revisit each step as the work progresses to make the required amendments or changes. Thus, supervisors should continuously make the necessary changes to their plans to meet new changes or unexpected events in their educational environment.

The final feature is creativity in designing and implementing strategic plans. Higgins and Morgan (2000; p: 3) define creativity as "the ability to repackage or combine knowledge in a new way which is of some practical use or adds value". Supervisors and other stakeholders need to be creative in their thinking and planning; and in solving the challenges which they encounter in the field. This requires coming up with new and unusual ideas to perform their tasks and solve problems creatively (Sharp, 2004).

4.9 Summary

This chapter has reviewed SP which is considered a new planning approach (Younis, 2009). It has started by defining the term SP which is viewed differently by researchers in different fields. Beach and Lindahl (2015) argue that there is no agreement on defining SP. Thus, a new definition has been formulated with an attempt to include the main features of SP that match the nature and context of the current study.

Researchers and authors have stated several benefits which can be gained from implementing SP. Examples of these benefits include: encouraging active participation and collaboration from all stakeholders (Lingam et al., 2014), responding to changes in wise and effective ways (Bryson, 2011), and increasing efficiency and making better decisions (Bryson & Alston, 2011).

Four SP models have been highlighted which differ in their steps and procedures to formulate strategic plans. These variations may reflect the historical development of SP models to meet the changing needs of organisations and contexts in which they operate. The four models have been used as a basis to create a new SP model to match the context of this study and to answer its questions.

This has been followed by discussing how to create strategic plans in terms of contents. Researchers have stated that strategic plans should include most or all of the following components: vision, mission, values, goals and strategies, and an operational plan (Shahin, 2011; Hinton, 2012). Translating these components into practice has resulted in long and detailed strategic plan documents which include various chapters or sections. Thus, a combination of strategy map approach which was used by Han and Zhong (2015) and SP evaluation criteria compiled by Shahin (2011) will be used in the current study to analyse supervisory strategic plans in order to judge and evaluate the quality of their contents.

Some challenges with the implementation of strategic plans have been highlighted. Examples of these challenges include the failure to translate strategies into operational plans and resistance to change (Allison & Kaye, 2015), financial constraints and lack of experienced professionals in SP (Chukwumah & Ezeugbor, 2015), and inadequate resources and lack of training (Kiprop et al., 2015). Plant (2009) argues that SP is a complex process, time-consuming and the strategic plan may fail to become a living

document. Thus, Beach and Lindahl (2015) suggest such factors as provision of necessary resources and administrative support to overcome those challenges.

In Oman, the MoE started implementing SP in 2001 in the form of five-year plans, and schools are officially required to design their own strategic plans (Issan and Al-Mahdy, 2014). Some studies have been conducted to evaluate the application of SP in the Omani educational context. The outcomes revealed that although SP steps are stated and match what has been mentioned in SP literature, but they are not effective or applied properly by some implementers (Al-Hosni, 2009; Al-Sarhani, 2010). However, no study has been conducted in evaluating the perceived effects of applying SP in educational supervision which makes the current study timing and unique in its focus.

The final part of this chapter has focused on designing an integrated SP model. The aim is to build a conceptual framework which matches the nature of the current study and helps to answer its questions. The new model consists of five steps which are: preparation, SWOT analysis, planning, implementation and evaluation. It also includes four features which represent the foundation for the whole planning process. They are teamwork, flexibility, iterative, and creativity.

Chapter Five: Research Methodology

5.1 Introduction

This chapter outlines the research design adopted in this study. Oppenheim (2000) states that research design is the plan of the research and the logic behind it. It is a way of organising a research project to maximise the likelihood of generating evidence to answer the questions of the study (Gorard, 2013). It includes all the steps and procedures a researcher follows to answer the questions of the study.

In the first part of this chapter, I provide an overview about the ontological and epistemological assumptions (research paradigm) underlying the research design and other methodological decisions of this project. This is followed by presenting the rationale for selecting the case study strategy and mixed methods approach, exploratory sequential design in particular. Then, the recruitment of three groups of participants is justified and the two piloting phases of the study are discussed.

In the second part, I explain in detail the construction and administration of the three data collection methods which are: documentary analysis, semi-structured interviews, and two questionnaires. This is followed by highlighting data analysis and discussion procedures; in addition to discussing validity and reliability issues pertaining to this research. The final part sheds light on the ethical considerations and my role and position as a researcher in the study.

5.2 Questions of the Study

The current study aims to investigate the implementation of strategic planning as a strategy in developing supervisory practices of private schools' supervisors in Muscat, Oman. Thus, it attempts to answer the following questions.

The main question is:

To what extent do supervisors use strategic planning to successfully improve the quality of teaching and learning?

More specifically, the study attempts to answer the five following questions:

1. What processes and thinking inform supervisors' development of their supervisory plans?

2. How useful do key stakeholders consider strategic planning for enhancing teaching and learning?

3. How do supervisors differ in the use of strategic planning in developing their supervisory practices?

4. What opportunities and constraints do supervisors consider influential on ways they use strategic planning in supervision to enhance the quality of teaching and learning?

5. What are supervisors' suggestions for improving the use of strategic planning in educational supervision?

Based on the above-mentioned questions, I have adopted an exploratory case study drawing on multiple methods (Creswell, 2014). The aims were: to corroborate between qualitative and quantitative data through triangulation, and to use multiple methods to explain the findings and illustrate data (Doyle et al., 2009). This would help to provide a complete and comprehensive picture about the phenomenon under investigation and to answer the questions of the current research.

5.3 Research Paradigm

A paradigm is a belief system or worldview which guides the researcher and the whole process of research (Guba & Lincoln, 1994). It is defined as "a set of assumptions about the world, and about what constitute proper techniques and topics for inquiring into that world" (Punch & Oancea, 2014, p. 16). Guba and Lincoln (1994) state that paradigm summarises how we perceive reality (ontology), how we interpret knowledge (epistemology), and how we attain knowledge in a systematic way (methodology). These three elements are crucial to be understood by researchers, because they provide the directions for all phases of a study (Cohen et al., 2018). They also represent researchers' philosophical approaches and tacit beliefs (Scott & Usher, 1999).

Ontology is concerned with the kind of things or events that exist in the social world and how they should be viewed and studied (Thomas, 2017). It is defined by Blaikie (1993; p: 6) as:

> The claims or assumptions that a particular approach to social inquiry makes about the nature of social reality – claims about what exists, what it looks like, what units make it up and how these units interact with each other.

Ontological assumptions seek to determine whether reality is external and objective to individuals; or it is constructed by individuals' perceptions and social interactions (Cohen et al., 2018).

These two ways of thinking have led to the emergence of two opposing positions which are: objectivism and subjectivism (Kettley, 2010). The objectivist ontology assumes that there is one reality which is stable and independent from the social world, but subjective ontology assumes that reality is constructed by individuals' interaction and experience which may reflect plenty of possible realities (Waring, 2012). Objectivism is associated with positivist paradigm and quantitative research, and subjectivism or constructionism is related to interpretivism paradigm and qualitative research (Bahari, 2010; Bryman, 2016). Based on the explorative nature of current study, I have adopted the subjectivist approach. It focuses on exploring the implementation of SP based on participants' interpretations and reported experiences which are pivotal to understand the phenomenon under study and answer its questions.

Ontological assumptions provide the basis for epistemological stances. Epistemology is the study of knowledge and how can it be obtained (Thomas, 2017). It is defined as "the theory of knowledge embedded in the theoretical perspective and thereby in the methodology" (Crotty, 1998, p. 3). Opie (2004) states that how reality is perceived and how it can be acquired will affect the methodology to uncover knowledge.

I have identified three major epistemological perspectives which are: positivism, interpretivism and pragmatism. Positivism claims that knowledge is tangible, hard, objective and out there; whereas interpretivism claims that knowledge is subjective, unique and personal (Cohen et al., 2007). Positivist research implies that knowledge is external and can be understood through objective observations. Thus, social phenomena can be studied through generating theories which can be tested empirically and described objectively and scientifically (Cohen et al., 2018). However, subjectivism assumes that social phenomena are constructed through personal meaning, interaction and subjective interpretations (Kettley, 2010). The researcher should keep a distance from what is being

researched based on positivism assumptions, but interpretivism rests on the principle that the researcher interacts with the study's participants (Creswell, 2003).

Both positivism and interpretivism have been criticised by some researchers (Mack, 2010; Tashakkori & Teddlie, 2010; Creswell, 2014). For example, Mack (2010) argues that there is never an objective outcome despite the researcher's effort to adhere to scientific method. He also questions the certainty of applying a methodology used to research a natural science in researching a social science. Cohen et al. (2007) also propose that positivism fails to consider the humans' ability to interpret their experiences of the world.

Interpretivism has also been criticised by some researchers. For example, Mack (2010) points out that the results of interpretive research cannot be generalised to other situations, because it abandons the scientific procedures of verification. "The strongest criticism of interpretivism is that it neglected to acknowledge the political and ideological influences on knowledge and social reality" (Mack, 2010; p: 9). Yanos and Hopper (2008) also argue that qualitative data are considered more susceptible to bias and subjectivity.

However, Thomas (2017) states that quantitative and qualitative research are not opposed to each other, but they can be used to complement each other. Thus, I have adopted pragmatism as the philosophical basis for this research. Pragmatism as a worldview arises out of actions and their consequences (Creswell, 2014). It emphasises the actual behaviours and their following consequences (Morgan, 2007). This matches the nature of the current study which aims to explore the implementation of SP and evaluate its perceived effects on enhancing senior teachers' CPD which in turn improves the quality of teaching-learning process. The outcomes should help to identify the practicality of SP in educational supervision.

Methodologically, pragmatism opens the door to use multiple methods and different forms of data collection and analysis depending on the aims and questions of the study (Creswell, 2014; Tashakkori & Teddlie, 2010). This will provide adequate space to investigate the current research topic comprehensively and rigorously without any methodological limitations.

5.4 Case Study Strategy

A research strategy is "a plan of action designed to achieve a specific goal" which needs to be ethical, feasible and suitable to achieve the aims of the study and answer its

questions (Denscombe, 2017; p: 3). Case study strategy has been selected in the current study, because it is viewed as an empirical enquiry which investigates in-depth a contemporary phenomenon in its real context (Yin, 2009). It is defined as "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context" (Simons, 2009; p: 21). It can be one case or a small set of cases with the aim to gain a rich and detailed understanding by examining the case(s) aspects in detail (Thomas, 2017). A single case provides opportunities to collect thick and detailed descriptions about the phenomenon under investigation and multiple cases allow comparisons to be made between the cases to enrich the study (Yin, 2003).

The Supervision Section represents the single case of the current study. The aim is to get in-depth and contextualised understanding about the application of SP by educational supervisors and to evaluate its perceived effects on improving senior teachers' CPD. Thus, three key stakeholders namely: senior managers, supervisors and senior teachers have been involved in the current case study to explore this topic from multiple perspectives. I believe that including these three stakeholders will enrich the discussion and provide a better understanding about the phenomenon under investigation based on their perceptions and practical experiences.

The case study strategy has enabled me to use different methods to collect data. Thomas (2017) states that the combing (mixing) of methods is important in case study to understand what is going on in a particular situation. This has led me to combine in-depth qualitative data gained from document analysis, semi-structured interviews, and an open-ended questionnaire with quantitative data collected from a closed-and-open-ended questionnaire to answer the questions of the current study. Triangulation has increased the rigour of data collection and analysis. Tellis (1997) asserts that triangulation serves to corroborate data gathered from different sources and increases the reliability of the data collection process.

However, some researchers have argued that case study has its weaknesses and problems which need to be considered (Schell, 1992; Blaxter, et al., 2010). For example, the case study findings cannot be generalised due to the small size of the sample (Tellis, 1997; Blaxter, et al., 2010). This weakness has been resolved in the current study by including the whole populations in the study so that generalisation is embedded in its findings.

Gorard (2006) proposed that data collected from populations minimise the bias caused by sampling.

Another criticism directed at case study strategy is that presentation of data is subject to researcher bias compared to other research strategies (Schell, 1992). This issue has been addressed in the current study by using various techniques to maximise the quality of data such as using triangulation to corroborate between qualitative and quantitative data (Cohen et al., 2018), and using member checking to determine the accuracy of the findings (Creswell, 2014).

5.5 Mixed Methods Design

Various names have been given to mixed methods strategies such as 'mixed methodology', 'mixed research', and 'multi-method research' (Denscombe, 2017; p: 162). It involves the collection of both quantitative and qualitative data to answer the questions of the study (Creswell, 2014). The research problem drives the selection of data collection methods; and this primacy of research problem coupled with mixing methods from different paradigms explains the association between mixed methods approach and pragmatism (Denscombe, 2017).

The rationale to undertake mixed methods design in the current study is, as mentioned earlier, to corroborate between quantitative and qualitative data through triangulation (Doyle et al., 2009). It is also to enhance the findings of the study by using more than one method to provide a complete picture about the topic (Denscombe, 2017); to answer questions which cannot be answered by one single method (Creswell, 2014); to neutralise limitations and build strengths to provide stronger and more accurate inferences; and to use multiple methods to explain the findings and illustrate data (Doyle et al., 2009).

In designing mixed methods methodology, the order in which the methods are used to collect data is important and reflects the researcher's beliefs about how best to combine methods (Denscombe, 2017). The sequence of data collection methods is discussed in the following part.

5.6 Exploratory Sequential Design

More than forty mixed methods research designs have been discussed in literature (Teddlie & Tashakkori, 2003). Creswell and Clark (2007) have classified them into four

major types namely: triangulation design, embedded design, explanatory design and exploratory design.

Exploratory sequential design has been chosen for this study which is a two-phase design Terrell, 2012). It starts by gathering qualitative data first and this is followed by the collection of quantitative data (see figure 5.1). Its general logic is to build a better understanding about the topic (Punch & Oancea, 2014). This means collecting and analysing qualitative data first which can help to better understand the topic under study; and to provide the basis to build the quantitative instrument of the second phase.

Figure 5.1: Exploratory sequential design
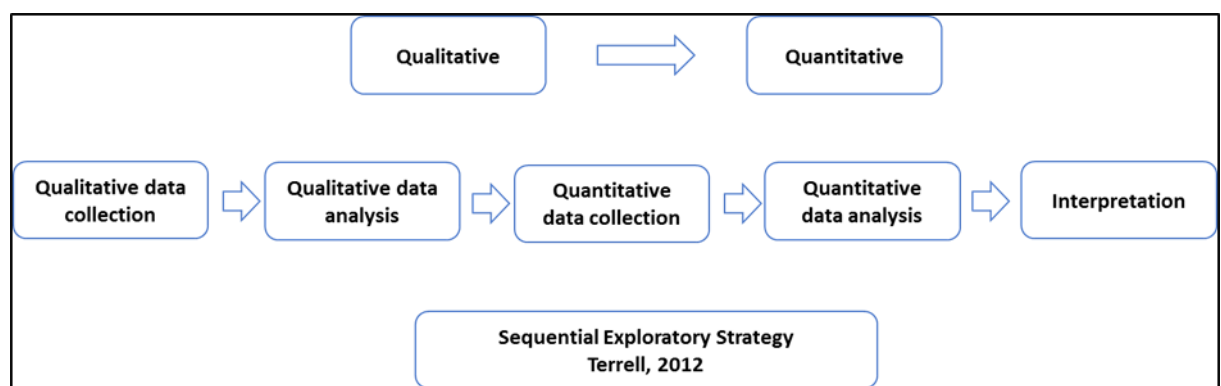
 The intention of exploratory sequential design is to develop better measurements with specific samples to find out if data collected from a small number of participants through the qualitative phase can be generalised to a population in the quantitative phase (Creswell, 2014). This design usually aims to answer 'what' questions (Schell, 1992; p: 4). This applies to the current study which has four 'what' questions.

Yin (1994) states that exploratory research is used when the topic is new, or the topic suffers from a shortage of information and literature. This also applies to the current study which is considered new and previous studies were very limited in number. This requires collecting as much information as possible from the participants to explore and understand the phenomenon under investigation comprehensively in order to answer its questions.

Terrell (2012) points out that one of the strengths of exploratory sequential design is that it is straightforward due to its clear, distinct stages which are easier to describe compared to concurrent strategies where qualitative and quantitative data are collected at the same time. However, he argues that this design is time-consuming. This is because it is a

building process where researchers cannot start the second quantitative phase unless they collect and analyse the qualitative data first. This requires careful planning in terms of collecting and analysing qualitative data so that there is enough time to build the quantitative instrument and collect data.

5.7 Data Collection Methods

As a mixed-method study, three data collection methods have been used which were: documentary analysis, semi-structured interviews and two questionnaires. It was a building process in which each instrument provided the basis to design the next one, and in relation to the reviewed literature. Table (5.1) illustrates the method and instruments used to answer each question of the current research:

Table (5.1): Research questions and data collection methods

Research Question	Method and Instruments
1. What processes and thinking inform supervisors' development of their supervisory plans?	- Qualitative data (Documents) - Qualitative data (Interview) - Qualitative data (Open-ended questionnaire)
2. How useful do key stakeholders consider strategic planning for enhancing teaching and learning?	- Qualitative data (Interview) - Qualitative data (Open-ended questionnaire) - Quantitative data (Questionnaire)
3. How do supervisors differ in the use of strategic planning in developing their supervisory practices?	- Qualitative data (Interview) - Qualitative data (Open-ended questionnaire)
4. What opportunities and constraints do supervisors consider influential on ways they use strategic planning in supervision to enhance the quality of teaching and learning?	- Qualitative data (Interview) - Qualitative data (Open-ended questionnaire)
5. What are supervisors' suggestions for improving the use of strategic planning in educational supervision?	- Qualitative data (Interview) - Qualitative data (Open-ended questionnaire)

5.7.1 Documentary Analysis

Documentary analysis is a systematic procedure to review and evaluate documents (Bowen, 2009). It requires analysing and interpreting data in order to gain understanding, elicit meaning and develop empirical knowledge (Corbin & Strauss, 2008). Documents represent a good source for text data and are ready to analyse without any necessary transcription as is the case in interviews (Creswell, 2005).

Researchers examine different types of records or documents such as archival documents, journals, maps, videotapes, audiotapes and artefacts (Gay et. al, 2006). These documents can provide rich and readily accessible sources of information to understand the research context and problem (Savin-Baden & Major, 2013). They contain information which can be used as evidence to prove or illustrate something (Denscombe, 2017).

Lincoln & Guba (1985) state such strengths to using documents in research as availability, low cost and stability. Denscombe (2017) also points out that using documents in research provides a cost-effective method of getting data, easy and inexpensive access to the sources, and provides a source of data which is permanent and available to be checked by others. Yin (2018) adds other strengths to using documents in research such as stability (can be reviewed repeatedly), unobtrusive (not created for the study), and broad which means that they can cover many events, settings, and a long span of time.

However, there are some weaknesses connected with using documentation in research. For example, Denscombe (2017) proposes that researchers need to evaluate the authority of the source and how data was produced to gauge the credibility of the documents. The intention of the current study is to analyse two types of documents which are: supervisory plan documents and SP training booklets. Both types of documents are considered official and were approved by the MoE. Yin (2018) mentions other weaknesses to using documents in research such as difficulty in finding or accessing the documents. This has been resolved in the current study by getting the official approval from the concerned gate keepers at the MoE in Oman about the documents required for analysis.

The aim of analysing supervisory plan documents in the current study is to find out the extent to which SP concepts and components are included in supervisory plans. The outcomes will provide a concrete evidence about whether supervisory plans are strategic or not. The results will also provide the basis to design interview questions to get in-depth

details about how supervisory plans are created. Interviews represent the focus of the next section.

5.7.2 Interviews

Interviewing is one of the most used methods in educational research. It is a way of collecting data and gaining knowledge from individuals who are considered the primary data for the study (Kajornboon, 2005). Interviews are regarded as an interchange of views between two or more people on a topic of mutual interest to produce knowledge through human interaction in its social context (Kavle, 1996). Thus, participants' views and interactions in interviews play a significant role in understanding and exploring the phenomenon under study.

Interviews are used in the current study to gather information which has a direct bearing on the research objectives and in conjunction with other methods (Cohen et al., 2007). They are useful to access participants' perceptions and construction of reality (Punch & Oancea, 2014). Savin-Baden and Major (2013) state that interviews enable the researcher to gain complex and in-depth information to develop an understanding of people and situations; and to probe deeply into participants' experiences which this study attempts to achieve.

According to Gay et al. (2006), interviews are characterised by their degree of structure and formality into three types which are: structured, semi-structured and unstructured. The type of interview to use depends on the accessibility of individuals, the cost, the amount of time available and what form best helps to understand the research problem and answer the questions of the study (Creswell, 2005).

Semi-structured interviews have been chosen for this study, because they combine the features of both structured and unstructured interviews (Gay et al., 2006). They have the flexibility to use a specified set of questions and the researcher can include additional questions in response to the participants' comments and reactions (Savin-Baden & Major, 2013; Walliman & Buckler, 2008). These additional questions can be of great value to get more in-depth information about the participants' experiences to better understand their application of SP and to evaluate its perceived effects on fostering teachers' CPD to improve the quality of teaching and learning. Therefore, three interview schedules were

designed with pre-determined questions and there were spaces for extra questions depending on the flow of each interview and discussion with each participant.

Researchers have stated that there are various advantages to using interviews in research. For example, Cohen et al., (2007) point out that an interview enables participants to express their opinions and feelings freely and it is often question-based with specific purposes to achieve. Interviews offer flexibility in asking questions to get in-depth information and respondents represent the centre of attention (Walliman & Buckler, 2008).

On the other hand, interviews require patience, take time and energy, and I need to coordinate my schedule as a researcher with "the busy calendars of others" (Savin-Baden & Major, 2013 p: 173). The fundamental disadvantage to using interviews is that they are time consuming to structure, conduct and interpret (Walliman & Buckler, 2008). Thus, I planned about seven months to conduct and analyse interviews in the current study to overcome time-consuming challenge and to provide enough time to transcribe, translate and analyse them thoroughly.

Three interview schedules were designed which target the three groups of study, namely: senior managers, supervisors and senior teachers (see appendix 1). Most of the questions were designed based on the outcomes of documentary analysis. Some questions were created based on the reviewed literature, and others were created based on each respondent's answers to get further details. The interviews' analysis outcomes provided the foundation to prepare two questionnaires which represented the third data collection methods in the current study and are discussed in the following section.

5.7.3 Questionnaires

Questionnaires represent the written form of questioning, and questions can be open or closed depending on the research aims and questions (Thomas, 2017). They are usually used to collect data from a large number of participants. Cohen et al. (2018) state that questionnaires are useful in collecting survey information, providing numerical data, and being administered without the researcher's presence. They add that they can be cheap, quick, and easy to use.

Questionnaires are used in the current study, because the information required is straightforward and does not need personal, face-to-face interactions (Denscombe, 2017).

They also help the participants to express their opinions freely, because they can complete them anonymously and without the presence of the researcher (Thomas, 2017). In addition, questionnaires have been used because they are familiar to the participants and the fact that they allow them to think about their answers and complete them at their own convenience (Muijs, 2004).

Based on the outcomes of the previous two stages (supervisory plan documents and semi-structured interviews), two questionnaires were designed. To begin with, an open-ended questionnaire was designed for supervisors (see appendix 2). Open-ended questions allow the participants to decide the wording, the length of the answer and the kind of matters to be raised in their answers (Denscombe, 2017). They also reflect the richness and depth of responses held by the participants (Cohen et al., 2018; Denscombe, 2017).

The main aim from using open-ended questions in the supervisors' questionnaire is to get as much information as possible about the application of SP in educational supervision. Another aim is to find out whether the document and interview findings are applicable to the whole population or there are differences between the three sets of data. This would help to validate the quality of data and to better understand the phenomenon under study. However, the use of a questionnaire with open-ended questions results in a large amount of data which needed to be analysed. This took more time and effort from me, but it was necessary to better understand the implementation of SP in educational supervision and answer the questions of the study.

The second questionnaire has been designed for senior teachers (see appendix 3). It aims to evaluate the perceived effects of supervisory practices on enhancing senior teachers' CPD which in turn improves the quality of teaching and learning. It consisted of three parts which had closed-and-open items that were derived from the outcomes of the previous two stages, my personal experience and the reviewed literature. Part one elicited some demographic information (job title & subject). Part two included 50 closed items which were categorised under five headings which were: planning and lesson preparation, identification of needs and training, follow-up teaching-learning process, curriculum application and use of instructional materials, and teacher evaluation.

Three sources have been used to design the questionnaire's items. Most items (32 in total) were created based on the interview outcomes. Some items were elicited from the reviewed literature (items 10, 14, 15, 16, 18, 22, 42); and the remaining items were

designed based on my personal experience and knowledge about the nature of supervisory practices and their contexts (items 3, 5, 6, 7, 8, 17, 31, 35, 38, 43, 48). An attempt was made to sequence all items logically from general to specific.

Five-point Likert-scale was used so that senior teachers can rate their levels of agreement to statements (Thomas, 2017). The aim was, as mentioned earlier, to evaluate the perceived effects of supervisory practices on developing senior teachers' CPD. Part three included three open-ended questions to gather data which reflect the full richness and complexity of the views held by the participants (Cohen et al., 2018; Denscombe, 2017).

However, Johnson and Christensen (2000) argue that there are some weaknesses to using questionnaires in research studies. They are low response rate for mail and email questionnaires, respondents may not recall important information while filling out questionnaires, and open-ended items may obscure issues of interest due to differences in verbal ability. Denscombe (2017) adds that questionnaires offer little opportunity to check the truthfulness of answers because of the researcher's absence.

To overcome or reduce the effects of previous challenges, some steps and actions were taken in the current study. To start with, the questionnaires were distributed officially via the Directorate General of Private Schools so that the participants take it seriously in answering them and to increase the response rate at the same time. Second, information sheets were distributed with the questionnaires to give the participants an overview about the aims of the study, their roles as participants, how to deal with confidentiality and anonymity, and the freedom to participate and withdraw from the study at any time without giving reasons (see appendix 4). Third, a meeting was conducted with supervisors to explain the aims of the study and give them the chance to ask questions. Finally, my contact details were included to answer any question and to provide further clarifications about the study before the participants start answering the questionnaire.

5.8 Populations of the Study

As mentioned earlier, three groups of key stakeholders represent the focus of the current study namely: senior managers and educational supervisors at the Directorate General of Private Schools, and senior teachers in bilingual private schools in Muscat, Oman. The first group of participants included all the three senior managers to find out their rationales and aims from introducing SP in educational supervision. Their inclusion will also make

it clear whether they take part in the SP process which requires the involvement of all key stakeholders in the planning process (Bryson, 2011; AlKandari, 2013). Most importantly, their responses will make it clear how they support and guide educational supervisors in their implementation of SP and what are their future plans in implementing SP in educational supervision.

The second group consists of subject supervisors who work at the Supervision Section which is part of the Directorate General of Private Schools. Their views and practical experiences in applying SP are of great value to answer the questions of the current study. They are 35 in total and supervise senior teachers who teach classes from 5-10 (cycle two) and classes 11-12 (post-basic education) which is equivalent to secondary education in other countries.

Supervisors who supervise primary schools or 'Cycle one' schools (as it is called in Oman) were excluded from the study. Primary supervisors are usually "generalists" and secondary supervisors are "subject-area specialists" (Carron & De Grauwe, 1997; p: 13). Based on my experience, primary supervisors at the Supervision Section use different supervisory techniques and methods compared to supervisors who supervise teachers in cycle two and post basic education schools. This has led me to excluding them (N=15) from the current study.

The third group included all senior teachers (N=600) who teach in bilingual private schools in Muscat, Oman. Bilingual private schools represent the majority of private schools in Muscat and are also very cooperative and easy to access which makes it easy to conduct the study. Senior teachers are responsible for planning and distributing administrative and technical tasks among their colleagues at schools and represent the focal points between supervisors and teachers in their schools. This will help to better evaluate the perceived effects of supervisory practices on enhancing senior teachers' CPD to develop their teaching and learning.

5.9 Pilot Study

Piloting aimed to test the selected data collection methods in generating data to answer the questions of the current study. It also aimed to make any necessary changes or amendments based on participants' feedback (Kim, 2011). Their feedback was useful to check the suitability of the data collection instruments. Due to the sequential nature of

data collection methods, the piloting stage consisted of two phases which are discussed below.

5.9.1 Interview Piloting

This phase was conducted in December 2016. It started with arranging meetings with gate keepers at the MoE to get official approval; and with the participants to explain the intention of the study and their roles in it. The meetings and discussions provided them with an overview about the study and what is required from each group of participants. Issues related to anonymity and confidentiality were also discussed, and participants were given the chance to ask questions.

Five interviews were conducted with two senior managers, one supervisor and two senior teachers. One supervisor did not attend the interview as planned due to other work commitments. The aims of conducting interviews were to examine the clarity of wording in interview schedules, to check the ordering of questions and suitability for participants, and to check the length of interviews. Participants were asked for their feedback about the interview schedules and some changes were made accordingly.

For example, although the participating supervisor reflected that the questions were comprehensive and clear, he was uncomfortable in answering the first question which tested his SP knowledge directly (e.g. What is your definition of strategic planning?). He also suggested changing the order of some questions. Thus, the wording of the first question was changed into two indirect questions; and the order of some questions was also altered to go from easy to difficult to make it comfortable for the participants to answer them in the main study. Some new questions were also added after analysing all supervisory plan documents thoroughly. Examples of the changes in supervisors' interview's questions are shown in table (5.2) as follows:

Table (5.2): Changes in supervisors' interview schedule

Piloting interview questions' order	Added/Changed/Deleted	Main study interview questions' order
1. What does strategic planning mean to you? What is your definition of strategic planning?	Changed the wording and order (see questions 9 & 12 on the right side).	1. What are the plans which are required from you as supervisors?

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2. To what extent have you benefited from strategic planning? What have you gained from implementing strategic planning?	Changed the order to (13).	2. What are the components of these plans?
3. Who participates in preparing the plan?	No change.	3. Who participates in preparing the plans?
4. What steps do you follow in preparing the plan? Explain in detail.	No change.	4. What are the steps/processes which you follow in preparing the plans? Explain in detail.
5. What are the components of the plan?	Changed the order to (2)	5. How much time do you take in preparing the plan?
6. How do you follow up the implementation of plans? What are the strategies you use to follow-up the plans in the field?	Changed the order to (8)	6. What sources do you use in preparing the plan?
7. What indicators do you use to follow-up the plan?	Deleted (felt it was a guiding question).	7. How much time is needed to implement the plan?
8. Has strategic planning improved the quality of supervisory work? How?	Changed the wording (13).	8. How do you follow-up and evaluate the plan's progress?
9. What are the challenges which you have encountered in implementing strategic planning?	Changed the order (15).	9. Do you consider these plans strategic? Why?
10. What are your suggestions to improve the implementation of strategic planning in educational supervision?	Changed the order (16).	10. Do you need a strategic plan as a section? Why?
	Added	11. Have you been trained in strategic planning? What kind of training programme have you attended?
	Added	12. How would you differentiate between a strategic plan and an action plan?
	Order change	13. What benefits have you gained from implementing strategic planning?
	Added	14. What are the factors which have facilitated or hindered the

		implementation of strategic planning in educational supervision? * Training. * Resistance to change. * Leadership support. *Administrative procedures. * Nature of strategic planning.
	Order change	15. What are the challenges which you have encountered in implementing strategic planning in educational supervision?
	Order change	16. What are your suggestions to improve the application of strategic planning in educational supervision?

In terms of the senior managers' interview schedule, no changes were made to wording, but additional questions were incorporated to encourage them to talk. This was because the participants were very brief in their answers. Finally, regarding senior teachers' interview schedule, their feedback was very positive, and no changes or additions were made.

5.9.2 Questionnaire Piloting

This phase was carried out in November 2018. Based on the analysis outcomes of the previous two phases, two questionnaires were devised. An open-ended questionnaire was designed for supervisors and a closed-and-open-ended questionnaire for senior teachers (see appendix 3). The aims were: to find out whether interview findings were applicable to the whole populations, and to make the necessary comparisons and contrasts between the three data sets to answer the questions of current study.

There was no need to pilot the supervisors' open-ended questionnaire, because the questions were open and most of them were taken directly from the interview schedule. The only addition was that the question about the components of supervisory plans was broken down into two separate questions. The first one focused on the components of subjects' plans and the other one focused on the components of the Supervision Section's

plan. The aim was to check whether supervisors who have not participated in preparing the Supervision Section's strategic plan were familiar with its contents or not.

In terms of the senior teachers' questionnaire, it was first sent to ten evaluators to check its validity in terms of appropriacy, clarity and format. Seven of them responded and some changes were made based on their written feedback. For example, the item 'Organises exchange visits between teachers inside the school' was changed to 'Organises peer observations between teachers inside the school'. The item 'Informs teachers about changes in curriculum' was changed to 'Updates teachers with changes in curriculum'.

After making the necessary changes and preparing the final draft of the questionnaire, I translated the English version into Arabic and sent it to two evaluators to check the accuracy of translation and some changes were made (see appendix 3). This was followed by distributing the senior teachers' questionnaire (Arabic & English) to 25 senior teachers from five different schools to check the reliability of questionnaire items. The overall questionnaire was very reliable with a Cronbach's alpha of (.962).

Senior teachers were encouraged to provide their feedback about whether the questions were clear and straightforward or not. They were also encouraged to comment on the layout and time required to answer the whole questionnaire. Some of them responded and their feedback showed that they were happy with the questionnaire's layout, but they asked for more time to complete it. Thus, the time was increased from 25 minutes to half an hour in the main study.

5.10 Validity and Reliability

Golafshani (2003) states that validity and reliability are rooted in the positivist perspective and are commonly used in quantitative research. They represent the key indicators of quality of a measuring instrument in research (Kimberlin & Winterstein, 2008). They are concerned with the extent to which readers can trust the researcher's rigour and honesty regarding data collection methods, analysis and the claims made (Bryman, 2016). Validity refers to the accuracy, relevance and precision of the data; and reliability is concerned with whether a research instrument is neutral in its effect and consistent in producing the same results on different occasions (Denscombe, 2017).

However, Ary et al. (2002) and Guba and Lincoln (1985) argue that the concepts of validity and reliability are not applicable to qualitative research and suggested using such

criteria as credibility, dependability, transferability, and confirmability. Credibility replaces internal validity in quantitative research (Cohen et al., 2018). It was achieved in the current study by using member checking to determine the accuracy of findings (Lincoln & Guba, 1985; Cohen et al., 2018; Creswell, 2014). Member checking gave the opportunity for the participants to check and send their feedback via email about the accuracy of interview scripts and data analysis outcomes.

Dependability is concerned with consistency and replaces reliability in quantitative research (Cohen et al., 2018). It was achieved in the current study through triangulation or the three phases of data collection methods. Transferability or generalisability which replaces external validity in quantitative research was achieved by including the whole three targeted populations in the study so that generalisations were imbedded (Yin, 2018). I have also tried to provide thick and rich descriptions about the current case study so that interpretations of data are warranted by the evidence and theories used (Ary et al., 2002).

Finally, confirmability is concerned with checking that the research has no bias in its stages of collecting and analysing data and in interpreting its findings. My supervisor played a vital role in checking my work step by step and in providing the necessary guidance and constructive feedback to improve its quality. Triangulation of data collection has also enhanced the degree of confirmability in the current study.

In terms of quantitative data of the current study, different procedures were followed. This is because validity and reliability are viewed differently by quantitative researchers. Validity in quantitative research is defined as "the extent to which an instrument measures what it purports to measure" (Kimberlin & Winterstein, 2008; p: 3). To achieve the validity of senior teachers' questionnaire in the current study, it was sent to a group of evaluators to evaluate its content and layout. A special form was designed for this purpose (see appendix 5). Based on their feedback and comments, some changes and additions were made.

Reliability in quantitative research is concerned with the stability and consistency of measurement (Sekaran, 2003). It is assessed through internal consistency of the instrument's items (Cohen et al., 2018). Thus, as discussed in the piloting part, the reliability of senior teachers' questionnaires was tested through the use of Cronbach's coefficient alpha to assess the internal consistency of the questionnaire items. The

outcome showed that the questionnaire was very reliable and Cronbach alpha was (a=0.96).

5.11 Data Analysis and Discussion

Due to the explorative and sequential nature of the current study, I have analysed the three datasets separately, because the outcomes of the first dataset provided the basis on which to build the next step. Then, the three datasets were discussed together to check consistency, to make comparisons and contrasts, and to answer the questions of the study in comparison with the reviewed literature. Thus, I have applied three different ways to analyse the collected qualitative and quantitative data which are highlighted below.

5.11.1 Documentary Analysis

Content analysis was used to analyse supervisory plan documents and SP training handouts. It refers to analysing written text rather than the spoken word (Thomas, 2017). It involves coding and categorising to make links between categories and drawing theoretical conclusions from the text (Cohen et al., 2018). According to Denscombe (2017), content analysis follows a logical and straightforward procedure and uses words and phrases as units of analysis. They are SP concepts and components in the current study. Denscombe adds that the analysis process starts by selecting an appropriate sample of texts or documents, breaking down the text into smaller units, developing relevant categories to analyse data, coding the units in line with the categories, and counting the units' frequency of occurrence. These steps were applied in the current study and will be discussed in detail in the next chapter.

Content analysis is used in the current study, because it is a systematic and verifiable process (Mayring, 2004); and can be used to analyse large quantities of text data (Cohen et al., 2018). It enables the reduction of large quantities of text data through categorisation (Flick, 2018); and moves from the original texts to analysing their meanings and their constituent parts (Glaser & Laudel, 2013).

In practice, content analysis was applied through the use of evaluation criteria compiled by Shahin (2011) to evaluate the quality of strategic plans, and strategy map approach applied by Han and Zhong (2015) to present the content of fifteen supervisory plans collected in the current study. Strategy map approach is a simplified visual presentation

of the plans' components (Kaplan and Norton, 2004; cited in Han & Zhong, 2015). It aims to visualise the content of each plan and highlight the relationship among the components of the supervisory plans in order to judge whether they were strategic plans or not.

5.11.2 Semi-structured Interviews and Open-ended Questionnaire Analyses

Both deductive and inductive analyses were used to analyse the 33 interviews and 31 open-ended questionnaires. Deductive analysis was based on the outcomes of the previous stage which was documentary analysis and the reviewed literature. However, to avoid any limitations which may be caused by previous literature in understanding the contextual and personal experiences of participants in the current study, an inductive analysis was also conducted to explore the emerging themes from the collected data.

Practically, deductive analysis was conducted by transcribing interviews and reading them several times to familiarise myself with the data (Braun and Clarke, 2006). This was followed by organising and coding the data based on the pre-determined themes which were elicited from document analysis and the reviewed literature. After that, I reviewed the codes and grouped them under the appropriate themes. Inductive analysis was conducted by re-reading the data to identify the emerging themes. This was followed by re-analysing the data to relocate them under the existing themes or generating new ones. Thus, raw data was reduced and organised into themes and sub-themes (Corbin & Strauss, 2008).

5.11.3 Closed-items Questionnaire Analysis

The quantitative data collected via senior teachers' questionnaire was analysed statistically using SPSS version 25. Descriptive statistics were reported in the five categories which were included in the questionnaire (planning and lesson preparation, fostering senior teachers' professional development, follow-up teaching-learning process, curriculum application and use of instructional materials, and teacher evaluation). These headings were derived from three sources which were: the analysis outcomes of the previous two stages, the reviewed literature, and my personal experience. Cronbach alpha was calculated to measure the internal consistency of the questionnaire's items. Means and standard deviations were also calculated to find out the extent to which supervisory practices were useful to foster senior teachers' CPD.

5.12 Ethical Considerations

Ethics represent an essential part of conducting research. There are some ethical issues which researchers need to be aware of before starting fieldwork or collecting data from the participants. Thus, I started by reading the University of Leicester's 'Research Code of Conduct' (2014) to familiarise myself with the ethical issues which I need to consider in my study. Denscombe (2017) states that codes of research ethics provide guidance on the kind of actions which should be taken and actions which need to be avoided in conducting research.

Practically, I had first to get official approval before the commencement of the study. Creswell (2014) states that the researcher needs to get the approval of the gatekeepers to access the site of the study. Thus, I applied for the ethical approval by completing the online ethical approval form via the University of Leicester's website. After receiving the official approval from the university (see appendix 6), I sent a letter to the Technical Office for Studies and Development at the MoE in Oman to get the official approval from their side as gatekeepers. I attached the research proposal and data collection methods with the approval letter from the University of Leicester to provide them with an overview about the study and its purposes. After reviewing the proposal of my research, the Technical Office for Studies and Development at the MoE sent an official letter to the Directorate general of Private Schools to facilitate my work as a researcher (see appendix 7). An official letter was also sent to all bilingual private schools in Muscat with a consent form, an information page about the study and its aims, and my contact details as a researcher in order to make the necessary arrangements for collecting data.

According to Denscombe (2017), researchers are expected to conduct their research studies in a way that protects participants' interests and ensures that participation is voluntary and based on informed consent. In translating these guidelines into practice, I prepared the consent form and three information sheets for the three targeted groups in the current study (senior managers, supervisors, and senior teachers). The aim was to provide them with an overview of the aims of the study and, most importantly, what is required from them as participants (see appendix 4). Denscombe (2017) asserts that participants must have sufficient information about the study to decide whether they want to participate or not.

This was followed by conducting face-to-face meetings with senior managers and supervisors to explain the intention of the study and to give them the chance to ask questions about the study and their roles in it. Bilingual private schools were visited several times to get their permissions and to arrange appointments for interviews. Unfortunately, it was difficult to recruit participants in some schools due to senior teachers' busy timetables or unwillingness to take part in the study. Thus, I had to look for alternative senior teachers in other schools which took more time and efforts.

Face-to-face individual and group meetings were conducted and were very helpful to explain the aims and procedures of the study; and to establish rapport with the participants before the actual interviews. They were also helpful to recruit knowledgeable, experienced and willing participants. I made it clear to all of them that their participation was voluntary, and they could withdraw from the study at any time without being asked for reasons (Cohen et al., 2018). Finally, I managed to conduct 33 interviews (three senior managers, 15 supervisors, and 15 senior teachers).

Confidentiality and anonymity issues were also discussed in meetings and clarified in the information sheets. Anonymity is concerned with the process of not disclosing the identity of a research participant; and confidentiality is concerned with the process of not disclosing to other parties the information gathered from the research (Clark, 2006). Personal information or any details which may lead to participants being recognized was removed from the current study. Bryman (2016) recommends that confidentiality and privacy of participants and data should be respected.

Therefore, before conducting any interview, all participants read and signed the consent form, which stated that their response may be used in research findings without causing any harm or revealing their identities (Denscombe, 2017). Subjects' names were labelled with numbers to ensure that participants' identities were protected, and anonymity was preserved (Cohen et al., 2018). In addition, participants were informed that data collected from the current research would be used for the research purposes and shared only with my supervisor and the concerned people at the University of Leicester.

Moreover, individual meetings were conducted with the participants before conducting interviews to provide further details about the study and its objectives and to answer their questions individually. The participants were also informed that the interviews would be recorded, and recordings would be kept safe and shared only with my supervisor.

Interview transcripts were sent back to them to check and review their answers. Additionally, a summary report about the main outcomes of the study was sent to the participants to comment on. Finally, as previously mentioned, my contact details were included in the information sheets and questionnaires to give the participants the opportunity to contact me directly and ask questions; or to get any clarifications about the study and its data collection procedures.

5.13 My Position as Insider and Outsider Researcher

I believe that my previous work experience as the head of Supervision Section have facilitated my access to the current research setting (Creswell, 2014). I was granted the access to research setting easily and had no significant difficulty in approaching the participants at the directorate and school levels. It has also given me the opportunity to interact naturally with the participants and understand the nature of their work (Denscombe, 2017; Cohen et al., 2018). This made it easy to establish rapport with most of the participants and to encourage them to speak freely and openly. The interactions were essential to explore and understand the current research problem based on their personal constructions and experiences (Lincoln & Denzin, 2003). The background knowledge assisted me in data interpretation and to understand nuances and contextual information.

On the other hand, my former position as the head of Supervision Section may have influenced the willingness of a few participants negatively and may have led them not to take part in the study or to talk freely. Thus, four supervisors and a few senior teachers chose not to participate in the study. Creswell (2014) contends that studying one's own organisation and work setting often leads to compromises in disclosing information and raises power imbalances between the inquirer and the participants. Greater familiarity with the participants can also lead to loss of objectivity by making erroneous assumptions based on the researcher's prior knowledge and/or experience (Breen, 2007). Robson (2011) also argues that objectivity is difficult to maintain with insider researcher.

However, my new job title as an educational researcher at Al-Suwaiq Supervision Office which is a different workplace may have minimised the effects of the above-mentioned challenges. My current job has no direct connection with the Directorate General of Private Schools. I felt that moving to another workplace provided most of the participants with more freedom to share their experiences and to discuss their concerns and problems

in a stress-free environment. I have noticed that some of the participants were relaxed and talked freely about their experience in applying SP. Nevertheless, a few participants were still hesitant in interviews to share critical data or to discuss confidential issues. This matches what has been mentioned by Shah (2004) who argues that interviewees may not share their experiences or discuss sensitive issues because they fear being judged or losing confidentiality. Thus, I had to continuously remind the participants during interviews about anonymity and confidentiality issues to encourage them to talk freely.

In addition, researchers play an active role in acquiring and interpreting knowledge and have undeniable position which affects the nature of the observations and the interpretations which they make (Thomas, 2017). Bias may occur due to researchers' previous knowledge by making incorrect assumptions about the research process which may affect the validity of the data (Shah, 2004). Thus, they need to be aware of the potential biases which may shape their data interpretation (Creswell, 2009). As a solution, Silverman (2005) suggests adopting a reflexive approach to think about how their values or backgrounds may affect their research. Guba and Lincoln (1994) also suggest keeping a reflective journal to note down their methodological decisions and the situations in which their beliefs have affected the conduct of their research.

This has led me to make some written reflections about each interview with a focus on participants' reactions to questions and any external factors which might have affected their answers. I have also tried to reflect upon my data analysis to ensure that the outcomes are supported with the data collected and not affected by my previous beliefs or experiences. In addition, multiple strategies such as triangulation and participant validation were used to check the validity of the data (Creswell, 2014; Cohen et al., 2018). My supervisor's feedback was of great value to demonstrate the accuracy of data collection and interpretation in the current study.

To conclude, this combination of my former position as the head of Supervision Section and an outsider researcher gave me a great advantage in having the necessary background information and understanding to explore the application of SP in educational supervision; and to evaluate its perceived effects on enhancing senior teachers' CPD. Although a few participants were hesitant to speak freely, but I managed to identify when and how to interrupt the participants and ask probing questions to get further details about the phenomenon under investigation.

5.14 Summary

This chapter has shed light on the various aspects of research design conducted in the current study. It has started by discussing the methodological underpinnings and the use of case study strategy to gain a rich and detailed understanding about the phenomenon under study (Thomas, 2017). A mixed methods approach has been adopted to get a comprehensive picture about the application of SP in educational supervision. Exploratory sequential design has been used to collect qualitative and quantitative data (Creswell, 2014).

Three data collection methods were used sequentially in the current study which were: documentary analysis, semi-structured interviews and two questionnaires. Tashakkori and Teddlie (1998) propose that researchers may start with qualitative data collection and analysis when struggling on unexplored topic as in this case study, and then use the results to design the following quantitative phase of the study.

Deductive and inductive analysis approaches were applied to analyse the collected qualitative data and descriptive statistical analysis was used to analyse the quantitative data. To ensure validity and reliability of the findings, some strategies were used such as triangulation and member checking. Some ethical considerations were highlighted, and it was made clear that it is my responsibility as a researcher to deal ethically with the participants and data throughout the whole research process (Almulla, 2017). The following chapter presents and analyses the supervisory plans.

Chapter Six: Analysing Supervisory Plan Documents and SP Training Booklets

6.1 Introduction

One of the main aims of this study is to analyse and evaluate supervisory plan documents to find out the extent to which SP concepts and components are reflected in supervisors' written plans which represent the concrete outcomes of the planning process. A total number of 15 supervisory plan documents were sent via email by the director of Supervision and Evaluation Department and the acting head of Supervision Section. More specifically, they included the Supervision Section's plan, 12 subject plans, and two previous subject plans. Additionally, two SP training booklets based on the training which I have received with some supervisors were also analysed to compare the contents with what is included in the supervisory plans. Table (6.1) provides more details about supervisory plan documents and SP training booklets as follows:

Table (6.1): Types of supervisory plan documents and SP training booklets

Supervision Section's plan	Subject plans	SP Training booklets
One document which consists of three sections: - The general plan (2017-2018) - The operational plan and monthly plans (2017-2018) - Teachers' training and development plan (2017-2018)	- 12 subject plans for the academic year (2017-2018) in: Islamic Education, Arabic, English, Maths, Social Studies, Physics, Biology, Chemistry, Life Skills, Music, Physical Education and Arts. - Two previous plans for two subjects (subject one & subject two) in the academic year (2014-2015).	1. Strategic planning (Theoretical Framework) (16-20/2/2014) 2. Strategic planning (Practical Guide) (16-20/2/2014)

Content analysis of the above-mentioned plans and training booklets was conducted in four areas as follows:

1. SP training booklets: to get some background information about the training contents and the inclusion of SP concepts and components in comparison with the reviewed literature.

2. Supervision Section's plan: to identify the inclusion of SP concepts and components in comparison with SP training booklets and the reviewed literature.

3. Subject plans: to check their consistency with the Supervision Section's plan, to identify which SP concepts and components have been applied, and to compare between them to point out any similarities or differences in terms of contents and structure.

4. Two previous subject plans (2014/15): to track change and development in planning after implementing SP with the same two subject plans for 2017/18.

As discussed in chapter five, a strategy map approach would be used to present the contents of all the fifteen supervisory plans. It is a simplified visual presentation of plans to highlight the relationships among strategy components (Kaplan and Norton, 2004; cited in Han & Zhong, 2015; p: 940). This will help to visualise the contents of all supervisory plans and to highlight the relationship between their components. It will also help to judge whether supervisory plans are/are not strategic.

Throughout the analysis process, subjects' names were changed to numbers because of confidentiality agreement with supervisors. All plan documents were written in Arabic, so I translated them into English. Then, a translator from the MoE in Oman checked the accuracy of the translated documents in comparison with the original ones for quality purposes.

The findings provided concrete evidence about the inclusion of SP concepts and components in supervisors' written plans. They also laid the foundation to prepare interview schedules to get in-depth information to better understand how supervisory plans were created, and to investigate the application of SP in educational supervision. Another aim was to evaluate the perceived effects of supervisory practices on enhancing senior teachers' CPD which in turn improves the quality of teaching and learning.

6.2 SP Concepts, Components and Steps in Training Booklets

This section aims to evaluate the structure and contents of SP training booklets. This will help to judge whether SP training contents were appropriate and match what has been discussed in the reviewed literature in chapter four, or whether there is a problem with the training programme. It will also be helpful to find out the extent to which they are beneficial to guide supervisors in applying SP practically.

The training programme I attended when I was the head of Supervision Section with some supervisors was conducted from 16th to 20th February 2014. The total 40 hours training was evenly spread over five continuous days. The aim was to cover a combination of theoretical information about SP in terms of definition, components, steps, and characteristics. Some practical exercises were also included to translate theoretical information into practice.

It was difficult to get the new SP training materials to check whether there are changes in terms of contents or not, because an external institution has been assigned the task of training staff at the MoE on SP. Thus, SP training booklets which I received in training will be analysed in the following section.

6.2.1 Defining SP

Two SP training booklets were provided by the trainer and written in Arabic. The first booklet was entitled "Strategic Planning (Theoretical Framework)"; and the second one was entitled "Strategic Planning (Practical Guide)". The theoretical framework started with SP definition and some general guidelines were provided. SP was defined as:

> The ability to control and manage the future in order to organise and implement the current decisions. It is a continuous process which requires providing the necessary data and resources, and to evaluate the outcomes based on informational system which helps to predict the future. Internal and external factors which affect the MoE need to be considered.

This definition includes some SP features and characteristics. To begin with, it is stated that SP is a future-directed process which influences the organisation and implementation of actions and procedures of the current situation. It implies that the vision guides the future direction of the organisation and organises its current work. This matches what has been mentioned in SP literature about the aim of formulating the vision statement. It provides a direction for the organisation and its employees to follow. Secondly, SP is a continuous process which means that the SP process does not end by writing the strategic plan. Most importantly, the preparation process needs to consider the availability of resources and provision of necessary data to make the right decisions in planning.

Thirdly, the plan should be evaluated through the use of informational system which provides all the necessary information to take the future decisions and changes

accordingly. This indicates that the strategic plan needs to be evaluated to inform decision-making process and to make the necessary changes in the future. However, the evaluation process cannot be conducted without having an informational system or a database to inform the decision-making process. The final feature focuses on analysing the internal and external environment which is an essential element in SP process. It aims to identify the critical issues which need to be considered in planning.

Despite the inclusion of these features, their order needs reconsideration. For example, the analysis outcomes are important in preparing the plan and prioritising supervisory tasks, so the analysis step should be logically conducted before plan formulation. The same can be said about the informational system which needs to be used for plan evaluation as well as plan preparation to make the appropriate choices, or to make the necessary changes and improvements. In brief, the above-mentioned definition has included the main features of SP which were discussed in chapter four.

The previous definition was followed by some general guidelines which need to be considered at the implementing stage of SP. To begin with, the MoE's vision represents the starting point to prepare departments' and sections' plans. This indicates that the ministry's plan represents one of the main sources to design sections' plans. The aim may be to achieve coherence and consistency between the MoE's strategic plan and other sections' plans.

Second, internal and external environments need to be analysed using SWOT analysis. This matches what has been mentioned in the reviewed literature and requires analysing the options based on the available resources. Balancing between what needs to be done and the available resources is essential to ensure the successful implementation of strategic plans. Otherwise, it would be difficult to achieve some of the plan's activities if the required resources were not available. Therefore, plan designers need to ensure the availability of human and financial resources before starting to apply SP into practice.

Third, to prepare the action plan which includes specific objectives and the strategies to achieve them. Translating the general aims and goals into specific objectives makes it easy and clear for plan implementers to specify what needs to be done each year and how. Thus, the action plan should include all the specific details in terms of time-period, who should perform each task, and the required resources.

Finally, it is important to assess the whole planning process and make use of feedback to increase the effectiveness of future decisions. Formative assessment and summative evaluation are basic steps in SP which require careful planning and implementation. Thus, there was a section in SP training booklets on how to evaluate the SP process using balanced scorecards to formulate key performance indicators.

The above-mentioned guidelines are of great value to guide supervisors on how to design and implement their strategic plan. They provide the basis and some directions and clarify what needs to be done and considered in each step. They are also helpful in encouraging plan designers and implementers to evaluate the whole planning process which needs to be a continuous process. It aims to make the appropriate decisions so that improvements and changes are made in the future.

6.2.2 SP Steps and Components

This section represents the third part of SP training booklets. It includes the main steps which supervisors need to follow in designing their strategic plan. They are environmental analysis, strategy formulation, strategy implementation and continuous follow-up and evaluation. Each step has been discussed in detail to guide supervisors on how to apply it practically.

SWOT analysis has been suggested to be used in analysing the environment in which each section or department works. It aims to prioritise the tasks which should be conducted and to limit the options. In terms of strategy formulation, the strategic plan should include the following elements: vision, mission, values, goals and objectives, and an action plan which includes policies or strategies and key performance indicators. Some directions and guidelines have been included to form each component which are summarised in table (6.2) as follows:

Table (6.2): Components of a strategic plan in SP training booklets

Element	Guidelines
Vision	- Future directed; describes the future position of the organisation (Where are we heading?). - Inspirational and motivational. - Clear and specific.
Mission	- Direct and detailed translation to vision statement. - Clarifies why the organisation exists. - States what activities are provided and how (what do we do?).

Values	- Guiding principles and work norms.
	- Connected with vision and mission.
	- Help to ensure that all staff are working in the same direction.
Goals and objectives	- Connected with vision and mission.
	- Long-term and short-term.
	- SMART (specific, measurable, applicable, reasonable, time-bound).
Action Plan	- Prepare the plan.
	- Distribute the plan.
	- Implement the plan.
	- Assess and evaluate the plan.
Key performance indicators	- To measure the extent to which strategic objectives are achieved.
	- Need to be clear, specific and measurable.
	- Each objective may include more than one performance indicator.
	- Aim to compare between the actual performance and the expected performance.

These steps match what was included in IIEP's SP model which was discussed in chapter four. It was helpful to provide some guidelines for supervisors to follow in designing each element of their strategic plan. Some examples were also included in the training booklets to connect theory with practice. In terms of preparing the action plan, one step has been added at this stage which is to 'distribute the plan'. This shows that the plan needs to be distributed among key stakeholders so that they get an idea about its contents and strategies and may provide their feedback about the plan.

The final part of the SP training booklets included some guidelines on how to use balanced scorecards (BSC) to formulate key performance indicators (KPIs) which can be used to assess and evaluate the extent to which the outcomes have been achieved. It is stated that each strategic objective may include more than one indicator and all indicators need to be given marks or percentages to make the evaluation process easy and straightforward. KPIs need also to be SMART and some examples were provided for illustration in the training booklets.

To conclude, SP training booklets were brief and easy to follow in terms of structure; and included most of the SP steps, components and features which were discussed in SP literature. Some guidelines and examples were also provided for supervisors to better understand how to apply each step correctly, and to translate theoretical information into practice. However, setting up for planning has not been included as a SP step in SP

training booklets. As mentioned in previous SP models, this set up or preparation step directs plan designers to check their organisation's readiness and availability of all requirements before starting the actual planning work. It is important to be included in training so that supervisors can take into consideration in designing their supervisory plans.

6.3 SP Concepts and Components in Supervision Section's Plan

In translating the above-mentioned SP components, steps and guidelines into practice, the Supervision Section has prepared its plan which represents the starting point and the basis to formulate other supervisory plans. It consisted of three parts: the general plan (2017-18), the operational plan and monthly plans (2017-18), and teachers' training and development plan (2017-18). The strategy map approach which was mentioned by Han and Zhong (2015; p: 948) to analyse strategic plans has been applied in the current study to convert the supervisory strategic plan into a strategy map.

The aim is to present the contents of the three parts of the plan in one strategy map. This will simplify the analysis process and, most importantly, to identify the relationships between the different parts of the plan. Some modifications to the suggested strategy map were made to match the nature of the current study. For example, 'themes' which were designed to match higher education context in Han and Zhou's strategy map were changed to 'objectives' to connect them with the goals. Another example was the final part which is entitled 'supports' and includes 'finances, actions and organisations' was omitted, because it was not applicable to the current context. No details were included in all supervisory plans about the finances or the budget required to implement supervisory tasks and programmes.

Table (6.3) represents the strategy map of the Supervision Section's plan as follows:

Table (6.3): Strategy map of the Supervision Section's plan

Parts of the Plan	Component	Content
Supervision Section general plan (2017-18)	Vision	Educational supervision aims to improve the teaching-learning process. It also aims to build a holistic student character by preparing him/her as a good citizen and equipping him/her with life skills to gain knowledge.

	Mission		Applying a new supervisory approach which focuses on using technology to broaden communication and participation from all stakeholders. It focuses on diagnosing the reality; and it is based on era's needs, change requirements and policies of the country.
	Values		1. Partnership and mutual trust between the supervisor and other stakeholders. 2. Cooperation which serves the teaching-learning process. 3. Collaboration between supervisors in different subjects which is directed towards improving students' achievement. 4. Keep up-to-date with knowledge and changes in terms of supervision, teaching and learning. 5. Encourage creativity which is based on planning, consultation and evaluation.
Supervision Section operational plan & monthly plans (2017-18)	Goals & Objectives	Planning	- Update teachers' database. - Prepare the Section's plan. - Prepare subjects' plans. - Prepare monthly plans. - Prepare teachers' training and development plan.
		Curriculum	- Follow-up the curriculum application. - Train teachers on new updates in curriculum. - Encourage teachers to analyse the curriculum. - Write reports about curriculum application to curriculum department.
		Supervisory visits	- Diversify supervisory techniques (class visits, model lessons, exchange visits, ...). - Write appraisal reports about schools and teachers. - Update teachers' database.
		Training (professional development)	- Identify training needs. - Conduct workshops and training programmes. - Follow-up training effects.
		Evaluation	- Train teachers on new updates in evaluation documents. - Check students' files and records, - Check exams prepared by teachers. - Evaluate teachers' work through class visits and other methods.
		Administrative work	- Update supervisors' database. - Send letters and leaflets to schools. - Conduct meetings to discuss issues related to the subject. - Coordinate with other sections or departments. - Make the necessary arrangements to recruit new supervisors.

		Development	- Evaluate supervisory achievements. - Conduct research studies to improve supervisory work. - Conduct developmental programmes.
Teacher training and development plan (2017-18)	List of workshops and training programmes	Each programme is presented in terms of title, time (month), targeted group, and who is responsible.	

The strategy map of the Supervision Section's plan shows that it includes the components of a strategic plan which are: vision, mission, values, an operational plan which is designed based on goals and objectives. It also includes teachers' training and development plan that consists of several training programmes and workshops. This part is not included in Han and Zhou's model, but it matches the context of the current study. These components match what has been listed in SP training booklets. They also match the components of strategic plans which were discussed in SP reviewed literature in chapter four.

However, the time-period mentioned in all sections of the plan (2017-18) does not reflect one of the main features of SP which emphasises the long-term nature of planning to envision the future. In SP training booklets, it is clearly stated that the strategic plan needs to be designed for three to five years. This indicates a misapplication by supervisors in terms of their strategic plan's time-period which needs reconsideration to match the long-term nature of SP. These outcomes lead to analysing each component of the Supervision Section's strategic plan to evaluate the extent to which SP training guidelines and directions were applied correctly in writing.

6.3.1 Vision Statement

Based on the vision statement written in table (6.3) above, it is stated that educational supervision aims to improve the teaching and learning process. It also aims to build the student character to prepare him/her as a good citizen; and to equip him/her with the required skills to gain knowledge. To begin with, the first part of the vision statement reflects the nature of supervisory work which is to improve the teaching and learning process. It may indicate that supervisors work collaboratively with teachers to foster their professional growth and development. However, this vision statement does not reflect the future direction of the Supervision Section. In other words, it does not answer the question

"Where are we heading?" which was mentioned in SP training booklets and SP reviewed literature.

Second, teachers' mediation role to achieve the second part of the vision statement which is concerned with students is also missing. Teachers represent the focus of the whole supervisory process; and supervisory practices aim to improve teachers' performance which in turn leads to improving students' learning and achievement. Thus, their role should be included clearly in the vision statement.

Third, it is not clear what is meant by such terms as 'good citizen' and 'life skills'. Vague and general terms should be avoided; or they need to be clarified or defined in the plan document to avoid any misunderstanding. As stated in SP training booklets, the vision should be clear and specific, and clearly describes the future direction of the organisation in which it operates. In brief, the vision statement does not reflect the guidelines which were mentioned in the SP training booklets, and requires reformulation to envision the future and to meet the requirements and features of SP.

6.3.2 Mission Statement

As stated in table (6.3), the mission statement focuses on applying a new supervisory approach which focuses on using technology to increase communication and involvement of key stakeholders. This may indicate that supervisors are aware of involving all key stakeholders in their work. It is also stated that the application of a new supervisory approach requires diagnosing the real context to respond to era's needs, change requirements and policies of the country.

It is obvious that the mission statement is not connected with the vision statement. The latter does not provide enough details about the nature of Supervision Section's work. It should address why the section exists, its main activities and services; and to whom they are directed. These points were stated in SP training booklets, but they were not applied in formulating the supervisory mission statement.

Similar to vision statement, the mission statement also includes some vague terms such as 'a new supervisory approach' and 'era's needs'. It does not clarify what they are and how to achieve them. This may open the door to wrong interpretations and applications. To resolve this issue, those terms need to be avoided or explained clearly in the plan so that their meanings are clear to plan designers as well as plan implementers.

To conclude, it is obvious that there is improper formulation of vision and mission statements in the Supervision Section's strategic plan, because training guidelines were not followed or applied correctly. Both statements need to be clear and specific, because they represent the starting point for the whole SP process. Clarity and specificity of vision and mission statements are of great value to ensure the successful implementation of SP.

6.3.3 Values

Values represent the principles that guide the Supervision Section in performing its tasks and activities. Table (6.3) includes five values which are essential towards achieving the goals and objectives of the Supervision Section and to improve the quality of its work and services. However, the fourth value mentioned in table (6.3) requires reconsideration in terms of formulation (Keep up-to-date with knowledge and changes in terms of supervision, teaching and learning). It seems that it is an objective rather than a value which requires, as a suggestion, reformulation or deletion from the list.

6.3.4 Goals and Objectives

The Supervision Section's operational plan and monthly plans include the goals and objectives which supervisors are required to achieve. Goals are listed based on seven supervisory domains which are: planning, curriculum, supervisory visits, evaluation, training (professional development), administrative work and development. These domains reflect the supervisory tasks which were included in the official supervision guide and were discussed in chapter three. Each domain has its own specific objectives which are discussed in terms of procedures, timing and who is responsible. Goals and objectives were clearly stated, and each goal has been translated into specific objectives to be achieved.

For example, supervisors are expected to perform the following tasks in the planning domain as shown in table (6.4):

Table (6.4): Supervisory tasks in 'planning' domain

No	Domain	Objectives	Procedures	Timing	Responsibility
1	Planning	Prepare the Supervision Section's plan.	- Form a committee. - Meetings to discuss the requirements.	Beginning of the year	Head of Section; administrative officers &

			- Prepare and approve the plan.		senior supervisors
		Prepare subjects' plans and monthly plans.	- Meetings for each subject. - Prepare the plans.	Beginning of every semester/month.	Senior supervisors & junior supervisors
		Prepare teachers' training and development plan.	- Form a committee. - Study and analyse the previous plan. - Prepare and approve the plan.	May-June	Head of Section; administrative officers; senior supervisors & junior supervisors
		Collect data about teachers and schools.	- Collect data. - Study, analyse and evaluate the previous plans. - Prepare and approve the plan.	Beginning of the year	Head of Section; administrative officers; senior supervisors & junior supervisors

Table (6.4) shows in detail what needs to be done in planning. Supervisors are required to prepare four plans and planning teams are formed to prepare each plan. They conduct several meetings to prepare the plans which are then sent to senior management for approval. This may partially meet SP requirements in which all stakeholders should be involved in the planning process. It is clearly stated that senior management has been involved in planning, but no details were mentioned about teachers' involvement in the planning process. This requires further investigation through interviews with supervisors.

Data are collected for planning purposes, but the plan does not include details about how data are collected. This also requires further investigation through interviews. In terms of timing, all plans are prepared at the beginning of each academic year except teachers' training and development plan which is designed in May/June. Based on my experience, it is prepared at the end of each year for the following academic year. This gives supervisors enough time to do the necessary preparations and arrangements.

Another example is 'supervisory visits' domain which reflects supervisors' fieldwork tasks. In this domain, supervisors are expected to do the following tasks as shown in table (6.5):

Table (6.5): Supervisory tasks in 'supervisory visits' domain

No	Domain	Objectives	Procedures	Timing	Responsibility
2	Supervisory visits	Diversify supervisory visits and techniques.	Class visits, workshops, model lessons, action research, seminars, lectures, leaflets, guided readings, peer observations & meetings.	Throughout the whole year.	Senior supervisors & junior supervisors
		Writing reports.	- Write reports about teacher's performance. - Write reports about the curriculum and its application. - Write reports about the application of assessment documents.	Throughout the whole year.	Head of Section; administrative officers; senior supervisors & junior supervisors
		Write reports about teachers and schools.	- Write appraisal reports about teachers' performance. - Take actions based on the type of remarks; or the report is sent to the committee in-charge at the directorate level.	Throughout the whole year.	Administrative officers; senior supervisors & junior supervisors
		Update teachers' database.	Collect data for each subject.	Semester one	Senior supervisors & junior supervisors

Table (6.5) includes details about supervisors' fieldwork and the different types of supervisory visits which supervisors conduct to improve teachers' performance. It also includes different types of supervisory methods and techniques such as classroom observations, meetings, model lessons, and action research. This is followed by writing evaluative reports about teachers and schools so that actions are taken accordingly. This order shows indirectly that supervisory practices focus first on fostering teachers'

professional growth and development, before evaluating their performance by the end of each academic year. This shows that supervisors use a mixture of transmissive and transformative CPD models to improve teachers' performance at schools.

In brief, the Supervision Section's operational plan is structured based on various supervisory domains which were discussed in chapter three. They were stated in terms of objectives, procedures, timing and who is responsible. It provides more specific details about the activities and tasks which are required from supervisors to perform on monthly basis.

6.3.5 Teachers' Training and Development Plan

This plan represents the final part of the Supervision Section's plan and includes all the training programmes and workshops which supervisors have prepared to conduct for their teachers during the academic year (2017-2018). There are between three to five training programmes to be implemented each month by different subjects. For example, supervisors are expected to conduct five training programmes in August as shown in table (6.6):

Table (6.6): Teachers' training programmes in August

No	Month	Week	Subject	Programme	Duration	Targeted group	Implementers	Remarks
1	August	Third week 20-24/8/2017	Maths	Weblog updates	1 day	Maths teachers	Maths supervisors	
			English	Preparing plans	1 day	English teachers	English supervisors	
		Fourth week 27-31/8/2017	Arabic	Professional development for teachers	3 days	Arabic teachers	Arabic supervisors	
			Maths	Prepare exam leaflets for classes 5-11	1 day	Maths teachers	Maths supervisors	
			English	Teaching English literature	1 day	Grades 11 & 12 English teachers	English supervisors	

This teachers' training and development plan shows that supervisors depend on the training model to equip teachers with the necessary knowledge and skills to improve their

instruction and to foster their professional growth and development. Supervisors are considered one of teachers' CPD providers in Oman. These training programmes are usually attended by senior teachers who are then expected to transfer what they have learned to their colleagues at schools. This implies that they use the cascade model to transfer knowledge and what they have learned to other teachers in their own schools.

Most programmes in August's plan mentioned above were designed for one day, except the third one which is designed for three days. This indicates that the time-range for training programmes is between a day to three days which may reflect the nature and requirements of each programme. Besides, the exact dates to conduct each training programme have not been mentioned in the plan, but the week number has been included. This shows that the training plan has some flexibility to meet sudden changes or unexpected events in supervisory work.

6.4 SP Concepts and Components in Subject Plans

This part focuses on analysing the plans which are prepared by each individual subject. The aims are to compare between them in terms of structure and contents; and, most importantly, to find out the extent to which they include SP concepts and components in relation to the training booklets and the SP reviewed literature. This will help to decide whether they are strategic or not. Another aim is to compare between previous and current subject plans to track evidence of applying SP training contents into practice.

In terms of structure, subject plans follow the same structure as the Supervision Section's operational plan which is based on supervisory domains or goals. Each domain is stated in terms of objectives, activities, who is targeted, time, who is responsible and remarks. This structure shows that there is consistency between the Supervision Section's plan and subject plans. The Supervision Section's plan provides the basis to create subject plans.

In terms of content, table (6.7) shows the components of subject plans as follows:

Table (6.7): Components of subject plans

Components	Content
Vision	-
Mission	-
Values	-

Goals and objectives	Based on supervisory domains. Each domain is stated in terms of objectives, activities, who is targeted, time, who is responsible, and remarks.											
Supervisory domains	**Subjects**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Planning	√	√	√	√	√	√	√	√	√	√	√	√
Curriculum	√	√	√	√	√	√	√	√	√	√	√	√
Supervisory visits	√	√	√	√	√	√	√	√	√	√	√	√
Evaluation	√	√	√	√	√	√	√	√	√	√	√	√
Training (professional development)	√	√	√	√	√	√	√	√	√	√	√	√
Student achievement	√	√	√	√	√	√	√	√	√	√	√	√
Technology	√			√					√			
School environment & community		√	√		√	√	√	√		√	√	√
Supervisors' individual monthly plans	Include daily school visits and supervisory activities.											

Table (6.7) makes it clear that subject plans do not have vision, mission and values. This may indicate that they follow the same vision and mission which were stated in the Supervision Section's plan. All subject plans also included the first six supervisory domains which are: planning, curriculum, supervisory visits, evaluation, training (professional development) and student achievement. However, they differed in their inclusion of the last two domains which were technology and school environment and community. This may reflect the differences in nature and requirements of each subject.

The time-period included in all subject plans show that they were designed for one academic year (2017/18). This may indicate that they are operational plans which needs to be checked with supervisors through interviews. Subject plans were then translated into individual supervisors' monthly plans which include all the supervisory tasks and activities that are conducted on a daily basis.

To conclude, these outcomes and the order of supervisory plans show that the Supervision Section follows a top-down approach in planning. It starts by preparing the Supervision Section's strategic plan which is then translated into subject operational plans and supervisors' individual monthly plans. This order is logical and shows that each plan represents the foundation to create the next one. It starts by creating the Supervision Section's strategic plan which is then translated into subjects' operational plans and supervisors' individual monthly plans.

To highlight the contents of subject plans in more detail, two current subject plans and two previous subject plans are highlighted in the following lines.

6.5 Examples of Subject Plans

As mentioned earlier, a total of 12 current subject plans have been collected for the academic year (2017/18), and two previous plans for the academic year (2014/15) were also collected. The aim is to check whether they are/are not strategic, and to track change and development in planning after implementing SP.

6.5.1 Two Current Subject Plans (2017/18)

Subject one and subject two plans were designed based on supervisory domains. Each domain was stated in terms of objectives, activities, who is targeted, time, who is responsible and remarks. This indicates that both plans follow the same structure. Table (6.8) shows the content of both plans in terms of domains (goals) and objectives as follows:

Table (6.8): Subject one and subject two current plans (2017/18)

Components	Subject One	Subject Two
Vision	-	-
Mission	-	-
Values	-	-
Goals and objectives	Based on supervisory domains.	Based on supervisory domains.
Planning	- Distribute schools among supervisors. - Prepare the annual plan. - Prepare teachers' training plan. - Update teachers' and supervisors' databases. - Specify teachers' needs. - Prepare supervisory leaflets. - Encourage supervisors and teachers to participate in educational forums. - Prepare peer observations programme for teachers.	- Distribute schools among supervisors. - Prepare teachers' training plan. - Ensure the availability of books and instructional aids at schools. - Equip new teachers with planning skills. - Update teachers' database. - Plan for activities and competitions.
Curriculum	- Conduct workshops to train teachers on how to implement updates in	- Inform teachers about new updates in curriculum.

	curriculum; and to train new teachers. - Analyse curriculum content. - Encourage schools to present subject's activities in morning assembly. - Ensure the availability of books, instructional materials and teacher's guide. - Conduct action research to develop the subject.	- Follow-up the implementation of curriculum. - Participate with the curriculum department in performing some tasks. - Use teachers' feedback to improve the curriculum. - Train teachers on new syllabus in grade 1.
Supervisory visits	- Conduct school visits. - Follow-up the implementation of teachers' plans. - Discuss challenges which encounter teachers and suggest solutions to overcome them. - Write reports about teachers. - Ensure the availability of materials and instructional aids for teachers. - Follow-up teachers' work and achievement. - Conduct group visits by supervisors.	- Follow-up the application of teachers' plans. - Discuss the main challenges which encounter teachers and how to overcome them. - Prepare reports about teachers' performance. - Follow-up the application of activities and competitions at schools.
Evaluation	- Train teachers on new updates in assessment documents. - Train teachers on how to prepare different types of exams. - Follow-up the preparation of grades 5-11 exams in schools which have their own evaluation system. - Participate in moderation work for grade 12. - Analyse students' achievement.	- Update teachers about changes in assessment and evaluation. - Distribute leaflets which include some explanations about new updates in evaluation. - Conduct training workshops in evaluation. - Revise the exams prepared by teachers at schools. - Participate in moderation work for grade 12.
Training (professional development)	- Attend central training programmes. - Prepare teachers' training plan. - Prepare and conduct training programmes.	- Attend central training programmes. - Prepare teachers' training plan. - Participate in a seminar about ......

	- Conduct model lessons and encourage peer observations between teachers.	- Participate in workshops conducted by the Supervision Section. - Conduct model lessons and encourage peer observations between teachers. - Encourage teachers to search for new information related to the subject.
Students	- Follow-up students' achievement. - Improve students' achievement.	- Conduct meetings to explain to grade 11 and 12 students the importance of the subject. - Follow-up students who have health issues. - Choose the talented students to represent the directorate in competitions.
School environment and community	- Increase communication between supervisors and society. - Use the environment to encourage teachers to create instructional materials. - Encourage students to do voluntary work.	- Conduct meetings to explain the importance of the subject. - Supervise competitions conducted at schools. - Participate in activities conducted by schools and are directed to the society.

In terms of contents, neither plan has a vision, mission and values. However, there are some minor differences in contents which may reflect the nature and requirements of each subject. This may indicate that they are action plans. The time-period also shows that they are action plans, because they are designed for one academic year (2017/18).

In addition, the contents of both plans show that supervisors use a mixture of transmissive and transformative CPD models. Examples of these models include conducting training programmes, group visits and peer observations, and action research. However, the training model was mentioned several times in both plans which may indicate that there is more focus on the training model. This may be due to the reason that it can target a big number of teachers in each training programme.

In brief, the current subject plans do not include the components of strategic plans which were mentioned in the SP training booklets or the reviewed literature. The time-period also does not match the long-term nature of strategic plans. These outcomes show that the current subject plans are operational which are designed for one academic year (2017/18).

6.5.2 Two Previous Subject Plans (2014/15)

In comparison, table (6.9) shows the contents of the same subject plans (one and two) for the academic year (2014/15) as follows:

Table (6.9): Subject one and subject two previous plans (2014/15)

Components	Subject One	Subject Two
Vision	-	-
Mission	-	-
Values	-	-
Goals and objectives	Based on supervisory domains.	Based on supervisory domains.
Planning	- Distribute schools among supervisors. - Prepare the annual plan. - Prepare the training plan. - Update teachers' databases. - Guide new teachers in preparing their annual plans (how to form the objectives and design lesson plans). - Prepare subject's leaflets. - Encourage teachers to participate in various subject activities. - Prepare peer observations' programme for teachers.	- Distribute schools among supervisors. - Prepare teachers' training plan. - Ensure the availability of books and instructional materials at schools. - Equip new teachers with planning skills. - Prepare teachers' database. - Plan for t activities and competitions.
Curriculum	- Conduct workshops on new updates in curriculum. - Encourage teachers to analyse the curriculum. - Conduct subject activities in morning assembly at schools. - Follow-up the availability of teachers' guides and books. - Encourage teachers to conduct action research which helps to improve teaching the subject.	- Conduct a workshop on curriculum for new teachers. - Follow-up the implementation of curriculum. - Participate with the curriculum department in performing some tasks. - Follow-up the availability of teachers' guides and books. - Encourage teachers to provide feedback about the curriculum and how to improve it.
Supervisory visits	- Follow-up teachers' plans. - Follow-up curriculum application. - Discuss any problems teachers encounter and	- Follow-up teachers' plans. - Discuss the main challenges which encounter teachers and how to overcome them. - Prepare reports about teachers' performance.

	suggest solutions to overcome them. - Write reports about supervisory visits. - Follow-up the availability of books and instructional materials. - Follow-up the application of subject's tools and equipment. - Follow-up teachers' work and achievements. - Focus on schools which encounter challenges.	- Follow-up the application of activities and competitions at schools.
Evaluation	- Train teachers on new updates in assessment documents. - Train teachers on how to prepare different types of exams. - Follow-up grade 12 files. - Follow-up evaluation records. - Follow-up remedial plans and plans for outstanding students. - Follow-up the preparation of mid and end-term exams in schools which have their own assessment system. - Participate in moderation work. - Participate in grade 12 marking.	- Explain new updates in evaluation to teachers. - Prepare educational leaflets which clarify the evaluation procedures. - Conduct training workshops in assessment & evaluation. - Revise the exams at schools and approve them.
Training (professional development)	- Attend central training programmes. - Prepare teachers' training plan. - Prepare and conduct training workshops and evaluate them. - Conduct model lessons and encourage peer observations between teachers. - Encourage teachers to read and search for new information.	- Attend central training programmes. - Prepare teachers' training plan. - Prepare and conduct training workshops. - Conduct model lessons and encourage peer observations between teachers. - Encourage teachers to update and improve their subject's knowledge.
Students	- Follow-up students' achievement.	-

	- Improve students' achievement.	
Technology	- Renew teachers' database. - Increase communication and interaction between supervisors and teachers. - Encourage teachers and students to use the computers in teaching. - Use the internet to search for information. - Improve supervisors' skills in using the computer.	-
School environment and community	- Increase communication between supervisors and the society. - Use the environment to encourage teachers to create instructional materials. - Encourage students to do voluntary work.	- Explain the importance of the subject to the community. - Supervise competitions conducted at schools. - Participate in activities conducted by schools and are directed to the society.

There are no changes between previous and current subjects' plans in terms of structure, which is based on supervisory domains, but there were some minor changes in terms of contents. This may due to meeting the changing needs of teachers and schools every academic year. It may indirectly indicate that they were action plans which were designed for one academic year (2014/15). Not surprisingly, there is no evidence that SP training was implemented in designing supervisory action plans, because there was no relevance between the SP training and the nature of action plans. Supervisory subject action plans do not require the inclusion of SP components such as vision and mission. They reflect the nature of daily supervisory work which is designed based on various supervisory domains such as planning, supervisory visits, and so on.

6.6 Missing Elements in All Supervisory Plans

Two elements were missing in all supervisory plans including the Supervision Section's plan which is considered strategic. To begin with, none of the plans has performance indicators or criteria to measure their progress and to ensure that the objectives have been achieved. Some subjects have included "Achieved" or "Not achieved" in their plans, but no performance indicators have been written so that plan implementers can refer to in evaluating their plans.

This does not match what has been mentioned in SP training booklets which have a full section about performance indicators and how to formulate them in order to follow-up and measure strategic plan's progress. Performance indicators are basic components of strategic plans and are necessary to make it possible for plan designers as well as plan implementers to monitor and evaluate their progress based on clear and specific criteria. Having no performance indicators in all supervisory plans may lead supervisors to unsystematic evaluation process which depends on personal impressions and judgements. It may result in invalid and unreliable evaluation outcomes.

The second missing element is the budget or the financial aspect. No details have been included about the costs of activities and training programmes which supervisors have planned to conduct. This may due to the reason that supervisors have no control over financial resources due to centralised system which is being followed at the MoE in Oman. Having a clear picture about the financial support is an essential and a basic requirement in SP so that activities and programmes are designed accordingly. This issue needs further investigation through interviews with supervisors.

To conclude, performance indicators and finances are basic components in strategic plans. Supervisors need to have a clear picture about the financial support which they will receive so that activities and programmes are designed accordingly. They also need to prepare performance indicators to guide them in evaluating the plan(s) progress in a clear and systematic way to make the necessary changes and improvements in the future.

6.7 Summary

This chapter has focused on analysing and evaluating supervisory plan documents which represented the concrete outcomes of the SP process. A content analysis of fifteen supervisory plans and two SP training booklets was conducted. The aims were: to get some background information about the training contents; and to find out the extent to which SP concepts and components were included in supervisory plans in comparison with the SP training contents.

The findings revealed that the Supervision Section follows a top-down approach in designing its supervisory plans. The Supervision Section's plan is considered the main plan document and represents the basis for formulating other supervisory plans. It can be considered strategic, because it includes the components of strategic plans which are:

vision, mission, values, goals and objectives, and an operational plan which is designed based on supervisory domains. It also includes teachers' training and development plan as part of it.

However, there were some problems in terms of formulating vision and mission statements in a clear and specific way. The future direction of supervisory work was also missing in the vision statement. In addition, supervisors have used vague or general terms in vision and mission statements which need to be defined to avoid any confusion in application. Furthermore, time-period in all supervisory plans was limited to one academic year (2017/18). This does not match the SP training guidelines and the long-term nature of SP process to envision the future.

The subject plans were then created and considered operational, because they did not include the basic components of strategic plans. They were designed based on supervisory domains which were derived from the Supervision Section's strategic plan (planning, curriculum, supervisory visits, training (professional development), evaluation, students, technology and school environment and community). This shows consistency between subject plans and the Supervision Section's strategic plan.

In addition, the outcomes revealed that there were no changes between current and previous subject plans in terms of structure after implementing SP. However, there were some minor changes in terms of contents to meet the changing needs of teachers and schools. However, two basic elements were missing in all supervisory plans which were performance indicators and finances. These are basic components of strategic plans which need to be included in the supervisory plans.

The above-mentioned findings have provided the basis to design three interview schedules (see appendix 1) to get in-depth details about how the supervisory plans are created; and to evaluate the perceived effects of supervisory practices on fostering senior teachers' CPD. They also aim to identify the role of key stakeholders in the planning process and to address the questions of the current study. The interview schedules target the three populations of the study namely: supervisors and senior managers at the Directorate General of Private Schools and senior teachers in bilingual private schools. Interviews represent the focus of the next chapter.

Chapter Seven: Analysing Semi-structured Interviews

7.1 Introduction

This chapter presents the results of semi-structured interviews which targeted 15 supervisors and three senior managers at the Directorate General of Private Schools, as well as 15 senior teachers in bilingual private schools (see table 7.1). The main aims were to get in-depth information about how supervisory plans were created, and to evaluate their perceived effects on fostering senior teachers' CPD which in turn improves the quality of teaching and learning.

Table (7.1): No of participating supervisors and senior teachers in each subject

Subjects	1	2	3	4	5	6	7	8	9	10	11	12
No of Supervisors	2	1	1	2	1	2	1	-	1	-	2	2
No of Senior Teachers	1	1	1	2	2	2	1	-	1	-	2	2

Supervisors were nominated by the Supervision Section and were willing to take part in the interviews. Two subjects were not included in interviews (eight & ten), because their supervisors were busy checking exams at schools during the time of interviews. Participating supervisors were then asked to nominate their senior teachers for interviews. The aim was to make the necessary connections between supervisors' practices and senior teachers' responses.

Both deductive and inductive analyses were used to analyse the 33 interviews. Deductive analysis was based on the outcomes which were identified from document analysis process in the previous chapter, and the conceptual framework which was designed after reviewing the related literature (see chapter 4, section 4.9), and in relation to the current research questions. The second stage was an inductive analysis to explore the emerging themes from the collected data. Table (7.2) summarises the main themes identified from deductive and inductive analyses as follows:

Table (7.2): Deductive and inductive analyses themes

Deductive analysis themes	Inductive analysis themes
SP concepts and components	Creation of supervisory plans: - Plan preparations - SWOT analysis - Plan formulation

	- Plan Implementation
	- Plan evaluation
SP steps	Perceived effects of supervisory practices on fostering senior teachers' CPD in terms of:
	- Planning and lesson preparation
	- Identification of needs and training
	- Follow-up teaching and learning process
	- Curriculum application and use of instructional materials
	- Teacher evaluation
SP features and characteristics	Strategic or operational plans
	Opportunities/benefits of SP
	SP challenges
	Suggestions for improvement

There were two units of analysis. The first unit focused on analysing supervisors' responses in connection with senior managers' answers. The aims were: to explore how supervisory plans were created, and the role of senior managers in the planning process. Comparisons and contrasts were made between supervisors in different subjects to point out any variations in applying SP, and to track changes and development in planning after implementing SP.

The second unit of analysis focused on analysing supervisors' responses in connection with senior teachers' answers. The aims were: to evaluate the perceived effects of supervisory practices on fostering senior teachers' CPD which in turn develop the quality of teaching and learning; and to explore senior teachers' role in the planning process. This was followed by highlighting the opportunities and challenges that either fostered or constrained supervisors' implementation of SP. Finally, some suggestions were listed to improve the implementation of SP in educational supervision based on supervisors' practical experiences.

7.2 How Supervisory Plans were Created

Based on supervisors' responses, five of them proposed that they had followed five steps in designing their plans which were: plan preparations, SWOT analysis, plan formulation, implementation and evaluation. However, four of them mentioned four steps, and the remaining six supervisors listed three steps only (planning, implementation and

evaluation). These variations in steps and what is being done in each step are explored in detail in the following lines.

7.2.1 Plan Preparations

Nine supervisors stated that they had started the planning process by conducting some preparations. For example, Supervisor Fifteen stated that:

> At the beginning, we need to know what's going to happen this year based on our meetings with the Department's director or the head of section. What are the updates? What is the vision which the Supervision Section will work on this year? …

Supervisor Twelve also pointed out that:

> Before designing the plan, there are some preparations which need to be done. There is a meeting between the head of Supervision Section, senior supervisors and the Department's director. Then, senior supervisors conduct meetings with their junior supervisors, each subject individually to discuss the plan.

This was confirmed by Senior Manager One who stated that:

> Senior supervisors participate in the strategic plan's meeting. If there is no senior supervisor in one of the subjects, then we nominate one of the junior supervisors to take part in the preparation process...

These quotations show that planning is a collective process between senior supervisors and senior managers at the department's level to initiate the planning process. They discuss what needs to be included in the Supervision Section's strategic plan. This is followed by conducting meetings between senior supervisors and their junior supervisors in each subject to discuss what to include in their subjects' plans based on the outcomes of the first meetings with senior management and the preparation of the Supervision Section's strategic plan.

This outcome matches what was written in the Supervision Section's strategic plan. It was stated that the Supervision Section's plan is prepared by senior managers in collaboration with senior supervisors. This means that junior supervisors are not involved directly in preparing the Supervision Section's strategic plan, but they are involved in

preparing their subjects' plans through their meetings and discussions with senior supervisors.

This result does not meet SP requirements in which all key stakeholders should be involved in preparing the strategic plan so that their voices are heard, and the plan becomes more responsive and comprehensive. It does not also match what has been mentioned in SP literature that internal and external stakeholders who affect or are affected by the supervisory plan need to be involved in the planning process. Their involvement is necessary to include their views and suggestions in the plan. This may also reduce the number of complaints during the application process and increase their commitment and support to the plan at the implementation stage.

Plan meetings are followed by collecting data about teachers and schools. Supervisor Two stated that:

> To begin with, we need to collect data about teachers and schools. We collect these data from different sources at the Directorate General of Private schools, in addition to the outcomes of our previous supervisory visits to schools.

This matches what was mentioned by Supervisor Nine who pointed out that:

> First, I start by specifying the number of private schools... I also collect data about teachers, whether they are new or experienced... All these data are collected at the beginning so that the plan is prepared accordingly.

Various sources and tools were mentioned by supervisors to collect the necessary data. All supervisors stated that they had built their plans based on the outcomes of their supervisory visits in the field. For example, Supervisor Seven proposed that "Based on our supervisory visits, we identify teachers' needs". This was confirmed by Senior Teacher Fifteen in the same subject who stated that "When they come and conduct class visits, they know what we need".

Supervisor Three also stated that "It means we go back to students' achievement; field remarks and teachers' needs to build the plan". This goes in accordance with what was mentioned by Senior Teacher Twelve in the same subject who stated that "Through his/her visits to school and lesson observations, he/she identifies our needs". Senior Teacher Ten added that "Well, they ask us directly…". This was confirmed by Supervisor

Eight who proposed that "We always contact them, either through WhatsApp groups or through our direct interaction with them…". These quotations indicate that SP has encouraged supervisors to involve senior teachers directly and indirectly in addressing their needs so that supervisory plans are designed accordingly.

Other sources of data were mentioned by supervisors. For example, Supervisor Fourteen added that "Plan preparation is based on the decisions made by senior management"; and Supervisor Ten stated that "Our plan aims to guarantee that what teachers are doing in schools comply with the rules and philosophy of the Ministry of Education". Furthermore, Supervisor One proposed that "We sometimes receive letters from schools regarding their training needs and other aspects related to the subject".

The previous quotations show that supervisors use different sources and tools to collect data about schools, teachers and students to design their supervisory plans. This matches the first step in SP training booklets in which supervisors need to start the planning process by collecting data. However, checking the availability of human and financial resources is missing at this stage. As mentioned in chapter six, it may due to the reason that supervisors have no control over resources due to the centralised system which is being used at the MoE in Oman. This represents an obstacle in applying SP in educational supervision. Availability of resources is one of the essential SP requirements which needs to be checked at this stage as mentioned in SP training booklets and the reviewed literature. Data collected need to be analysed to prioritise supervisory tasks and to make appropriate choices and decisions. Data analysis represents the focus of the next step.

7.2.2 SWOT Analysis

At this stage, eleven supervisors stated that they had analysed the data which were gathered from schools, and some of them had mentioned the term 'SWOT analysis'. For example, Supervisor One stated that:

> The second phase is analysis. We need to analyse the environment in which we are working... We need to do SWOT analysis to find out our strengths, weaknesses, opportunities and threats...

This was confirmed by Supervisor Three who pointed out that:

> We analyse last year's results and remarks, and the needs of this year. We prepare the plan accordingly and then we send it to the officials for

approval to find out whether there are any clashes with other activities in other subjects, or with other sections' work.

Supervisor Eleven also proposed that "After collecting the data, as I told you, we analyse it, getting the feedback from the concerned people, and then we make the plan". These quotations indicate that some supervisors apply SWOT analysis to analyse the collected data and to prioritise their supervisory tasks. This matches SP guidelines and steps which were mentioned in training booklets. SWOT analysis is a basic SP step which needs to be conducted to examine the environment in which the Supervision Section operates.

However, none of senior managers had mentioned the analysis step in their interviews which may indicate that this step is done completely by supervisors. In addition, four supervisors from three different subjects (five, seven & eleven) did not mention the analysis step. This may also indicate that it is not applied by supervisors in some subjects and there were variations between supervisors in the same subject in applying SWOT analysis. For example, Supervisor Five from subject twelve mentioned the analysis step, but Supervisor Eleven in the same subject did not. Some supervisors included the analysis step in their answers, but the term 'SWOT' was not mentioned as stated by Supervisor Three and Supervisor Eleven above. In addition, Supervisor Six stated that:

> We start by collecting data and identify the challenges which we encounter, and then we analyse the collected data. We analyse the data to find out the activities which we can implement ...

Not mentioning the term 'SWOT analysis' may indicate a knowledge gap which needs to be covered in training. Besides, mentioning SWOT analysis does not mean that it is used effectively. Thus, trainers need to ensure that all participants have the necessary knowledge about the main concepts in SP and how to apply them correctly and effectively in practice. This may be achieved through follow-up visits by SP trainers to check the plan and its application in the field. After analysing the collected data and prioritising supervisory tasks, supervisors start designing their supervisory plans which represent the focus of the next step.

7.2.3 Plans' Formulation

Five types of supervisory plans were mentioned by supervisors which were: the Supervision Section's strategic plan, subject plans, monthly individual plans, teachers'

training and development plan, and the Ministry's strategic plan. All these plans were analysed in the previous chapter, except the Ministry's strategic plan. Analysing it is beyond the scope of the current study and it was mentioned by two supervisors who participated in preparing parts of it. This may indicate that they were representing the Supervision Section at the Ministry level in its preparation process.

The number of participants who take part in designing supervisory plans also differs from one plan to another. This may show the differences in roles between senior and junior supervisors in planning, because junior supervisors were not involved in preparing the Supervision Section's strategic plan. Supervisor Three summarised who takes part in designing each plan by stating that:

> As I have previously mentioned, the Supervision Section's plan is prepared by the department's managers and senior supervisors take part in this process. The teachers' training plan is prepared by senior supervisors in collaboration with their junior supervisors. The subject plan is also prepared by junior supervisors in collaboration with their senior supervisors. Monthly plans are prepared by each individual supervisor.

This answer was confirmed by Supervisor Ten who stated that:

> The subject plan is prepared by senior supervisor in cooperation with junior supervisors. This plan is then sent to the head of Supervision Section and the Department's director for approval. The Supervision Section's plan is prepared by the Department's director in cooperation with senior supervisors. It is a general plan which contains all the main tasks and activities to be conducted throughout the whole year.

These quotations show that the Supervision Section follows a top-down approach in designing its plans. The Supervision Section's plan was designed first by senior managers at the Supervision and Evaluation Department in collaboration with senior supervisors. This plan was then translated into subject plans and teachers' training and development plan. They were designed by senior supervisors in collaboration with their junior supervisors. The monthly individual plans represented the final stage and were prepared by individual supervisors to go in accordance with the previous plans. This order is logical and shows that each plan represents the basis for the next one.

However, as mentioned above, junior supervisors were not involved directly in preparing the Supervision Section's strategic plan. This may be due to the top-down planning approach which is being followed by the Supervision Section. It does not provide the chance for junior supervisors to take part in preparing the supervisory strategic plan. This does not match SP requirements and training guidelines in which all key stakeholders should be involved in planning. The Section's strategic plan represent the basis for all other supervisory plans and junior supervisors should be involved directly so that their views are considered in designing it.

In terms of contents, all supervisors focused on the components of subjects' plans in their answers in interviews. For example, Supervisor Five stated that "The subject's plan includes the supervisory domains which represent our roles and responsibilities as supervisors". Supervisor Fifteen provided a more detailed answer by proposing that:

> The first domain is planning which includes preparing the plan itself and teachers' training and development plan. This is followed by the curriculum domain to follow up its application ... These supervisory domains are discussed in terms of objectives, timings, implementation procedures, evaluation and remarks.

This answer was confirmed by Supervisor Two who briefly stated that "It consists of supervisory domains: planning, curriculum, evaluation, …". Each domain is stated in terms of "objectives, activities, time, who is responsible and achieved or not achieved". These answers match the findings of subject plans which were analysed in the previous chapter. The content of subjects' plans does not reflect the components of strategic plans such as vision, mission and values. Thus, subject plans cannot be considered strategic. However, the content of the Supervision Section's strategic plan needs further exploration through supervisors' open-ended questionnaires which represents the next stage to find out whether supervisors, especially junior ones, are aware of its contents or not.

In terms of plan execution time, all supervisors' responses revealed that supervisory plans were designed for one academic year. For instance, Supervisor Three stated that "The Supervision Section's plan is designed for one academic year". Supervisor Thirteen also proposed that "The subject plan is designed for one academic year". This means that all supervisory plans are prepared for one academic year, including the Supervision Section's plan. This matches the outcomes of plan documents' analysis. Consequently, the time-

period in all supervisory plans does not match the long-term feature of SP to envision the future. This may show a misapplication of SP training guidelines which indicated that the strategic plan needs to be designed for three to five years. Translating supervisory plans' contents into practice represents the focus of next step which is plans' implementation.

7.2.4 Plans' Implementation and their Perceived Effects on Fostering Senior Teachers' CPD

This section sheds light on the different supervisory procedures and strategies which supervisors implement in the field, and their perceived effects on developing senior teachers' professional learning and development. Various supervisory techniques and methods were mentioned by supervisors to improve teachers' CPD at the implementation stage. For example, Supervisor Fourteen stated that:

> ...This is followed by the implementation step using various supervisory visits and strategies. Then, some follow-up visits are done which differ based on the aims; some are done individually, others in pairs or in groups...

In the same vein, Supervisor Thirteen stated that:

> We conduct post lesson discussions with teachers to discuss issues related to the teaching-learning process. We also guide our teachers to read on certain topics to develop their knowledge ...

These responses show that different supervisory techniques were used by supervisors in the field. They were used to improve teachers' performance in the following areas:

7.2.4.1 Planning and Lesson Preparation

Planning represented the starting point which supervisors focused on in their supervisory visits to private schools. Senior teachers' responses revealed that supervisors check their yearly plans and semester plans in their first visits. For example, Senior Teacher One stated that:

> So, when the supervisor comes, the first thing to ask about is the plan, unit planner and scheme of work. It shows the supervisor how the whole year is outlined or planned ...

Senior Teacher Thirteen also proposed that:

> The supervisor checks the plans in his/her first visit. If there is any remark, we take it into consideration... So, we sit with the supervisor and discuss the lesson plan. We really learn a lot from him/her...

This matches what has been mentioned by Supervisor Twelve who stated that:

> … We also collect data, check teachers' plans and renew teachers' database every year, because there is an instability of teachers at schools. This is done through our introductory visits which are conducted at the beginning of each academic year by supervisors in every subject.

The above-mentioned responses show that introductory visits represent the first supervisory field step and aim to check and approve senior teachers' plans. They are also necessary to discuss supervisory plans and inform senior teachers about their contents as proposed by Senior Teacher Ten who stated that:

> Well, the supervisor from the Ministry of Education visits us at the beginning of the school year. We discuss our plans and their plans as well, and what actually are they going to do...

This matches what was mentioned by Supervisor Eleven in the same subject (subject twelve) who proposed that "We have some discussions about our plan with senior teachers during our orientation visits to schools...". This indicates that senior teachers in subject twelve were informed about the activities and programmes which were directed to improve their performance in that subject.

However, senior teachers in other subjects did not mention that they were informed about the contents of supervisory plans. This may indicate that not all supervisors discuss their supervisory plans with their senior teachers. Senior teachers represent one of the key stakeholders who should be asked for their opinions and feedback before and after preparing supervisory plans to ensure that the contents match their needs and expectations.

Three senior teachers in three different subjects (three, four and seven) proposed that some supervisors were late in their introductory visits which had affected their work negatively. For example, Senior Teacher Two proposed that "... So, the plan wasn't so much clear till the last month; till November. All the information which I have got were

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from teachers in other schools". Senior Teacher Seven also pointed out that "It depends. If I talk about my experience, in some years they come at the start of the semester. In some others, nobody comes".

These responses show that there are some delays in conducting introductory visits by some supervisors to check teachers' readiness and to provide them with the necessary guidance and updates. This may be due to the shortage of supervisors in some subjects which results in not covering all schools at the beginning of academic year as mentioned by some senior teachers. For example, Senior Teacher One pointed out that "... This is due to the shortage of supervisors in our subject ...". Provision of enough supervisors in every subject is important and senior managers at the Directorate General of Private Schools need to take the appropriate actions to resolve this issue, although it is not an easy task to accomplish in practice.

7.2.4.2 Identification of Senior Teachers' Professional Needs and Training

Supervisors used various techniques to identify their senior teachers' professional needs to design CPD programmes accordingly. For example, Supervisor One pointed out that "We prepare our plan based on our supervisory visits in the field. For example, in training, we identify the teachers' needs based on our observations...". Supervisor Seven also stated that "Based on our supervisory visits in the previous year, we identify their needs …". This matches what was mentioned by Senior Teacher Fifteen in the same subject who stated that "When they come and conduct class visits, they know what we need...". Senior Teacher Twelve also stated that "Through their visits to school and lesson observations, they identify our needs".

Another technique was to ask senior teachers directly about what they need. For instance, Senior Teacher Ten pointed out that "Well, they ask us directly…". This matches what was mentioned by Supervisor Eight who proposed that "We always contact them, either through WhatsApp groups or through our direct interaction with them …". These responses show that the direct interaction between supervisors and their senior teachers helps to identify their professional development needs. Supervisor One added that "We sometimes receive letters from schools regarding their training needs and other aspects related to the subject".

After identifying senior teachers' needs, supervisors conduct training workshops to equip them with the necessary knowledge and skills. They also involve some senior teachers in conducting some workshops. Senior Teacher Fourteen stated that "They involve senior teachers in training…". Senior Teacher Nine also proposed that:

> They conduct some workshops and ask us to conduct others as well. I have conducted a training workshop this year which focused on spelling mistakes and how to avoid them…

This matches what was mentioned by Supervisor Fourteen who stated that "Teachers represent the centre of supervisory process, so we involve them in presenting some training events which are directed to them …". This indicates that training is a collaborative process between supervisors and their senior teachers to foster their professional growth and development.

After attending training sessions, senior teachers were required to train their colleagues at schools. For example, Senior Teacher Eleven stated that "… Training was for all senior teachers who then should conduct meetings and train teachers in their schools". This means that in addition to using the training model, the cascade model is also used in which senior teachers transfer what they have learned to other teachers in their schools.

In brief, the above-mentioned responses show that supervisors depend on the training and cascade models to develop their senior teachers professionally. This matches the outcomes of plan documents which were analysed in the previous chapter. Nevertheless, as discussed in chapter two, transmission CPD models do not encourage teachers to rely on themselves in improving their performance because of their passive role in the learning process. Thus, supervisors are urged to focus more on transitional and transformative models to encourage teachers to depend on themselves to develop their practice.

Some participants also stated that there were also some training workshops which were provided for new teachers. Senior Teacher Fifteen pointed out that "During my experience for two years, supervisors conduct a workshop for new teachers in all schools…". Senior Teacher Three added that "At the beginning of each academic year, they invite all new teachers to a seminar to train them on how to use the curriculum, how to apply continuous assessment, and how to deal with students". Supervisors also depended on senior teachers to provide the necessary guidance and support for new teachers. This was confirmed by Senior Teacher Fourteen who stated that

> He/she depends on me as a senior teacher in providing all the background information for new teachers. Then, he/she conducts class visits to follow-up their work …

This indicates that senior teachers play a vital role in providing the necessary support for their teachers, especially for the new ones. This is followed by supervisory visits to check new teachers' readiness and to identify their level of competence through class visits and other supervisory techniques.

To conclude, supervisors use various techniques and methods to identify their senior teachers' needs so that training programmes are designed accordingly. Class visits and asking senior teachers directly about their needs are examples of the tools and techniques which supervisors use to achieve this task. This matches what was included in supervisory plans that were discussed in the previous chapter. Supervisors are expected to vary their supervisory visits and techniques to match their teachers' needs. Senior teachers are also expected to transfer what they learn in workshops to their colleagues at schools. In addition, there are some training workshops which are directed to new teachers to equip them with the necessary knowledge and skills to cope with the teaching profession.

These efforts show that supervisors depend on the training and cascade models in fostering their teachers' professional growth and development. As mentioned above, supervisors need to change their focus from CPD transmission models (training & cascade) to transitional and transformative models. The aim is to encourage senior teachers to take the full responsibility of their own learning and development.

7.2.4.3 Follow-up Teaching and Learning Process

All senior teachers stated that supervisors had begun by conducting introductory visits to collect the necessary data about teachers and to check their plans. Those visits were then followed by other techniques such as classroom observations and post lesson discussions to follow-up the teaching and learning process throughout the whole academic year. For example, Senior Teacher Fourteen stated that:

> He first sits with the teacher to check the lesson plan before going to the class. Then, he conducts class visits and post lesson discussions to discuss the lessons. They discuss the positive and negative points...

This was confirmed by Senior Teacher Thirteen who proposed that:

> The supervisor comes to the school and listens to the teachers and attends their classes. He/she discusses their positive and negative points. He/she also provides some suggestions to overcome the problems they encounter...

These steps match the procedures which are followed in conducting the clinical supervision model. It starts with the pre-lesson meeting between the supervisor and his/her teacher to get an idea about the lesson and provide the necessary advice for the teacher. This is followed by conducting lesson observation and post lesson discussion to analyse the lesson.

However, a few senior teachers pointed out that class observations were very limited, because there was a shortage of supervisors in some subjects. For example, Senior Teacher Four proposed that:

> ... So, there are not enough supervisors. That's why their visits are very limited; one or two visits in each semester. We need more visits to get more guidance and support...

This was confirmed by Senior Teacher One who proposed that "Because there is a shortage of supervisors, we do not receive regular visits...". These quotations confirm that there is a shortage of supervisors in some subjects which has reduced the number of supervisory visits to private schools. As previously mentioned, provision of enough supervisors is a basic requirement in SP to provide the necessary guidance and support for senior teachers in private schools.

In investigating senior teachers' roles in class visits, some of them stated that they were not involved in this process and some others pointed out that they had taken part and were involved directly in visiting teachers. For instance, Senior Teacher Fifteen replied "Not all the time. If I have a class, no. If I'm free, I'm involved". Senior Teacher Fourteen answered "No, not even in attending the discussions with teachers". Senior Teacher Nine replied that:

> I sometimes go with him/her. But in the first or second visit, no. I do it after the first two visits. In post lesson discussions, the supervisor starts the discussion and then gives me the chance to express my viewpoints and ideas about the lesson...

These quotations show that there are some variations between supervisors in terms of involving senior teachers in observing other teachers' lessons and in post lesson discussions. This may be partially due to busy timetables which some senior teachers have at schools. They do not have the chance to attend all class observations and discussions conducted by supervisors.

In addition to class visits, supervisors encourage senior teachers and teachers to conduct model lessons and peer observations to learn from each other. This was mentioned by some senior teachers as follows:

> The supervisor also encourages us to conduct peer observations between us as teachers; especially in visiting teachers who have experience either inside or outside the school. In addition, there are some model lessons which are conducted in other schools and we are invited to attend them. (Senior Teacher Nine)

> He informs me if there is a model lesson. He also asks me to do a model lesson and tells me that some supervisors and teachers will be attending... (Senior Teacher Eleven)

Moreover, senior teachers were urged by their supervisors to connect their lessons with daily life activities. When asked about this issue, Senior Teacher One replied "Yes, they recommend us to connect daily life situations with our teaching activities. Books are not enough...". Senior Teacher Thirteen also replied positively by stating:

> Of course, they do. Teachers must connect their lessons with daily activities and should use some examples from real life situations to connect them with the lessons.

Furthermore, senior teachers were directed by their supervisors to use technology in teaching. For example, Senior Teacher Fifteen proposed that:

> We already use the smart board. We use the PowerPoint. Our curriculum is supported with I-tools; CDs, and smart board. So, we already use them. Supervisors encourage us to use them. When they attend the class, they want us to use them...

Senior Teacher Six also pointed out that "They ask us to use technology-based techniques... So, they always ask us to use technology...". These responses show that

supervisors encourage their senior teachers to use technology in teaching. Various technological tools are being used which vary from one school to another to meet the requirements of their syllabuses.

Finally, some senior teachers were encouraged to conduct action research to solve some of the challenges which they encounter in the field. For example, Senior Teacher Eight replied "Yeah, and she gave us some papers on this topic and how to write an action research…". Senior teacher Three also stated that:

> Yes, and it is part of my work as a senior teacher. We discuss some problems with teachers and sometimes the supervisor takes part in these discussions…

Conducting action research is encouraged to improve senior teachers' performance. However, this model was mentioned by only three senior teachers which may indicate that it is not encouraged by supervisors in all subjects. Besides, conducting action research is more than simply trying to solve problems as mentioned by a few participants. It requires certain research skills and a lot of time and efforts to conduct it properly. Some senior teachers in some subjects may not have the necessary knowledge or skills to conduct action research. In addition, some supervisors may not have the research skills to conduct action research as well. To conclude, conducting action research is one of the methods which can be used by supervisors to foster their teachers' professional growth. However, it needs a lot of training and practice to master it effectively. Otherwise, it may not achieve the intended outcomes if there is no well-training to equip the participants with the necessary knowledge and skills. Availability of time and resources needs also to be considered before asking senior teachers to conduct action research.

In terms of checking learners' work and progress, senior teachers pointed out that supervisors had used various methods to follow-up students' work. For example, Senior Teacher Three proposed that "During the visit, they sometimes check the students' notebooks. After the visit, they ask for students' files to check". Senior Teacher Five also stated that:

> They ask students questions inside the class. They also check their notebooks. Then they give feedback about it... They ask us to simplify things for the students; I mean to simplify our ways of teaching so that the students can understand...

This was confirmed by Senior Teacher Eight who pointed out that:

> If she or he visits the class, they deal with the students too. They check their progress and understanding by asking them questions. They also check their continuous assessment files and how marks are given...

Senior Teacher Four added that:

> They focus on everything in the class. All the events in the class; the teacher's work, students' participation, lights, fresh air, ...etc. They check the whole teaching-learning environment.

These responses show that supervisors use different techniques to check students' learning. They vary from direct questioning inside the classroom to checking their files and notebooks outside the classroom. The also check the whole learning environment to ensure that it is suitable for students to learn.

All the above-mentioned quotations and analysis show that supervisory techniques and strategies which have been included in supervisory plans are translated into practice. Some techniques are directed to follow-up teachers' work and others focus on checking students' learning and progress. Senior teachers are involved in providing the necessary guidance and support for teachers using different techniques such as meetings, classroom observations and post lesson discussions. However, as mentioned by some senior teachers, more classroom visits are required by supervisors to provide the necessary guidance and support for senior teachers.

7.2.4.4 Curriculum Analysis and Availability of Instructional Materials

Most senior teachers stated that they were encouraged by their supervisors to analyse the curriculum and to provide feedback about its application to make the necessary changes or improvements. For example, Senior Teacher Ten stated that:

> The schools need to choose a book which is suitable for them... So, in a direct basis, the supervisor may ask teachers to evaluate the textbook; or we need to evaluate it ourselves...

Senior Teacher Nine also added that "... Based on last year's discussions, there were some changes in the curriculum in grade 5, for example. So, they are responsive to any suggestion...".

On the other hand, four senior teachers pointed out that they were not involved in analysing the syllabuses. For example, Senior Teacher Six replied that "They didn't ask about that...". Senior Teacher Seven argued that "Even though if I provide them with suggestions, there is no use; there is no change". These responses show that there are variations between supervisors in terms of encouraging senior teachers to provide feedback about the curriculum application. This may be due to the nature of each subject and what is required from senior teachers in terms of curriculum analysis.

In terms of updating senior teachers with changes in syllabus, all senior teachers' responses showed that supervisors had informed them directly through training workshops or sending emails or letters to schools. For example, Senior Teacher Two proposed that:

> They do it directly; in different ways. Formally, they send a letter to the school; informally by sending messages to the heads of departments or senior teachers through emails... I'm totally satisfied with the way supervisors are dealing with this issue, because they are that kind of open-minded persons...

Senior Teacher Eleven also stated that:

> The supervisor informs me about any updates or if something has been changed in the curriculum. They train all senior teachers in all schools. Then, senior teachers train other teachers in their schools...

In addition, all senior teachers pointed out that supervisors had checked whether instructional materials were available at schools or not. For instance, Senior Teacher Two stated that "If there is any shortage of materials, they talk to school administration". The same answer was also provided by Senior Teacher Five who proposed that; "If there is a shortage of materials, they ask the school administration to take the necessary action".

Generally speaking, most senior teachers' responses were positive in terms of encouraging them to analyse the curriculum and to provide feedback about its application. Supervisors also checked the availability of instructional materials and talked directly to school administrations if there were any shortages to take the necessary actions.

7.2.4.5 Teacher Evaluation

One of the main functions of educational supervision is to assess and evaluate teachers' performance. It requires collecting data from various sources so that the evaluation process is complete and comprehensive. Based on senior teachers' responses, supervisors depended on teachers' portfolios and class visits to assess and evaluate their performance. For instance, Senior Teacher Three proposed that:

> First, we have senior teacher's portfolio. It includes information about all teachers, their observations and peer observations, curriculum that we use and some samples of students' work... It is formal and sent by the Ministry of Education. All senior teachers should have their portfolios ...

This shows that supervisors use senior teacher's portfolio as a source to evaluate his/her performance. It includes various components which provides supervisors with the necessary data and evidence to judge teacher's performance. This was confirmed by Senior Teacher Ten who stated that:

> I would say that they use class visits. They also have asked all teachers to prepare their portfolios... So, from that portfolio, they evaluate the performance of every teacher...

However, there are some senior teachers who suggested conducting more training workshops on how senior teachers can evaluate other teachers' work. For example, Senior Teacher Two stated that:

> I think they have to do different sessions or different visits to the teacher himself; evaluative ones... So, it is better to increase supervisory visits so that they have a good idea about teachers' performance...

In terms of involving senior teachers in evaluating teachers' work, senior teachers' responses revealed that they were involved in this task. Their reports were considered by supervisors in evaluating teachers' work. For example, Senior Teacher Eight replied: "Yeah. They depend on me in this". Senior Teacher eleven also stated "Yes. I need to conduct class visits and write reports. They use them to evaluate teachers' work". This means that senior teachers are responsible about visiting other teachers and participate in evaluating their performance.

Supervisors also encouraged senior teachers to do self-evaluation to assess their performance. This was mentioned by several senior teachers. For example, Senior Teacher Nine stated that "He first asks us to evaluate our performance. Then he gives his feedback and evaluates us". This was confirmed by Senior Teacher Fourteen who also pointed out that "Yes. It is part of our evaluation report which encourages the teacher to evaluate himself/herself".

In addition, most senior teachers' responses showed that supervisors use some performance indicators and criteria to assess their performance inside the class. Senior Teacher Ten proposed that:

> In class visit, they pay attention to how the class is organised, the lesson plan, use of instructional materials, class management, and evaluation. The aim is to check whether you have achieved your objectives or not.

More performance indicators were mentioned by Senior Teacher Fourteen who pointed out that:

> First of all, the lesson's warm-up and how the teacher has started the lesson. Then, they observe the sequence of steps and events in the lesson, use of correct language, competency in subject matter, questioning techniques, how to consider individual differences, use of appropriate teaching aids and materials, and use of records or files. All these indicators are taken into consideration in evaluating our performance.

In terms of checking the exams which were prepared by teachers, senior teachers' responses showed that supervisors had depended on them in revising the exams first, and then they come to school to do the second checking. These steps were mentioned by Senior Teacher Three who stated that:

> First, the senior teacher makes a session to explain the exam templates and how teachers use them. After that, the senior teacher gives teachers time to prepare their exams; maybe one week or ten days. Then the senior teacher checks all teachers' work according to the exam templates. Next, the exams are sent to the supervisor for the final checking, or he comes to school to check them.

This was confirmed by Senior Teacher Fourteen who proposed that:

> All the exams are revised by the senior teacher and then by the supervisor. The supervisor may ask to change some questions and provide feedback about the exams...

These responses indicate that supervisors depended on senior teachers in checking the exams prepared by teachers and to provide the necessary feedback. This was followed by their visits to schools to check the exams to ensure that they meet the criteria and to provide their feedback.

In brief, supervisors use senior teachers' portfolios which include samples of their work and achievements to evaluate their performance. They also conduct classroom visits to evaluate the teaching-learning process based on specific criteria. In addition, senior teachers are involved in assessing and evaluating other teachers' work to make the evaluation process comprehensive and accurate. Moreover, they are involved in checking exams prepared by their teachers. All these efforts show that senior teachers play an active role and work collaboratively with their supervisors in the evaluation process.

7.2.5 Plans' Evaluation

Evaluation is a continuous process as mentioned by Supervisor Six who pointed out that "It continues throughout the whole academic year...". Supervisor Seven also stated that formative and summative evaluations were conducted at this stage. He proposed that:

> Finally, we evaluate the implementation process which requires formative and summative evaluations. The Directorate provides us with the forms to evaluate our work at the end of each semester...

Supervisor Two added that "... Then, we begin providing feedback about the plan and its domains to senior supervisors who in turn send it to senior management to take the necessary actions". This shows that senior managers were kept informed about plans' progress so that the necessary actions are taken during the implementation phase. Summative evaluation was also conducted at the end of each semester based on some forms prepared by senior management.

However, Supervisor Three argued that:

> To be honest, there might be some kind of evaluation work, but it is not systematic and clear; or sometimes it cannot be done by plan's

implementers... This task may require more than one section or department to work on. So, some issues are resolved immediately, and others require group work which takes longer time to resolve...

Supervisor One also added that:

In terms of evaluation, we do it, but it is not done in the way that it should be... We also need to be creative in evaluation and use different techniques to evaluate ...

This matches what was mentioned by Senior Manager One in terms of plan evaluation. He stated that:

The evaluation we do is a summary of what has been achieved and what has not. However, the evaluation in its real application is missing due to the challenges which we encounter at the moment...

These responses match what was included in supervisory plans (achieved/not achieved). Plan evaluation is just a summary of what has/has not been achieved, but it does not explore the reasons for not achieving some tasks or who is responsible. One of the reasons may be due to shortage of senior managers and senior supervisors as proposed by Senior Manager One who stated that "Last year, nine supervisors resigned and there is no replacement till now...". He added that:

In terms of following-up and evaluating the plans, the head of Supervision Section is supposed to do this task. Unfortunately, there is no head of section at the moment. Senior supervisors also take part in this process, but the problem is with the subjects which do not have senior supervisors ...

In addition, three supervisors pointed out that they do not have performance indicators or evaluation criteria which they can follow in evaluating their work or plans. For example, Supervisor Twelve proposed that "There are no specific indicators which we can use in evaluation. It is just based on our personal experiences and impressions...". This was confirmed by Supervisor Five who stated that "We had a plan and we just ticked what we did, but we don't have any evaluation criteria or performance indicators to evaluate it".

These responses match the outcomes of plan documents' analysis which showed that there were no performance indicators included in supervisory plans. This makes it difficult to evaluate supervisory plans systematically as indicated by some supervisors. It

may be partially due to the reason that supervisors devoted a lot of time and effort in preparing their plans, and do not have any time or energy left to evaluate them. To conclude, the plan evaluation step requires reconsideration from senior managers and the Supervision Section to apply it correctly and effectively. Otherwise, supervisors and senior managers cannot judge or evaluate whether their supervisory plans have achieved the intended outcomes or not.

7.3 Strategic or Operational Plans

Supervisors were asked about whether they think that their plans are strategic or operational and how they justify their choices. The responses will make it clear whether they can differentiate between SP and action planning. Supervisor Three replied that:

> In my opinion, we cannot call it a strategic plan. The strategic plan is a long-term plan, but this plan can be considered operational, because it is designed for one academic year.

This was confirmed by Supervisor Seven who stated that:

> Our planning is just part of the section's strategic planning. It is what is called short-term planning or an operational planning. It is limited to a specific period of time to achieve one phase of the strategic planning process.

These responses indicate that supervisors are aware that their subject plans are operational and are designed for one academic year (2017-18). However, their justifications were just limited to the time-period. Nothing has been mentioned, for example, about the contents of subject plans which does not reflect the components of strategic plans; or the steps which have been added in planning after implementing SP and differentiate SP from other types of planning.

Two supervisors think that all supervisory plans are operational, including the Supervision Section's strategic plan. For example, Supervisor One stated that:

> We are working on the fourth step which is the action plan. We are implementers and we implement what is coming from the top management based on the supervisory domains which we have in our plans ...

Supervisor Ten also pointed out that "...Therefore, the Section still works as an implementation body rather than a decision-making authority...". These outcomes may due to the reason that both of the participants are junior supervisors who have not taken part in designing the Supervision Section's strategic plan, so they may not be aware of its contents. It may be also due to the plan's time-period (2017/18) which was misleading and directed them to propose that they did not have a strategic plan.

This led me to ask senior managers about the reasons and aims to train supervisors on SP. In terms of the rationale, Senior Manager One pointed out that:

> We are dealing with a private sector and the strategies which are required by private schools' supervisors are different from the ones which are used in dealing with government schools. The curricular are also different compared to government schools. Thus, the strategic plan can help supervisors to deal with those differences and with any updates in curricular, and the challenges which they encounter in the field such as instability of teachers...

Senior Manager Three added another reason for introducing SP in educational supervision. She stated that supervisors in Oman are required to perform various roles, and training on SP can enable them to perform and organise all those tasks which in turn leads to developing their teachers professionally. She stated that:

> … This is why the Ministry of Education was very keen on strategic planning at all levels; not only supervisors. And regarding to the supervisors, because supervisors in Oman play different roles. So, they don't just go for inspection. They go for inspection, they go to check the qualities of teachers; the needs of teachers, and thereafter conduct workshops to train those teachers…

It is obvious that the nature of private schools and how to deal with them, and the various supervisory duties which are required from supervisors represent the main reasons which have led senior managers to train supervisors on SP. They think that SP will help supervisors to better organise their work and duties, and to deal effectively with private schools which differ in their requirements and nature compared to government schools.

Thus, Senior Manager Two listed several objectives which are expected to be achieved from SP training. He stated that:

> Training on strategic planning aims to achieve a number of objectives. The first objective is to convince the participants about the importance of strategic planning. The second objective is to equip them with the necessary skills to plan and follow-up the implementation of their plans. In addition, to be involved and take part in the strategic planning process itself …

These objectives are crucial to achieve and ensure the successful implementation of SP. It is a building process which starts with convincing the participants about the importance of SP, and then to equip them with the necessary knowledge and skills through training which is followed by creating a strategic plan. This order is logical and each aim complements and provides the basis for the next one.

In comparison, supervisors' responses revealed that SP is a response to their professional needs. All supervisors stated that the Supervision Section must have a strategic plan. For example, Supervisor Two proposed that:

> It must have a strategic plan. The current situation directs us as a section to have a strategic plan. Strategic plans are guides which tell us about the direction to follow and the aim to be achieved. If there is no aim or vision, things or activities are done randomly without any proper planning ...

This was confirmed by Supervisor Ten who pointed out that "Logically, we need to have a strategic plan. We deal with a private sector which focuses on profits". These responses match what was previously mentioned by senior managers in terms of dealing with private schools which differ in their nature and requirements compared to government schools. Thus, a strategic plan was required to deal with all those differences and issues.

In addition, having a strategic plan would help the Supervision Section to deal with the rise in number of private schools. This was mentioned by Supervisor Five who pointed out that:

> Because of the situation now in which we have so many schools, over 200; and more schools are opening next year. Also, we have a shortage of

supervisors... So, we need a strategic plan for many years ahead. This would solve so many issues...

The previous quotations show that all supervisors agree that SP is a response to their needs. Senior managers also agree that the Supervision Section needs to have a strategic plan to deal properly with private schools and their requirements. It would also help supervisors to better organise their work and prioritise their tasks and activities in response to environmental changes and challenges.

7.4 Opportunities/ Benefits of SP

Implementing SP has created some opportunities for supervisors which can be used to improve and maximise the quality of their supervisory work. Some of them were mentioned directly by supervisors and senior managers and others were elicited from their responses. To begin with, implementing SP has led the Supervision Section to apply a new project. Supervisor Six stated that:

> Now, we are working on a new project called 'school self-supervision' in which a school is evaluated once in each semester. The school is responsible for supervising the teaching-learning process and supervisors from the ministry do not visit that school. A committee is formed from the Supervision Section to evaluate their work during their self-evaluation period...

This was confirmed by Senior Manager One who proposed that:

> ... Thus, SP has led us to apply a project called 'school self-supervision' which is piloted at the moment. We are going to evaluate it and if it is proved to be successful, then we are going to generalise it ...

The participants think that the school self-evaluation project is important to judge whether private schools can depend on themselves in improving and evaluating their work or not. It encourages the private schools to become learning organisations which depend on themselves. Its outcomes may reduce the reliance on the MoE's resources and supervision. It may also reduce supervisors' workload and solve the problem of having shortage of supervisors in some subjects which would be discussed in detail in the following section.

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Implementing SP has also encouraged supervisors to work more collaboratively either between supervisors in different subjects or between the Supervision Section and other sections or departments at the MoE. For example, Supervisor Twelve stated that "There is more cooperation between supervisors; all working as a team by having the same vision, strategies and thinking". Supervisor Fourteen also pointed out that "... So, there is more teamwork; either in terms of subjects, or between the section and other sections.

A third opportunity can be elicited from what was mentioned by Supervisor One who stated that "I'm a certified lecturer from the ... I conduct lectures on strategic planning". This represents a good opportunity for the Supervision Section to use in training supervisors who have not been trained. This will help to solve SP training issue which is not covered in the training plan as proposed by Senior Manager One who stated that "The training plan does not have any programme related to strategic planning...".

Supervisors have also mentioned some benefits which have been gained from implementing SP in their supervisory work. To begin with, they stated that SP has directed the Supervision Section to have a unified vision. For example, Supervisor Two proposed that "... It has helped to identify where we are now and where we want to be in the future". Supervisor Fourteen also stated that:

> The vision is also clearer for supervisors. Previously, the vision was not there, and their focus was just limited to visiting schools and teachers...

Having a vision has helped supervisors to avoid chaotic work. This was proposed by Supervisor Eight who pointed out that "Working without having a clear picture about the vision leads to chaos...". This was confirmed by Supervisor One who stated that "... I think SP has provided more organisation at work, responsibilities have been distributed among supervisors, and priorities have been identified". Although there were some problems with the formulation of Supervision Section's vision, but supervisors think that it has helped to organise and direct supervisors in all subjects towards achieving the same objective.

SP has also encouraged supervisors to start analysing the problems which they encounter and collecting the necessary data for planning purposes and, most importantly, to inform the decision-making process. For example, Supervisor Six stated that:

The preparation process cannot be done without analysing the problems which we encounter, or collecting the information which are needed to design the plan and make appropriate decisions...

This was confirmed by Supervisor Six who proposed that "SP has encouraged us to collect data and specify the challenges which we encounter. Then we analyse the data to find out what we can apply ...". These responses may indicate that some steps such as data collection and analysis have been conducted because of implementing SP in educational supervision.

To conclude, SP has created some opportunities and has achieved some benefits based on supervisors' and senior managers' responses. They think that those opportunities and benefits have improved the quality of their supervisory work. On the other hand, they have also mentioned some challenges which they encountered in implementing SP and are explored in the next section.

7.5 SP Challenges

Some challenges were mentioned by some supervisors and senior managers in implementing SP in educational supervision. They are summarised under the following headings:

7.5.1 Shortage of Supervisors' Supplies

Both supervisors and senior managers agreed that there was a shortage of supervisors in some subjects which had affected the implementation of SP negatively. For example, Supervisor One proposed that "I think the first challenge is the shortage of supervisors...". Supervisors Five also stated that "Because of the situation now, we have a big number of schools, over 200; and more schools are opening next year. But we have a shortage of supervisors ...". This was confirmed by Senior Manager One who pointed out that "... I mean we have a shortage of supervisors, no head of Supervision Section and no director's deputy!". He added that:

During the last ten years, the number of private schools has increased about 300%. This rise in schools' number requires more supervisors to supervise and follow-up all teachers and private schools...

These responses show that the number of supervisors does not match the increase in the number of private schools and teachers. There are also some shortages in terms of senior management staff as well; no head of Supervision Section and no director's deputy. "This means that the whole burden is on the director's shoulders", as stated by Senior Manager One. It has also resulted in supervisory work pressure in some subjects, because supervisors cannot visit and follow-up all schools and teachers to provide the necessary guidance and support. This has led Senior Manager One to ask, "How can I evaluate teachers at schools if I do not have enough supervisors?"

In brief, shortage of supervisors represents a big obstacle which has affected the implementation of SP in educational supervision negatively. The Supervision Section does not have enough supervisors to follow-up and evaluate supervisory work during the implementation stage. As discussed earlier, checking the availability of resources is an essential part of the first step which is plan preparation. It needs to be covered at that stage to ensure that all the resources are available.

7.5.2 Insufficient SP Training

Supervisors' responses revealed that there were variations in terms of length in SP training programmes which they attended. For example, Supervisor Fourteen stated that "... These steps have been improved after the Supervision Section attended a training programme on SP for a week with Dr. ...". Supervisor One also stated that "As a junior supervisor, I took some workshops on SP when I was in Batinah North. I also attended two training programmes for two weeks". However, Supervisor Three stated that "I took a short theoretical introduction about SP".

Some supervisors have attended longer training programmes (a week or more) compared to others who attended workshops for a day or two. Short workshops were just theoretical and provided a theoretical introduction about SP as stated by Supervisor Three above. This was confirmed by Supervisor Six who pointed out that "The training period was very short, just two days... The participants need also to be involved in this process practically...". A similar response was provided by Supervisor Four who stated that "Training needs to connect theory with practice and to give more time to practical aspects to make it more effective ...".

These responses show that some supervisors were not happy with the training which they received. They need more training which connects theory with practice and includes practical tasks to better understand SP concepts so that they can apply them correctly. This matches what was mentioned by Senior Manager One who stated that "Generally, the training workshops provided the basics to strategic planning, but I think some supervisors have not covered SP in detail or in-depth".

Supervisor Two also pointed out an important issue which needs to be considered in SP training. She stated that "The instability of supervisors represents a big challenge; there are new supervisors, and some have left". This means that there are some supervisors who have not been trained on SP. This requires continuous SP training. By asking senior managers about whether supervisors are having SP training in the future or not, Senior Manager One replied that:

> Their training plan does not have any programme related to strategic planning... One of the reasons is due to the financial crisis which the country is going through nowadays...

Lack of SP training programmes for supervisors in the future; especially for the new ones, will affect the quality of implementing SP in educational supervision negatively. Thus, the Supervision Section needs to think of solutions to overcome this challenge and to provide SP training opportunities for all supervisors. One solution can be, as discussed earlier, is to ask the supervisor who is qualified in SP to train other supervisors. This will help to solve the training challenge so that new supervisors are trained on SP.

7.5.3 Limited Follow-ups

Ten supervisors stated that senior managers are doing their best to support them in applying SP and to provide the necessary support and guidance to implement it properly. For example, Supervisor One stated that:

> They are very excited; young and open to suggestions ... They are also very supportive, and I'm sure if we come up with any new idea, especially in terms of applying strategic planning, I'm sure they will not say no.

Supervisor Ten also stated that "... He is open to suggestions and listens to us. He is also not old-fashioned in following-up the work and encourages new ideas...". Supervisor Six

added that "Generally, they are trying to support us..."; and Supervisor Eleven proposed that "Their approach is very positive ...".

However, there were some challenges which prevented senior managers from providing the required guidance and support to supervisors. For example, Supervisor Eight pointed out that:

> As I have previously mentioned, because of the gap in the middle in which we don't have a senior supervisor, no head of Supervision Section, this has resulted in work pressure on senior managers ...

The same issue was raised by Supervisor Ten who pointed out that:

> I think he is doing the work of 20 people. He does not have a deputy; no head of the Supervision Section, so there is a lot of work pressure... Thus, I give him an excuse for not having the time to do the required follow-ups...

This was confirmed by Senior Manager One who stated that:

> In terms of following-up supervisory plans, the head of Supervision Section is supposed to do this task ... Unfortunately, there is no head of section at the moment ... Senior supervisors take part in this process, but the problem is with the subjects which do not have senior supervisors ...

These responses make it clear that there are shortages in some senior management positions which prevent senior managers from providing the required follow-ups to supervisors in their application of SP. Supervisors require continuous support and guidance to ensure that they apply SP correctly, as proposed by Supervisor Six who stated that:

> Strategic planning is applied well in big companies which design practical strategic plans and follow-up the application of those plans. Governmental establishments also need a team to follow-up the plan...

To conclude, shortages of senior managers have limited the role of senior management in providing the necessary guidance and support to supervisors in implementing SP. This has led Supervisor Fourteen to ask: "We are not sure whether everyone is doing the task which is required from him/her or not. This is a question to be asked". Thus, shortages in

senior managers and senior supervisors' positions need to be resolved first to provide the necessary guidance and follow-ups and to ensure the successful implementation of SP in educational supervision.

7.5.4 Nature of Administrative Procedures

Positive and negative responses were collected from the participants about the nature of administrative procedures. Some supervisors think that the administrative procedures which are followed at the MoE in general, and the Directorate General of Private Schools in specific have helped in applying SP, especially after the introduction of educational portal and electronic correspondence. They think that these tools have helped to facilitate communication between different sections and departments at the Ministry level, and between the Supervision Section and private schools in the field. For example, Supervisor One stated that:

> The administrative procedures may not necessarily hinder the application
> process of SP. The use of educational portal has facilitated communication
> and interaction with schools. Being in the same building has also facilitated
> our communication with other departments at the Ministry...

Supervisor Two also proposed that:

> The electronic correspondence system is very useful... So, it helps to
> facilitate communication. I can read the Ministry's news through twitter or
> Instagram. It helps me to keep updated with new events...

However, Supervisor Thirteen disagreed with what was mentioned above. He argued that "Our work can be facilitated by the educational portal if it is used well, but it is not used well...". This matches what was mentioned by Supervisor Eleven who pointed out that "I think in general it is ok, but sometimes I feel that it needs improvement". This also matches what was mentioned by Senior Manager Two who talked about the role of administrative system. He stated that:

> The main problem, I think, is the administrative system. For example, in
> supervision field, the plan has been prepared, but where is the
> administrative system which assures the appropriate follow-ups?! Where
> is the administrative system which gives bonuses? Where is the
> administrative system which checks accountability? ... A lot of plans fail

not because they have problems, but because of the management system...

So, the plan needs management, and needs evaluation...

Some of the above-mentioned responses show that the administrative system and procedures need some improvement to facilitate the application of SP. The use of the educational portal has facilitated communication between the Supervision Section and private schools and other sections, but some supervisors and senior managers think that more changes and improvement are needed to simplify its steps and to increase its effectiveness and productivity. This may be partially due to the centralised system which is being implemented at the MoE and following bureaucratic procedures in conducting tasks and duties.

7.5.5 Lack of Financial Support (No Budget)

The Directorate General of Private Schools is considered part of the Ministry's central structure. This means that it is not an independent body which has its own resources, especially in terms of budget. Thus, the directorate needs to get official approval to receive the financial support from the department in-charge at the ministry to carry out its activities or events. Senior managers are positive about having no financial commitments with the ministry. For instance, Senior Manager One stated that:

From my point of view, it is good that we are not involved in any financial procedures with the ministry which provides some flexibility in dealing with the private sector ...

However, this has affected supervisory work negatively based on supervisors' responses. For example, Supervisor Four stated that:

There are no resources, no facilities. For example, to conduct a workshop, I need rooms, food, ...etc. Lack of these things prevent me from planning in the way I want it to be. To prepare the plan, I need to prepare the requirements of the plan. These requirements are not known, so how can I plan properly?! ...

This was confirmed by Supervisor Three who stated that:

> We cannot conduct a certain programme without providing the necessary financial support. This is a very sensitive issue which can affect the application of a strategic plan...

These responses show a clear conflict between supervisors and senior managers in terms of getting the financial support. It also explains why the financial aspect is missing in supervisory plans. Senior management thinks that it is good to have no financial commitments with the Ministry to reduce their workload, but supervisors think that it has affected their supervisory work and the application of their strategic plan in the field negatively. They have no clear picture about the budget available to them or other resources such as food and place to conduct their workshops and other activities. This was made clear by Supervisor Twelve who stated that "There is no budget for the Directorate General of Private Schools ...".

Lack of financial support has affected the implementation of SP negatively and requires reconsideration from senior management. Availability of budget is of great value to equip supervisors with the required financial resources to carry out the SP process successfully. Having no budget makes it difficult for supervisors to plan properly, because they are not sure whether they will receive the financial support or not from the ministry.

7.5.6 Resistance to Change

Supervisors' responses revealed that there were individual differences between supervisors in terms of their attitudes towards implementing SP in their work. Some were positive about implementing SP and others resisted its application in the field. For example, Supervisor Three stated that:

> There is no doubt that there are individual differences in any work or in any field. However, I feel that the ideas and efforts which are directed to improve the quality of the teaching-learning process are welcome by everyone; especially if the plans are directed towards giving supervisors more roles and empowerment in implementation ...

This was confirmed by Supervisor Eleven who pointed out that:

> I think they (supervisors) are very positive in implementing this type of planning, because it is an interactive idea to strengthen the quality of supervision. So, they are very positive and still optimistic about it.

On the other hand, seven supervisors thought that there were some supervisors who resisted this change and the application of SP. For example, Supervisor Five proposed that:

> If we want to apply something, we need to change our mind-set first... Most of the supervisors here in the Section have almost 20 years of experience. They want to do routine tasks and they don't want to make things difficult for themselves...

This matches what was mentioned by Supervisor Twelve who pointed out that "Some of them are not with strategic planning ... They do not want to make new commitments or perform new tasks". This goes in accordance with what was mentioned by Senior Manager Three about resistance to change. She stated that "We might find some difficulties; we might find some supervisors who are opposed to the idea ...".

However, Supervisor Six argued that:

> It is not a negative attitude or rejection; it is the result of not being trained well on strategic planning, and these are small in number. Some supervisors participate in strategic planning without having the necessary knowledge ...

In brief, some supervisors and senior managers think that there are some supervisors who resist change and do not want to try new ideas. On the other hand, other supervisors think that their colleagues are open to change, but they need proper training on SP so that they can apply it well. This dilemma may reflect the individual differences between supervisors as mentioned by some supervisors, or it may be the result of improper introduction to SP which needs to be dealt with in training to convince the participants about the importance of implementing SP. To overcome all these problems and challenges mentioned above, some suggestions were provided by supervisors which are highlighted in the following section.

7.6 Suggestions for Improvement

In order to overcome the previous challenges and improve the implementation of SP in educational supervision, supervisors have provided some suggestions based on their

practical experiences and viewpoints which can be categorised under the following headings:

7.6.1 More SP Training is Needed

Nine supervisors suggested that more training is required which focuses on theoretical as well as practical aspects of SP. For example, Supervisor Four suggested that "It needs to connect theory with practice and more time should be given to training to make it more effective". Supervisor Seven added that "Training requires longer time and should focus on practical as well as theoretical aspects". In addition, Supervisor Thirteen pointed out that "The biggest challenge is that we do not know or understand strategic planning. It requires more training ...". In the same vein, Supervisor Six also proposed that:

> The more you understand the nature of strategic planning and its requirements, it becomes easy to apply. However, if the implementer does not have a solid background or information about strategic planning, then the application process will not be focused or done in the right way...

These responses show that more SP training is required to equip supervisors with the necessary knowledge and skills to implement SP properly. Supervisors suggested combining theory with practice to better understand the concepts of SP and its steps, and how to translate them into practice. This indicates that a one or two-day workshops were not enough to grasp the meaning of SP and its requirements. Thus, more SP training opportunities are needed for supervisors which last for a week or more to cover all theoretical and practical aspects of SP.

7.6.2 Involvement of Key Stakeholders in Planning

SP is a collective process and all supervisors suggested that key stakeholders should be involved in the planning process to make it comprehensive and responsive. Supervisor Six stated that "The participation should not be limited to senior managers in designing the plan. Everyone should take part in this process ...". Supervisor Two also suggested that:

> Junior supervisors need to be more involved in planning, in cooperation with senior management, and in coordination with other departments, because supervisors' work is connected with others' work.

In addition, involvement of supervisors should not be limited to preparing the plan, but they should take part in the decision-making process, as suggested by Supervisor Four. He proposed that "Supervisors should be involved in the decision-making process...". This would allow supervisors to have their voice and to contribute in any decision which is related to their work.

Supervisor Fourteen also suggested that "We need more meetings to discuss supervisory issues". Having regular meetings with senior managers will encourage collaboration with supervisors to exchange ideas and to solve the problems which they encounter in the field collectively. In addition, Supervisor Five pointed out that "If any organisation wants to be successful, its members need to work as a team".

These responses have clearly emphasised the importance of involving all supervisors in the planning process. Their direct participation in planning is an essential part of SP, because they represent one of the main stakeholders in educational supervision. However, nothing has been mentioned about teachers' involvement in planning. This may represent the next stage after involving junior supervisors in the planning process. In brief, all key stakeholders should be involved in the planning process. This includes internal as well as external stakeholders so that the planning process becomes more responsive and comprehensive.

7.6.3 Provision of Necessary Resources

All supervisors stated that there were shortages of staff and lack of financial support which made the application process of SP difficult to perform. Thus, supervisor Twelve suggested that:

> The Directorate General of Private Schools should work harder to provide
> the necessary number of supervisors to replace the ones who have retired
> or left the Supervision Section ...

Supervisor Twelve added that "We also need incentives, because we are humans and we need something to motivate us...". This was also mentioned by Supervisor Seven who proposed that "Every work needs motivation and financial support...".

These responses show that human and financial resources should be provided to simplify supervisory work. Supervisors cannot perform their tasks well without having a clear picture about the availability of necessary resources which include financial support and

providing enough staff to follow-up the implementation process. These are basic requirements which need to be provided before starting the implementation process of SP. However, none of the participants mentioned how to increase the number of staff or why it is not solved till now. As mentioned earlier, this may be partially due to the centralised system applied at the MoE which does not involve supervisors in recruiting new supervisors or allocation of financial resources. Thus, more coordination or meetings are required between the Supervision Section and the concerned sections or departments at the MoE level to resolve the shortage of resources.

7.6.4 Formation of Follow-up Teams

Follow-ups are of great value to ensure the correct application of SP and to provide the necessary guidance and support for supervisors to make the required amendments directly. Thus, Supervisor One suggested that:

> Strategic planning is easy in terms of ideas and application if there is a will and a team to follow-up the implementation process. The team should be assigned this task only, and not to be burdened with so many tasks to do... As a suggestion, it can be a separate section or even a department to follow-up the application of strategic planning...

Supervisor Seven also suggested that:

> Senior managers need to have regular meetings with us to ask about what we are doing and what we need so that we feel that they are following up our work. This would provide the motivation to carry on...

In addition, Supervisor Six stated that:

> Strategic planning is applied well in big companies which design practical strategic plans, and follow-up the application of those plans. Governmental establishments need also to choose a team to follow-up their strategic plans. This will help to identify whether the strategic plan is achieved or not, and to provide the necessary guidance and support.

The previous quotations show the importance and necessity of forming a team to follow-up the application of SP, and to provide the required guidance and support for supervisors to make it more effective. Supervisors also suggested having regular meetings with senior

managers to discuss what they do in the field and how to improve it. This will help to keep them updated with plan's progress and make the necessary changes immediately to achieve the intended outcomes.

7.7 Summary

This chapter has shed light on the analysis of semi-structured interviews which were conducted with three senior managers and 15 supervisors at the Directorate General of Private Schools, and 15 senior teachers in private schools in Muscat, Oman. Both deductive and inductive analyses were used to analyse the 33 interviews.

The findings revealed that there were between three to five steps which supervisors followed in designing their supervisory plans. These variations in steps reflected the different roles between junior and senior supervisors in planning. They also reflected the different SP training programmes which supervisors attended and affected their understanding of SP concepts. The five steps were: plans' preparation, SWOT analysis, plans' formulation, implementation and evaluation. These steps match what was mentioned in SP training booklets and the steps in the suggested model which was designed after reviewing SP literature.

Various supervisory techniques and methods were used by supervisors in implementing their plans to follow-up and improve senior teachers' CPD. Examples of these techniques include class observations, post lesson discussions, meetings, and action research. The perceived effects of supervisory methods were evaluated based on senior teachers' viewpoints. They were summarised under five headings which were: planning and lesson preparation, identification of senior teachers' needs and training, follow-up teaching and learning process, curriculum analysis and availability of instructional materials, and teacher evaluation. In general, most senior teachers' responses were positive and showed that supervisory practices were helpful in improving their performance.

In evaluating supervisory plans, some supervisors proposed that the evaluation process was not systematic and there were no clear criteria or performance indicators. This matches plans' analysis outcomes which showed that performance indicators were missing in all supervisory plans. Evaluation was just a summary of what has/has not been achieved, but it did not explore the reasons for not achieving some tasks or who was responsible.

The outcomes also revealed that some opportunities were created, and some benefits were gained because of implementing SP in educational supervision. Examples of these opportunities and benefits include piloting 'school self-evaluation' project, having a unified vision, and encouraging more collaboration between supervisors in different subjects and with other sections.

On the other hand, there were some challenges which encountered supervisors such as shortage of supervisors' supplies, insufficient SP training, limited follow-ups, complications of administrative procedures, no budget and resistance to change by some supervisors. Thus, some suggestions were provided by supervisors based on their practical experiences which were: to provide more training opportunities, to involve all key stakeholders directly in the planning process, to provide the necessary human and financial resources, and to form follow-up teams to provide the necessary guidance and support for plans' implementers. The interviews' outcomes provided the basis to prepare two questionnaires which represent the focus of the next chapter.

Chapter Eight: Analysing Questionnaires

8.1 Introduction

The aim of questionnaires' analysis is to build on the outcomes of the previous two stages (plan documents' and semi-structured interviews' analyses) to find out the extent to which the results gathered from a few individuals are applicable to the whole populations. Thus, two questionnaires were designed based on those outcomes. An open-ended questionnaire was administered to supervisors and a close-and-open ended questionnaire was administered to senior teachers. The main aims were to explore how the supervisory plans were created, and to evaluate their perceived effects on fostering senior teachers' CPD which in turn improve the quality of teaching and learning.

Thirty-one out of thirty-five supervisors responded and answered the open-ended questionnaire. The remaining four chose not to take part in the study. The questionnaire was sent to the acting head of Supervision Section via email with a request to forward it to all supervisors. In terms of administering senior teachers' questionnaire, an official letter was sent by the Supervision Section to all bilingual private schools in Muscat. Some supervisors participated in distributing the questionnaires and collecting them back from schools. 200 out of 600 senior teachers responded to the questionnaire.

Both deductive and inductive analyses were used to analyse the supervisors' questionnaires. Deductive analysis was based on the outcomes which were identified from the previous two analysis stages (plan documentary analysis and semi-structured interviews). They were SP components (vision, mission, values, goals and objectives, and an operational plan), SP steps (plan preparations, SWOT analysis, plan formulation, implementation, and evaluation). The second stage was an inductive analysis to explore the emerging themes from the collected data which were: creation of supervisory plans, strategic or operational plans, planning and lesson preparation, identification of senior teachers' needs and training, follow-up teaching and learning process, curriculum application and use of instructional materials, teacher evaluation, SP opportunities and benefits, SP challenges, and suggestions for improvement. Senior teachers' questionnaires were analysed statistically using SPSS package (version 25).

The analysis process started by analysing the questionnaires of the first 15 supervisors' who were interviewed in stage two of the study to check the consistency of their answers;

and to give them the chance to answer the newly added questions in the questionnaire. This was followed by analysing the remaining 16 supervisors' questionnaires to better understand how the supervisory plans were created. Comparisons and contrasts were made between supervisors in different subjects and with interviews' outcomes to identify the differences in applying SP. Senior teachers' questionnaires were analysed statistically using means and standard deviations to evaluate the perceived effects of supervisory practices on fostering senior teachers' CPD which in turn develop the quality of teaching and learning.

8.2 How the Supervisory Plans were Created

Similar to semi-structured interviews' outcomes, supervisors listed between three to five steps in preparing their supervisory plans. They were plan preparation, SWOT analysis, plan formulation, implementation and evaluation. These steps are discussed in detail in the following sections.

8.2.1 Plan Preparations

To begin with, more than 20 supervisors stated that they had started the planning process by collecting data about schools and teachers. They also reviewed their previous plans and supervisory reports to find out what has/has not been achieved so that it can be included in their new plans. Data collected were discussed in meetings between supervisors in each subject so that supervisory plans were prepared accordingly.

For example, Supervisor Sixteen from subject one proposed that they "Collect data about schools, identify teachers' needs, and specify the time to conduct supervisory visits". Supervisor Twenty-One from subject three added that there were some points which needed to be considered before designing supervisory plans such as "To consider supervisory priorities and schools' calendars or plans. The supervisory plans need also to go in accordance with the department's and Ministry's plans". In addition, Supervisor Eighteen from subject two stated that the planning process had started by "Identifying the updates and meeting supervisors to discuss the previous remarks and achievements".

However, the majority of supervisors, including some the first 15 supervisors who were interviewed, mentioned that they conducted meetings with senior managers to initiate the planning process. This does not match interviews' outcomes in which supervisors

proposed that they had started the planning process by conducting meetings with senior managers to agree on what to include in their plans. This could be partially related to the reason that not all supervisors attended those meetings with senior managers at the beginning of academic year to prepare the strategic plan, so they had no idea about them or what was discussed in those meetings.

Similar to semi-structured interviews' outcomes, all supervisors stated that they had used various sources and tools to collect data for planning. For example, Supervisor Twenty-Seven from subject nine stated that they used "previous supervisory reports, previous remarks, new updates in curriculum and assessment, feedback from previous CPD programmes, and analysis of teachers' visits" as sources in designing their supervisory plans. Supervisor Fourteen from subject eleven also stated that they had used "teachers' database, previous supervisory reports and plan, and new updates in curriculum and assessment" to prepare their plan. These outcomes show that supervisors use various sources and tools to collect data about teachers and schools to build their supervisory plans.

Apart from subjects four, six, seven, eight, nine, and ten (a mixture of arts and science subjects), there were variations between supervisors within the same subject in terms of the sources and tools which they had used to get the necessary data. For example, Supervisor Seven from subject eleven listed three sources which were: "schools' and teachers' databases, curriculum and assessment updates and training programmes' feedback". However, Supervisor Thirty in the same subject mentioned two other sources which were: "aims of the ministry and fieldwork remarks". In subject twelve, Supervisor Five mentioned two sources which were "previous plans and teachers' needs", but Supervisor Thirty-One listed two other sources which were "teachers' database and introductory visits' remarks".

These variations may indicate that there is no agreement among supervisors in the same subject on the sources which they used in creating their supervisory plans; or each supervisor was assigned a different task to perform. However, the introductory visits and previous supervisory reports were mentioned by more than twenty supervisors as sources to collect the necessary data. These two sources were also more frequently mentioned in semi-structured interviews which were analysed in the previous chapter.

In terms of who takes part in preparing supervisory plans, all supervisors stated that subject plans were designed by junior supervisors in collaboration with their senior supervisors. However, four supervisors from four humanity and science subjects (two, three, eight and twelve) included other participants. For example, Supervisor Eighteen from subject two mentioned that "Senior supervisor, supervisors, senior teachers and head of Supervision Section" take part in preparing the subject's plan. Supervisor Eleven from subject twelve also stated that "A planning team consisted of heads, senior supervisor, supervisors, curriculum officers and experts from Assessment and Evaluation Department" participated in preparing the subject plan.

These responses show variations between subjects in terms of who is involved in preparing subjects' plans. Some subjects involved more stakeholders than others. This matches the outcomes of semi-structured interviews which indicated that the number of participants differs from one plan to another. These differences may reflect the nature of each subject, or the different roles which are required from junior and senior supervisors in planning.

As mentioned in the previous chapter, involvement of all the key stakeholders in planning is an essential requirement of SP. Thus, supervisors need to ensure that all key stakeholders such as senior managers, junior supervisors and senior teachers are involved directly in the planning process to make it responsive and comprehensive. Their insights and feedback are also valuable to achieve greater success in the SP process and to own their commitment and support at the implementation stage. The data collected at this preparation stage represent the focus of the next step which is SWOT analysis.

8.2.2 SWOT Analysis

The analysis step was mentioned by supervisors in seven subjects (one, five, seven, eight, nine, eleven and twelve). This does not match interviews' outcomes in which supervisors in subjects five, seven and eleven have not mentioned the analysis step in their answers. This indicates that there were variations between subjects in applying SWOT analysis, and there were also variations between supervisors within the same subject in applying this step. This may reflect the extent to which they were involved in the planning process. It may also reflect the nature and requirements of each subject.

For example, Supervisor Twenty-Six in subject nine proposed that they "Analyse the previous plan and the current situation". He also pointed out that they "Have a meeting to discuss the outcomes of the analysis process". This matches what was mentioned by Supervisor Thirty in subject eleven who pointed out that they "Analyse the data and identify the resources available"; and they "Conduct a meeting to discuss the results and prepare the plan". Supervisor Nine in subject seven also stated that they "Analyse the previous plans and set the priorities". These answers show that data analysis is conducted to prioritise supervisory tasks and activities.

Supervisors in the remaining five subjects (two, three, four, six and ten) stated that they had conducted meetings to discuss the plans, but it was not clear whether they conducted data analysis or not. Their responses were very brief and did not include details about the 'analysis' work. For example, Supervisor Twenty-Three from subject four pointed out that they "Conduct a meeting with supervisors to discuss the plan". The same answer was repeated by Supervisor Twenty from subject two.

These outcomes match the findings of semi-structured interviews which also revealed that not all subjects conduct strategic analysis in planning, and there were variations between supervisors in the same subject in applying SWOT analysis. These results do not match SP training guidelines and steps which emphasise the role of SWOT analysis in prioritising supervisory tasks and activities so that the environmental factors are considered in designing supervisory strategic plan.

As mentioned in SP training booklets, conducting SWOT analysis is of great value to assess the environment in which the organisation works. It is a useful tool to identify the strengths and opportunities which are available to plan implementers. It is also helpful to identify the weaknesses and threats or challenges which they may encounter. These elements are important to consider in prioritising supervisory tasks and preparing supervisory plans which represent the focus of the following step.

8.2.3 Plans' Formulation

At this stage, supervisors start writing their supervisory plans. Five types of supervisory plans were mentioned which were: the Supervision Section's plan, subject plans, teachers' training and development plan, monthly plans and introductory visits' plan. The Ministry's strategic plan was not mentioned by supervisors in questionnaires. This may

be because they have forgotten to include it in their answers. There were also variations between supervisors in terms of the number of plans which they create or participate in creating throughout the academic year which matches the outcomes of interviews.

For example, Supervisor Thirty-One in subject twelve listed three plans which were: "Introductory visits' plan, monthly plans and the Supervision Section's plan", but Supervisor Five mentioned one plan which is the "subject plan". In subject nine, Supervisor Twenty-Seven mentioned four plans which were: "the Supervision Section's plan, subject plan, teachers' training and development plan and monthly plans", but Supervisor Twenty-Six listed only three of them without mentioning the monthly plan which was required by every supervisor. These variations may indicate that some supervisors have forgotten to include some plans in their answers. It may also reflect the different roles between junior and senior supervisors in planning and their involvement in creating the different supervisory plans. These outcomes match the results of semi-structured interviews which revealed that the number of participants differs from one plan to another.

In terms of preparing the Supervision Section's strategic plan, it was mentioned by ten supervisors from eight different subjects (one, two, three, four, five, nine, eleven and twelve). For instance, Supervisor Twenty-Three from subject four stated that the Supervision Section's plan included two parts as follows:

> It includes the general plan and the operational plan. The general plan includes the vision, mission, and values; and the operational plan which is based on supervisory domains. Each domain is designed in terms of activities, time, aims, implementation technique, who is responsible and achievement percentage.

The same answer was provided by Supervisor Two and Supervisor Ten. These outcomes indicate that not all supervisors are aware about the contents of Supervision Section's strategic plan, because it was mentioned only by ten supervisors. The same applies to subject plans which were mentioned by most supervisors, but three of them claimed that they have no idea about their contents. Supervisor Four from subject three and Supervisor Eight from subject five wrote "I don't know" when asked about the contents of their subject plans. Supervisor Nineteen from subject two left the question unanswered. This may indicate a communication gap in terms of distributing supervisory plans among all

supervisors. It also raises an important issue about the involvement of all junior supervisors in designing their subject plans. They are supposed to take part in creating their subject plans.

In brief, these outcomes do not meet SP requirements in which all key stakeholders should be involved in planning to ensure that they have an idea about their contents. It does not also follow the steps which were listed in SP training booklets and included "Distribute the plan" in designing action plans.

In terms of the components of subject plans, all supervisors, except the three mentioned above, stated that they had included supervisory domains which were designed in terms of aims, strategies, time and who is responsible. For example, Supervisor Twenty in subject two pointed out that the subject plan includes "supervisory domains" which were prepared in terms of "aims, strategies and timeline". Supervisor Thirty in subject eleven also stated that the subject plan included "the supervisory domains" which were discussed in terms of "aims, strategies, time and who is responsible". This shows that subjects' plans were designed based on supervisory domains which were included in the Supervision Section's operational plan. This shows consistency between subject plans and the Supervision Section's strategic plan and matches the analysis results of plan documents and semi-structured interviews in the previous two stages.

All supervisors in all subjects also stated that their subject plans were designed for one academic year. Supervisor Sixteen from subject one, for instance, stated that the subject plan was created for "one academic year". Supervisor Thirty-One in subject twelve also stated the same answer. These answers show that there is an agreement among supervisors that subject plans were designed for one academic year which means that they are operational. This matches the outcomes of semi-structured interviews, but it does not match the long-term feature of SP which requires between three to five years to implement.

To conclude, the Supervision Section's plan includes the components of a strategic plan. It has a vision, mission, values and an operational plan. It also includes teachers' training and development plan. However, it needs reconsideration in terms of time to match the long-term nature of SP. The Supervision Section's plan provides the basis to formulate subject plans which are designed for one academic year and are based on supervisory domains. Each domain is discussed in terms of aims, strategies, time, and who is

responsible. These outcomes match the results of plan documentary analysis and semi-structured interviews which were analysed in the previous two chapters.

Thus, it is clear that supervisors follow a top-down approach in designing their supervisory plans which does not allow junior supervisors to take part in planning. They start creating the Supervision Section's strategic plan which is translated into subject operational plans and individual monthly plans. This is followed by implementing and evaluating supervisory plans which represent the focus of the next section.

8.2.4 Implementing and Evaluating Supervisory Plans

Unlike semi-structured interviews' answers, all supervisors were very brief in stating the implementation step, and 14 supervisors did not mention the evaluation step. This may indicate that some supervisors in some subjects do not evaluate their plans. For example, Supervisor Thirteen in subject one pointed out that they "Implement the plan and evaluate the outcomes" as the final steps in creating their supervisory plans. The same answer was also provided by Supervisor Twenty-Four from subject five who proposed that they "Implement the plan and evaluate it". Thus, it is not clear what exactly is being done by supervisors in these two steps, especially in terms of evaluating supervisory plans.

These results do not match the outcomes of semi-structured interviews in which some supervisors provided details about the implementation of various supervisory techniques to follow-up the teaching and learning process. Nothing has also been mentioned about plan evaluation and inclusion of performance indicators. This may indicate that the evaluation task is missing, or it is not done in a systematic way as mentioned by some supervisors in interviews. Plan evaluation is an important SP step to ensure that supervisory work is going in the right direction and to point out what has/has not been achieved. Most importantly, evaluation is helpful to figure out the reasons and challenges for not achieving some planned activities and what needs to be done to overcome them.

8.3 Strategic or Operational Plans

To check whether supervisors can differentiate between strategic and operational planning, they were asked if they consider their supervisory plans strategic or operational, and how they justify their choices. The questions in questionnaires focused on the contents of subject plans as well as the contents of the Supervision Section's plan.

In terms of subject plans, supervisors' responses showed that there were variations between subjects and even between supervisors within the same subject about whether to consider them strategic or not. 17 supervisors proposed that subject plans were strategic, four were unsure and ten stated that they were operational. This means that most supervisors think that their subject plans are strategic, including three of the 15 interviewed supervisors who pointed out in interviews that the subject plans were operational. For example, Supervisor Seven in subject eleven pointed out that "Yes, it is strategic, because it is considered a roadmap to achieve the subject's aims". But Supervisor Twenty-Nine in the same subject stated "No, because a strategic plan has long-term aims, but the subject plan has short-term objectives".

This clearly indicates that some supervisors still cannot differentiate between strategic planning and operational planning. This does match interviews' outcomes in which all participants stated that their subject plans were operational, because they did not include the components of strategic plans (vision, mission, and so on). They also pointed out in interviews that subject plans were limited in terms of time (one academic year) which does not meet the long-term nature of SP. This shows a knowledge gap in differentiating between strategic and operational planning which needs to be covered in training before supervisors start the implementation process of SP.

In terms of the Supervision Section's plan, 19 supervisors stated that it was a strategic plan. Supervisor Thirty-One from subject twelve, for example, proposed that "Yes, it is strategic. Each section needs to have its own vision, mission and long-term aims which are designed based on its needs". Supervisor Eighteen from subject two also proposed that "Yes, it is strategic, because it provides the basis to create subjects' plans". In addition, Supervisor Fifteen from subject one stated "Yes, because it represents the big umbrella which guides the Supervision Section's work".

On the other hand, 12 supervisors think that the Supervision Section's plan is not strategic. For example, Supervisor Seventeen from subject one proposed "No, because not everyone has participated in designing the plan". Supervisor Twenty-Seven from subject nine also stated "No, because it lacks analysis and evaluation. It also does not have a clear vision". Supervisor Ten from subject four pointed out that "It is difficult to say due to unclear rules and shortage of supervisors".

Some of the reasons mentioned above are irrelevant, and others indicate improper application of SP. However, it is clear that some supervisors still cannot differentiate between SP and operational planning. This may be due to improper or not enough SP training which is supposed to equip all supervisors with the necessary knowledge and skills before starting the implementation process. It may also be due to not applying all SP steps and not involving all supervisors in the planning process. Differentiating between SP and operational planning is an important issue which requires reconsideration from senior managers and SP trainers. All supervisors should have the necessary knowledge to differentiate between the two types of planning before starting to implement SP in practice.

Apart from Supervisor One in subject two, all supervisors agreed that the Supervision Section needs to have its own strategic plan. For instance, Supervisor Two from subject four stated that "Yes, it needs a strategic plan, because it represents an important tool to improve the quality of teaching-learning process". Supervisor Twenty-Five from subject eight also stated that "Yes, the section needs a strategic plan to overcome disorganisation at work". Supervisor Nine from subject seven added:

> Yes, to cope with updates and diversity of curricular and evaluation systems in private schools. The strategic plan helps to deal with unexpected challenges and increases collaboration between different sections to achieve the Ministry's mission ...

These responses show the importance of implementing SP in improving the quality of supervisory practices based on supervisors' viewpoints and practical experiences. They also think that SP is a helpful tool to improve the quality of teaching and learning which represents the focus of the following part.

8.4 Perceived Effects of Supervisory Practices on Fostering Senior Teachers' CPD

Descriptive statistics were used to analyse the quantitative data which were collected through senior teachers' questionnaire. The aim was to evaluate the perceived effects of supervisory practices on developing senior teachers' CPD. The quantitative data were statistically analysed using SPSS (Statistic Package of Social Science for Windows) version 25.

In measuring the internal consistency of questionnaire items, Cronbach Alpha (α) was computed. To begin with, the overall questionnaire was very reliable with a Cronbach's alpha of (a= 0.96). The Cronbach's alpha was also computed for the five sub-headings and the results were as follows: planning and lesson preparation (a=0.85), identification of needs and training (a=0.89), follow-up teaching and learning process (a=0.84), curriculum analysis and use of instructional materials (a=0.85), and teacher evaluation (a=0.86). This suggests that the questionnaire's items have very strong internal consistency. These five sub-headings are analysed in detail in the following parts.

8.4.1 Planning and Lesson Preparation

There were 10 items used to measure senior teachers' perceptions towards the usefulness of supervisory practices in fostering their planning and lesson preparation process. The outcomes showed that senior teachers were highly satisfied with supervisory practices under this category with Cronbach's alpha (a=0.85) and the average mean (M=4.50).

Checking senior teachers' plans represents the starting point for supervisors to get a clear picture about the activities and tasks which they intend to accomplish throughout the whole academic year. This is supported by item 1 "Checks my semester plan at the beginning of academic year" which got the highest mean score (M=4.76, SD=0.57). Suggestions for improvement are provided by supervisors to develop senior teachers' plans as indicated by item 2 which got the second highest mean (M=4.60, SD=0.61). This matches interviews' outcomes in which senior teachers stated that supervisors check and approve the plans in their introductory visits to schools.

Item 10 "Discusses the lesson plan before conducting class visit" got the lowest mean (M=4.02, SD=1.00) compared to other items in this part. It indicates that some supervisors do not conduct pre-lesson discussions with teachers before attending classroom visits. This may be partially due to busy timetables that senior teachers have in some schools. They do not have the chance to meet and discuss their lesson plans with their supervisors. Conducting pre-lesson discussion is important for supervisors to get an idea about the lesson's objectives, teaching methods and instructional materials which teachers intend to use inside the classroom. It is also important to have an agreement with the teacher on the main points to focus on in classroom observations.

8.4.2 Identification of Senior Teachers' Needs and Training

To identify senior teachers' needs and the types of training programmes which are provided to them, 10 items were used. The results revealed that senior teachers were highly satisfied with supervisors' work under this category with Cronbach's alpha (a=0.89) and the average mean (M=4.42).

Item 20 "Provides support and guidance for new teachers" got the highest mean score (M=4.72, SD=0.85) in this part. This shows that supervisors give great attention and support to develop new teachers professionally to ensure that they are ready to perform their tasks well. Supervisors also encourage senior teachers to cascade what they learn in training workshops to their teachers. This is illustrated by item 14 "Encourages senior teacher to transfer what has been learned in workshops to his/her teachers at school" which got the second highest mean score (M=4.57, SD=0.73). This indicates that supervisors train senior teachers who in turn are expected to cascade what they have learned to their teachers at schools.

This confirms that supervisory practices depend largely on the training and cascade models (transmission models) to foster senior teachers' CPD. This explains why action research (item 19) got the lowest mean in this category (M=4.08, SD=0.94). This matches semi-structured interviews' outcomes. Supervisors should give more focus on transitional and transformative CPD models such as action research and coaching and mentoring to increase senior teachers' professional autonomy to depend on themselves, and to take the full responsibility of their own professional learning and development. This will help to reduce the reliance on transmission CPD models which direct senior teachers to become passive learners and depend on what is being provided by their supervisors to improve their performance.

8.4.3 Follow-up Teaching and Learning Process

This part focuses on translating supervisory plans into practice to identify the strategies and techniques which supervisors use to follow-up the teaching and learning process based on senior teachers' viewpoints. The outcomes revealed that senior teachers were highly satisfied with supervisory practices under this category with Cronbach's alpha (a=0.84) and the average mean (M=4.54).

Supervisors focus on teachers' performance as well as checking students' achievement using different techniques. This explains having two items with the same highest mean score (M=4.62) which were: item 22 "Encourages senior teacher to vary his/her teaching methods"; and item 28 "Asks students questions to check their understanding". Supervisors encourage senior teachers to vary their teaching methods to meet individual differences between students. This is followed by asking students questions by supervisors at the end of the lesson to check their understanding and to ensure that they have achieved the lesson's objectives.

Item 23 "Conducts class visits to follow-up senior teacher's work" got the lowest mean score in this part (M=4.41, SD=0.72). This may be because senior teachers are usually well-experienced and do not require several class visits to follow-up their work. They are considered resident supervisors in their schools who take care of and follow-up other teachers' work to provide continuous guidance and support. Thus, supervisors focus on visiting other teachers to provide suggestions for improvement, instead of visiting senior teachers who may need less guidance and support.

8.4.4 Curriculum Analysis and Use of Instructional Materials

This part highlights the perceived usefulness of supervisory practices on curriculum analysis and use of instructional materials by senior teachers. The results showed that senior teachers were highly satisfied with supervisory practices under this section with Cronbach's alpha (a=0.85) and the average mean (M=4.49).

Item 32 got the highest mean score (M=4.68, SD=0.56) in this part "Updates senior teacher with changes in curriculum". This matches interviews' outcomes in which senior teachers stated that supervisors inform them about the changes in syllabus directly through meetings and workshops, and indirectly through emails and letters. Changes or updates in syllabuses are made due to introduction of new edition of books from publishers, or in response to feedback and suggestions which have been received from senior teachers and schools. This indicates that senior teachers are actively involved in providing feedback about the curriculum application to make the necessary changes and improvements by curriculum department. Thus, supervisors work as a bridge between senior teachers and curriculum department at the Directorate General of Private Schools to transfer their feedback to the concerned department and to discuss what needs to be changed in the curriculum.

Item 31 got the lowest mean score (M=4.36, SD=0.85) in this category "Helps senior teacher to select the appropriate syllabus/ curriculum". This may be because selection of syllabus happens only at the beginning of starting a new level or class. Once the syllabus has been chosen based on students' level and needs, there is no need to discuss or ask again for supervisors' advice in this regard.

8.4.5 Teacher Evaluation

One of the main tasks of educational supervision is to assess and evaluate senior teachers' performance continuously. The outcomes revealed that senior teachers were highly satisfied with supervisors' work in this category with Cronbach's alpha (a=0.86) and the average mean (M=4.34).

Item 46 "Writes fair and constructive reports about senior teacher's performance" got the highest mean score (M= 4.47, SD=0.72) in this part. It shows that senior teachers were happy with the evaluative reports which were written by their supervisors and benefited from them in developing their performance. The reports included a mixture of written notes and marks in such areas as planning, teaching methods, timing, use of instructional materials and students' achievement. Suggestions for improvement are also included in this report.

Item 43 "Depends mainly on class visits to evaluate senior teacher's work" got the lowest mean score (M=3.95, SD=1.07). This could be related to the reason that supervisors use various sources to collect data about senior teachers' performance so that their reports are fair, constructive and comprehensive. As indicated by interviews' results, supervisors use senior teachers' portfolios which have samples of their achievements various and evidence that can help supervisors to judge the quality of senior teachers' work.

In brief, the mean and standard deviation results in the five parts of senior teachers' questionnaire mentioned above showed that senior teachers were highly satisfied with supervisory practices and found them useful and constructive in fostering their professional growth and development. This may partially due to the small number of senior teachers who participated in the study (200 out of 600). It is possible that the ones who were not happy with supervisory practices did not take part in the study.

Generally speaking, the outcomes showed that supervisors use various tools and techniques to develop senior teachers professionally such as class visits, training

workshops, meetings and peer observations. To encourage senior teachers to take the full responsibility of their own professional learning and development, supervisors are urged to shift their focus from transmissive CPD models to transitional and transformative models such as communities of practice, action research and mentoring and coaching to encourage senior teachers to become active learners and become responsible about their learning.

8.5 Opportunities/ Benefits of Implementing SP

More opportunities and benefits have been stated by supervisors in questionnaires compared to interviews' outcomes. To begin with, the main opportunity which was mentioned by most supervisors is the implementation of 'schools' self-supervision project'. It aimed to encourage private schools to take the full responsibility of developing and evaluating their own work. Supervisor Twenty-One, for example, stated that:

> One of the advantages of implementing SP is the introduction of schools' self-supervision project. It can help to reduce supervisors' and the Supervision Section's workload.

In interviews, supervisors stated that this project is still at the piloting stage and 17 schools are implementing this project this year. It is going to be evaluated after two years and senior managers would decide whether to continue or discontinue the project based on its outcomes.

Several benefits have been listed by all supervisors because of conducting SP in educational supervision. For example, Supervisor Twenty-Two from subject three stated that SP has helped them to:

> - Specify the aims clearly and connect them with the department's and other   sections' tasks.
>
> - Use the available resources more effectively.
>
> - Collect data to develop and improve supervisory work.
>
> - Connect the strategy with other departments' and sections' work, and with the outside environment.
>
> - Think in a systematic way to review work progress and achievement.

Supervisor Two from subject four also stated that SP has helped them to:

> Connect supervisory work with the Ministry's and directorate's aims; to analyse the internal and external environments; and to achieve efficiency and effectiveness through balancing between the resources and needs.

In addition, Supervisor Twenty-Six from subject nine proposed that SP has helped supervisors to "avoid disorganisation at work and solve some of the challenges in the field". Moreover, Supervisor Fifteen from subject one stated that SP has "Added more quality to supervisory work, saved time and effort, and has helped to solve some of the challenges".

These responses show that implementing SP in educational supervision has helped to achieve several benefits which have improved the quality of supervisory work based on supervisors' practical experiences. These outcomes match the results of interviews which were discussed in the previous chapter.

8.6 SP Challenges

On the other hand, some challenges were written by supervisors which showed that it is not an easy task to implement SP. Some of them were mentioned in interviews and others were new. They are grouped under the following headings:

8.6.1 Bureaucratisation

Supervisors in seven subjects stated that centralisation and bureaucratic system which is followed at the MoE hinders the effective implementation of SP. It does not provide senior managers with enough time to follow up the SP process, because they are busy with routine tasks and formal procedures which affect the follow-up process negatively. It also complicates the procedures which need to be followed to achieve or respond quickly to certain tasks and activities.

For example, Supervisor Two stated that "Senior managers have no time to follow-up the implementation process because of being busy with routine tasks due to centralisation". This was confirmed by Supervisor Ten who stated that "Centralisation does not provide senior managers with enough time to follow-up supervisory work". Supervisor Twenty-Three added that "Senior managers are overloaded with routine and bureaucratic tasks which do not provide them with enough time to do follow-ups". Moreover, Supervisor

Five from subject twelve pointed out that "Complications of administrative procedures have limited the application of SP".

Centralisation has also resulted in bureaucratic control over resources allocation. This has resulted in that the Supervision Section does not have the control over the recruitment of new supervisors and does not have its own budget. It needs to go through long formal procedures to get new supervisors and to get the financial support to conduct its training programmes and activities. This has led Supervisor Twenty to state "shortage of resources" is one of the obstacles in implementing SP. Supervisor Thirty-One also stated that there is a "lack of resources to implement the plan". Thus, it is difficult to plan supervisory activities without having a clear picture about the financial support provided by the MoE. These outcomes match the results of semi-structured interviews in the previous stage. Administrative procedures need to be smooth and quick, and provide supervisors with the required authority or power so that they can take the necessary actions directly without any complications or delays.

8.6.2 Shortage of Supervisors' Supplies

The Supervision Section suffers from a shortage of supervisors in some subjects which has affected the implementation of SP negatively. Supervisors in subjects two, three, five, six, seven, and twelve stated that they have shortages of supervisors. For example, Supervisor One from subject two pointed out that "There is no balance between planning and the availability of human and financial resources". Supervisor Twenty-One from subject three also stated that "There is a need to increase the number of supervisors". In addition, Supervisor Nine from subject seven added that "We are overloaded with various tasks and duties due to shortages of supervisors".

These responses show that the shortage of supervisors is a big challenge in implementing SP. Supervisors are overloaded with various tasks due to their small number in some subjects. Providing the required human resources is a basic requirement in SP so that there are enough supervisors to plan and follow-up the implementation process, especially in subjects which do not have senior supervisors. This matches the outcomes of semi-structured interviews in the previous stage.

8.6.3 Overlapping and Unclear Responsibilities

Some supervisors think that their tasks and duties are unclear and overlap with the tasks of other sections and departments at the MoE. For example, Supervisor Sixteen from subject one pointed out that "Responsibilities are not clear and there is an overlap in duties". This was confirmed by Supervisor Eighteen from subject two who stated that there are "overlapping and unclear responsibilities". This challenge was also mentioned by other supervisors such as Supervisor Twenty-Seven from subject nine and Supervisor Thirty from subject eleven. But the participants have not provided examples of those tasks and duties which were not clear, or which overlapped with the work of other sections and departments.

8.6.4 Unclear Vision

Although the Supervision Section has a vision, some supervisors think that it is not clear and needs to be more specific and accurate. For example, Supervisor Thirteen from subject one proposed that "The Supervision Section's vision is not clear". This was confirmed by Supervisor Twenty-Six from subject nine who pointed out that "The Supervision Section has unclear vision". This is due to the reason that "Planning guidelines are not taken into consideration in practice" as proposed by Supervisor Ten.

This outcome matches the plan documents' analysis outcomes. The vision statement was unclear and needed reformulation to make it clearer and more specific. The vision represents the starting point and future direction for the whole supervisory work. Thus, clarity of vision statement is of great value to guide the planning and implementation processes of supervisory work in the right direction.

8.6.5 No Empowerment

Six supervisors think that they are not given the authority to take decisions and solve the problems they encounter in the field. Supervisor Twenty-Two stated that there is "No trust in others' abilities and there is no empowerment". This was confirmed by Supervisor Two who pointed out that there is "No empowerment because of lacking trust in others". This may be due to "Lack of skills by some staff and managers" as proposed by Supervisor Ten.

Some degree of empowerment is required in implementing SP to provide supervisors with the power and authority to perform their tasks, and to take the full responsibility of the results at the same time. Thus, senior managers need to have the necessary skills and trust to delegate some tasks to supervisors. This would help to encourage them to take the appropriate decisions and to be responsible for the outcomes of their actions.

8.6.6 No Systematic Evaluation

Evaluation of supervisory plans is an important element in the SP process. However, some supervisors have not mentioned this step and others have stated that it is not done at all, or it is not done in a systematic way. For example, Supervisor Ten stated that there was 'No systematic evaluation of the Supervision Section's work'. Supervisor Two also stated that "There is no proper assessment of supervisory plans". Supervisor Twenty-Three added that there are "No clear criteria to evaluate our work properly".

These responses show that there is a problem in evaluating supervisory plans and work. This matches the outcomes of interviews in the previous stage. This may be partially due to a lack of performance indicators or criteria in supervisory plans. Some supervisors may also not have the required skills to perform this task well. Thus, more training may be required in evaluating supervisory plans and senior managers need to play a vital role and work collaboratively with supervisors in the evaluation process of their supervisory plans.

8.6.7 Resistance to Change

Supervisors responses showed that there is a resistance to change by some supervisors who do not want to change their routine and implement any new ideas such as SP. This represents a big challenge in implementing SP in educational supervision. For example, Supervisor Fifteen from subject one stated that "There are some supervisors who resist change and the implementation of strategic plan". Supervisor One from subject two also cited "resistance to change" as one of the obstacles in implementing SP. The same challenge was mentioned by other supervisors in other subjects.

However, Supervisor Twenty-One from subject three proposed that "I don't think there are supervisors who don't like change, but the problem is in the way change is presented to them". This is due to the reason that "Some supervisors consider change as adding more tasks to their workload, so they resist it" as proposed by Supervisor Two. Resistance

to change may also be due to "a communication gap between plan implementers and decision makers" as pointed out by Supervisor One from subject two. In addition, Supervisor Twenty-Seven from subject nine stated that "There is no coordination between senior management and the Supervision Section which hinders supervisory work. Supervisors are asked to perform various tasks which are unplanned...".

These responses show disagreement between the participants in terms of resistance to change and application of SP as a new strategy in educational supervision. Thus, senior managers and SP trainers need to ensure that the rationale and aims for introducing SP in educational supervision are carefully and clearly presented to the participants so that they are convinced about its role in developing their supervisory practices. More collaboration and coordination are also required between supervisors and senior managers and with other sections to achieve the intended outcomes.

8.6.8 Insufficient SP Training

More than 15 supervisors think that SP training was not enough. For example, Supervisor Five from subject twelve stated that "Training was not enough to conduct SP properly". Supervisor Twenty-Four from subject four also stated that there is "No enough training and knowledge about SP". This matches the outcomes of interviews in the previous chapter.

This may be due to the different SP training programmes which were attended by senior and junior supervisors. Almost half of the participants stated that they attended a SP training programme for a day or two and the rest for a week. Training for one or two days may indicate that training covered the theoretical part (only one booklet). The other SP training booklet which includes some practical exercises has not been covered. Thus, Supervisor Eighteen from subject two proposed that "Some supervisors still need more training on SP and to provide them with good examples to apply it correctly". Thus, training should cover the theoretical as well as practical parts of SP to ensure that all participants have the necessary knowledge and skills to apply it correctly in practice.

8.7 Suggestions for Improvement

In order to overcome the challenges and improve the application of SP in educational supervision, supervisors have stated some suggestions which can be categorised under the following headings:

8.7.1 More SP Training is Needed

Supervisors in most subjects suggested that they need more SP training workshops; including those who were trained for a week. For example, Supervisor Twenty-Five from subject eight suggested "A training workshop for a week for all supervisors". This suggestion was repeated by Supervisor Thirty from subject eleven who stated that "More SP training workshops are needed for supervisors for a week". This indicates that training for one or two days which covers the theoretical part of SP was not enough and needs to be extended for a week so that practical exercises are included in training.

Supervisor Twenty-One was more specific by suggesting "Training supervisors on how to implement the strategic plan". This response shows that more attention should be given to plan implementation in training so that it is implemented properly. Supervisor Fifteen from subject one added "Continuous training on SP, especially for newcomers" which aims to provide training for new supervisors so that they are equipped with the necessary knowledge and skills to implement SP in practice.

8.7.2 Provision of Necessary Resources

More than 20 supervisors emphasised the importance of providing the required human and financial resources to implement SP effectively. For example, Supervisor Twenty-Three from subject four suggested that "Senior management needs to provide the required logistics and resources to implement the plan". Supervisor Five from subject twelve stated that supervisors need to have "A clear idea about the resources available to them".

In addition, Supervisor Sixteen stated that they needed "Support from senior management in implementing the strategic plan, especially in terms of providing the necessary financial and human resources". Moreover, Supervisor Ten from subject four and Supervisor Twenty-One from subject three suggested "To increase the number of supervisors". Provision of necessary resources by senior management is a basic requirement to implement SP successfully in educational supervision.

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8.7.3 Involvement of All Stakeholders in Planning

Some supervisors mentioned the significance of involving everyone in the planning process. For example, Supervisor Seventeen from subject one proposed that it is important to "Involve all stakeholders in the planning process". This matches what has been mentioned by Supervisor Thirty-One from subject twelve who pointed out that they should "Involve everyone in the planning process". In addition, Supervisor Twenty-Seven from subject nine stated that they should "Involve everyone in planning". One way to achieve this is to "Conduct meetings between supervisors and senior management" as suggested by Supervisor Twenty from subject two. This would help to "Work as a team" as stated by Supervisor Twenty-Seven from subject nine.

8.7.4 More Coordination and Collaboration are Required

About half of the participants suggested that there should be more coordination and collaboration between plan designers and implementers, and between the Supervision Section and other sections and departments at the MoE. For instance, Supervisor Seven from subject eleven stated that there should be "More coordination between plan designers and implementers". Supervisor Eleven from subject twelve also proposed that they needed "Proper coordination among the sections and departments at the Ministry of Education". In addition, Supervisor Sixteen from subject one pointed out that there should be "Coordination between different sections in designing strategic plans" and "Collaborative implementation of the strategic plan between different sections". Supervisor Twenty-Seven from subject nine added that supervisors should "Coordinate between supervisory strategic plan and the plans of other sections".

Coordination would help to "Distribute the roles among supervisors to simplify their work" as proposed by Supervisor Twenty-Two from subject three. It would also help to "Reduce the number of administrative procedures to save time and effort" as pointed out by Supervisor Sixteen from subject one. The aim might be to overcome the overlapping tasks between different sections by working as a team to achieve the intended outcomes.

8.7.5 Provision of Good Examples in Implementing SP

Six supervisors suggested connecting theory with practice by visiting organisations which have implemented SP successfully to benefit from their practical experiences. For

example, Supervisor Twenty-Three from subject four suggested that they can "Benefit from the experiences of other organisations in applying SP". Supervisor One from subject two also proposed that senior managers need to "Provide examples of some successful experiences and their results" so that supervisors can benefit from their experience in implementing SP. This can be, as a suggestion, part of the training programme to connect theory with practice and to provide real examples by visiting organisations which have implemented SP successfully so that supervisors can learn from their practical experiences.

8.7.6 Continuous Follow-ups and Evaluation

Supervisors in most subjects agreed that they need continuous follow-ups and evaluation of their plans from senior managers. This would help to provide the necessary guidance and support to maximise the quality of supervisory work. Supervisor Thirty from subject eleven stated that they need "Follow-ups and evaluation of their plan". This matches what was mentioned by Supervisor Thirty-One from subject twelve and Supervisor Fifteen from subject one who proposed that they need "Continuous assessment and evaluation of their supervisory plans".

One way to achieve this is to "Evaluate the plan step by step" to make the necessary improvements as suggested by Supervisor Seventeen from subject one. Supervisor Sixteen from subject one added that they need to "Evaluate their plans to identify the factors which have hindered their achievement and to suggest solutions to overcome them". This requires more "Collaboration in implementation and follow-ups from supervisors and senior managers" as suggested by Supervisor Six.

8.8 Summary

This chapter has focused on analysing supervisors' open-ended questionnaire qualitatively; and analysing senior teachers closed-ended questionnaire statistically using SPSS version 25. The aims were: to explore the creation processes of supervisory plans; and to evaluate their perceived effects on fostering senior teachers' CPD which in turn improve the quality of teaching-learning process.

Most of the results were consistent with semi-structured outcomes. There were variations between supervisors in different subjects and between supervisors within the same subject

in applying between three (planning, implementing and evaluating) to five steps (preparing, analysing, planning, implementing and evaluating) in creating their supervisory plans. More themes have been identified, especially in terms of benefits, challenges and suggestions for improvement which were highlighted in the previous sections.

However, there were inconsistent outcomes in two areas compared to interviews' outcomes. To begin with, some supervisors who have not mentioned the SWOT analysis step in interviews have included it in their answers in questionnaires. This may due to the reason that they have forgotten to mention it in interviews. The second area which does not match interviews' outcomes is the differentiation between strategic and operational planning. Some supervisors who stated that their subjects' plans were operational in interviews have written that they were strategic in questionnaires. This indicates that some supervisors still cannot differentiate between strategic and operational planning. It may be due to not receiving enough SP training as indicated by some supervisors.

Both interviews' and questionnaires' outcomes showed that there is a problem with the evaluation process of supervisory plans. Some supervisors stated that it is not done at all and others proposed that it is done, but it is not systematic. This is supported by not including performance indicators in supervisory plans. Inclusion of performance indicators is of great value to guide and assist supervisors in evaluating their plans as indicated in SP training booklets.

The analysis of senior teachers' questionnaires showed that senior teachers were highly satisfied with supervisory practices in the five domains which were analysed in section (8.4). This may indicate that supervisory practices were helpful to foster senior teachers' professional growth and development. Thus, most senior teachers suggested increasing the number of supervisory visits to get more guidance and support from their supervisors.

Chapter Nine: Discussion of the Findings

9.1 Introduction

This chapter reports the three sets of data collected from supervisory plan documents, semi-structured interviews and two questionnaires in relation to the objectives of current study. The main aims are to corroborate between qualitative and quantitative data through triangulation to better understand the implementation of SP in educational supervision, and to evaluate its perceived effects on fostering senior teachers' CPD. It also aims to discuss the outcomes in relation to the reviewed literature, and to address the questions of current study:

The main question is:

To what extent do supervisors use strategic planning to successfully improve the quality of teaching and learning?

More specifically, the study attempts to answer the following questions:

1. What processes and thinking inform supervisors' development of their supervisory plans?

2. How useful do key stakeholders consider strategic planning for enhancing teaching and learning?

3. How do supervisors differ in the use of strategic planning in developing their supervisory practices?

4. What opportunities and constraints do supervisors consider influential on ways they use strategic planning in supervision to enhance the quality of teaching and learning?

5. What are supervisors' suggestions for improving the use of strategic planning in educational supervision?

The three sets of data are discussed in relation to the research questions in the following lines.

9.2 Processes Underpinning Supervisors' Development of Plans

This question aims to explore the steps and procedures which supervisors follow to create their supervisory plans with a view to differentiating between strategic and operational plans. The supervisors' semi-structured interviews' outcomes were consistent with their questionnaires' results and revealed that there were between three to five steps which they followed in preparing their supervisory plans. They were plan preparation, SWOT analysis, plan formulation, implementation and evaluation.

These five steps match what was mentioned in SP training booklets and the suggested SP model (Al-Ajmi strategic planning model) which was created after reviewing the related literature. They also match the steps proposed by Chang (2006) in designing educational strategic plans, except the plan preparation step which was not included by Chang, but it was incorporated in recent SP models created by Allison and Kaye (2015) and Bryson (2011). As Albrechts and Balducci (2013) argue, there is no best way to conduct SP. It should match the needs and context in which it is applied. Therefore, Puamau (2006) and Njeru et al. (2014) assert that SP must be contextualised and realistic to achieve its purposes and objectives.

However, the data showed that the application of some steps was not done properly and requires reconsideration in terms of who should be involved and how. This matches the outcomes of Al-Hosni's study (2009) who reported that there is a moderate level of applying SP by senior managers at the MoE and directorates' levels. It also matches the outcomes of Al-Sarhani's study (2010) who found out that school principals apply SP at a moderate level in Oman.

In conducting the plan's preparation step, for example, the work was limited to collecting data and conducting meetings between senior managers and senior supervisors. These efforts are not enough to start the SP process and may lead to making inappropriate decisions which would affect the planning process negatively. Conducting a readiness assessment and checking the availability of resources are essential procedures to initiate the SP process (Bryson & Alston, 2011; Allison & Kaye, 2015). The aim is to explore the capacity and readiness of the Supervision Section and whether it is ready to implement SP or not.

The MoE represented by the Directorate General of Private Schools has trained supervisors on SP with a view that they are going to implement all its steps and procedures in creating a strategic plan. However, the top-down approach which is being followed at the Supervision Section in creating the supervisory strategic plan does not provide the opportunity for junior supervisors to take part in the planning process. The nature of their roles and job requirements do not allow them to be involved in the SP process. This does not match SP training guidelines and the reviewed literature which emphasise that SP is a collective process and all key stakeholders should be involved in the planning process (Balkar & Kalman, 2018; Allison & Kaye, 2015; Mbugua & Rarieya, 2014; AlKandari, 2013; Bryson, 2011). Working together helps to encourage continuous discussions among stakeholders and to define priorities to achieve collective excellence (Pevzner, 2006).

As a result, the three data sets revealed that supervisors had created three types of supervisory plans. To begin with, the Supervision Section's plan which includes vision, mission, values, an operational plan, and teachers' training and development plan. These components show that it is a strategic plan and match the components of strategic plans incorporated in literature (Shahin, 2011; Hinton, 2012; Makhdoom, 2012; Mittenthal, 2002). However, as mentioned earlier, it was designed only by senior managers in collaboration with senior supervisors without involving junior supervisors. There were also some remarks in terms of formulating vision and mission statements. They were not clear and specific, and the future direction was missing in the vision statement. The vision statement is an important SP element and provides a clear direction for the organisation and its members (Tapinos et al., 2005; Mittenthal, 2002; Hinton, 2012).

The time-period written in the plan (2017/18) does not match the long-term nature of SP to envision the future (Allison & Kaye, 2015; Bryson, 2011; Snyder, 2015; Han & Zhong, 2015; Ozdem, 2011). The outcomes of the three data sets showed that there was improper application of timeframe in the supervisory strategic plan. It does not match what was included in SP training booklets and the reviewed literature. The strategic plan should be designed for three to five years (Snyder, 2015). SP training guidelines were not applied correctly in terms of plan timeframe which may indicate improper preparation at the training stage. It may also due to lack of senior management support. Lynch (2006) and Chukwumah and Ezeugbor (2015) reported poor or lack of direction and support from senior management as one of the main constraints in applying SP in schools.

The second type was subject plans which were designed based on supervisory domains (planning, curriculum, supervisory visits, training, and so on.) for the academic year 2017/18. These components show that they were operational plans which outline the SMART objectives and their detailed activities (Wyk & Moeng, 2014; Hinton, 2012; Pardey, 2016). They did not include the components of strategic plans (vision, mission, values). The time period (2017/18) also indicates that they were operational plans and does not match the long-term nature of SP to envision the future (Allison & Kaye, 2015; Bryson, 2011, Shahin, 2011; Snyder, 2015).

However. the components of subject plans show that there is consistency between them and the Supervision Section's strategic plan in terms of structure. It was designed based on supervisory domains (planning, supervisory visits, training, ...etc). These subject operational plans were then translated into supervisors' individual monthly plans which included daily activities and tasks. This order is logical and indicates that each plan provides the basis for creating the following one.

In addition, the three data sets revealed that there were no performance indicators included in all supervisory plans which are considered an essential component of strategic plans (Chang, 2006; Shahin, 2011). This has led some supervisors to state that there was no evaluation of supervisory plans at all; and others proposed that there was an evaluation task, but it was not systematic. It was just a summary of what has/has not been achieved. This shows clearly that there was a problem with the evaluation process of supervisory strategic plan. It does not include performance indicators to assess the plan's progress or to explore the reasons for not achieving some tasks and who is responsible. These outcomes do not match the SP reviewed literature and training guidelines which directed supervisors to include performance indicators in their strategic plan.

Moreover, all supervisory plans do not include any details about the finances which represent basic components of a strategic plan. Zuckerman (2012) proposed that strategic plans fail due to involving inappropriate people and having no financial support. In their study, Chukwumah and Ezeugbor (2015) also found out that financial constraints were one of the main problems which encountered the application of SP in schools in Nigeria. Thus, Allison and Kaye (2015) point out that it is not possible to make effective strategic decisions and to create a sound future business model without financial data.

Lack of financial support in the current context may be due to the reason that the Directorate General of Private Schools is part of the MoE main structure. It is a centralised system which does not allow the directorate to have its own budget. Consequently, it needs to go through long bureaucratic procedures to get the financial support for any planned programme or activity. It is difficult for plan designers to include activities and programmes in their strategic plan without having enough information about the budget available. Thus, Peach (2005) warns from the bureaucratic mechanisms which may be used in applying SP in an organisation.

The MoE in Oman is responsible for allocating financial resources and issuing the most fundamental decisions. This centralised system does not provide enough freedom and data for plan designers and may affect the creation and implementation processes of supervisory plans. Lauglo (1995) points out that centralised policy focuses on making decisions by top authority and leaves the lower levels in the organisation with tightly programmed routine for implementation. This indicates that the lower levels do not take part in the decision-making process. SP needs to be a collective and collaborative process between top and lower levels so that the planning process is comprehensive (AlKandari, 2013; Bryson, 2011; Shahin, 2011).

Furthermore, the outcomes revealed a misunderstanding in differentiating between strategic and operational plans. Some supervisors considered their subjects' plans strategic and others stated that the Supervision Section's plan is operational. This indicates a clear misunderstanding and shows that some of them cannot differentiate between strategic and operational plans. This may be due to not involving all supervisors in the SP process itself which has created a gap in communication between plan designers and plan implementers as pointed out by some supervisors. It may also be due to the different SP training programmes which were attended by supervisors. Most junior supervisors attended a training workshop for a day or two which was an introduction to SP and did not include any practical exercises. They stated that they were not prepared well enough to implement SP successfully. This explains why some of them suggested conducting more SP training so that all participants have a solid foundation and knowledge about SP concepts and steps to apply them correctly. Thus, eligibility of SP training needs to be reconsidered by senior management at the Directorate General of Private Schools.

Without implementing the training guidelines and steps by junior supervisors themselves, it is unsurprising that the plans they created were not strategic. They were involved only in creating their subject plans which may not require the implementation of all SP steps. Thus, the Directorate general of Private Schools needs to be realistic in its expectations in implementing SP in educational supervision. It needs first to ensure that all key stakeholders, including junior supervisor, are involved in the SP process directly to make it comprehensive and responsive to their needs and requirements. Follow-ups need also to be conducted by senior managers as well as SP trainers to provide the necessary guidance and advice to supervisors at the implementation stage of SP. However, the good point is that some junior supervisors are aware of all the SP processes and steps which were included in their answers.

Besides, all supervisors stated that they need to plan strategically to improve the quality of their supervisory practices and to cope with the changing environment. This means that SP is a response to supervisors' needs. This outcome does not go in accordance with the outcome of Al-Lamki's study (2009) who reported that there is a mismatch between what is provided by the MoE and needed by the participants in the field.

9.3 Usefulness and Benefits of SP in Educational Supervision

This part aims to identify the benefits which have been achieved from implementing SP in educational supervision based on the participants' viewpoints. Identification of SP benefits will help decision-makers and supervision authority at the Directorate General of Private Schools to decide whether to continue or discontinue training supervisors on SP. Most importantly, the benefits will make it clear whether SP is responsive to supervisors' actual needs or not; and how has it facilitated and improved the quality of supervisory practices.

The outcomes revealed that senior management's follow-ups were indirect and depended on the feedback provided by the acting head of Supervision Section about the plan's progress. This means that they have not conducted any systematic evaluation to evaluate the effects of SP on improving supervisory practices or their perceived effects on developing senior teachers' CPD. Thus, the current study is timing and can be of great value to senior management and supervision authority to get a clear picture about the usefulness of SP on improving supervisory practices and their perceived effects on

fostering senior teachers' professional growth and development based on supervisors' and senior teachers' perspectives.

Supervisors' responses in interviews revealed some benefits which were achieved from implementing SP in educational supervision. More benefits were added by supervisors in their answers in questionnaires. This may indicate that the majority of supervisors have benefited from implementing SP in their supervisory work, although it is the first time to apply SP. These benefits are discussed in the following parts.

To begin with, some supervisors stated that SP had unified the vision of all subjects which resulted in saving time and efforts and using the available resources effectively. Having a unified vision can help supervisors and other key stakeholders to understand the overall direction of the Supervision Section. It can also provide guidance to all members about how they fit into the whole picture and what is expected from them (Collins & Porras, 1997; IIEP, 2010).

In addition, having a unified vision has resulted in various benefits to the Supervision Section and has directed all supervisors towards achieving the same goal, although some supervisors stated that it needs to be reformulated to make it clearer and more specific. These remarks match the outcomes of plan documents' analysis. They also match what has been stated by IIEP (2010) and IIEP (2010; 2015) that SP helps to ensure that everyone is working towards achieving the same goals and objectives.

However, as discussed in chapter six, the current supervisory vision requires reconsideration in terms of formulation and clarity. It also does not show the future direction of the Supervision Section. Thus, it needs to be explicit, straightforward and concise (Mittenthal, 2002; Plant, 2009). As suggested by Ozdem (2011) and Makhdoom (2012), it should be easy to memorise and as short as possible without exceeding ten words. Another suggestion for improvement, SP trainers may play a vital role in resolving the clarity and specificity issues of supervisory vision and mission statements. They may conduct some follow-ups to provide the necessary guidance and advice for supervisors in formulating and implementing the components of their strategic plan.

SP has also encouraged teamwork among supervisors in the same subject and between supervisors in different subjects. Besides, it has increased collaboration and communication between the Supervision Section and other sections and departments at the MoE. Collaboration is an essential characteristic of SP to build a culture of shared

decision-making, shared commitment, and shared formulation and implementation of the supervisory strategic plan. Many researchers and authors have emphasised that SP is a collaborative planning and problem-solving process which aims to address issues at the system level or student-related concerns (Mbugua & Rarieya, 2014; IIEP, 2010; IIEP. 2015; Curtis & Stollar, 2002; Makhdoom, 2012; Allison & Kaye, 2015).

These outcomes match what has been mentioned by Fogg (1994) who proposed that SP provides a roadmap and direction, sets priorities, allocates resources, and coordinates actions. They also match the benefits listed by Lingam et al. (2014) and Allison and Kaye (2015) who reported that SP encourages active participation and collaboration and builds teamwork. The aim is to improve coordination mechanisms and to develop management efficiency (Babaoglan, 2015).

Although the outcomes showed that SP has improved collaboration between supervisors in different subjects, and between the Supervision Section and other sections at the ministry level, supervisors suggested to have more collaboration to reduce administrative procedures to save time and efforts. Reducing administrative procedures may not be fully achieved by increasing collaboration with other sections. It is partially caused by the centralised administrative system which is being followed at the MoE which controls allocation of resources and financial support (Al Abri, 2018; Al-Ghefeili, 2014, Walford, 2011). Thus, the MoE needs to think of ways to delegate some tasks and give more authority to supervisors in implementing their plan. More efforts are also required to decentralise the decision-making process and allocation of resources to maximise the quality of implementing SP in educational supervision.

Third, SP has encouraged supervisors to conduct data collection and analysis, and to examine the internal and external environments in which the Supervision Section operates. The aim is to collect data to prioritise supervisory tasks and to match the activities with the outcomes of the environmental analysis (Harray, 2008; Kirkup et al., 2005). Having a database about teachers and schools has also simplified the decision-making process and to identify the critical issues which need to be resolved by the Supervision Section through the use of SWOT analysis.

This goes in accordance to what was mentioned by Axson (2010) who stated that SP can simplify planning by removing certain options through the analysis process. It also matches the application of SWOT analysis suggested by Bryson (2011) and Allison and

Kaye (2015) to build on strengths, take advantage of major opportunities, and minimise or overcome weaknesses and challenges. The analysis of these four elements is beneficial in clarifying the situations or conditions within which the organisation works (Bryson & Alston, 2011; Tsiakkiros & Pashiardis, 2002). In brief, SWOT analysis has helped the Supervision Section to prioritise supervisory tasks and to identify the strategic issues which supervisors need to focus on in their work.

However, SWOT analysis should not be limited to analysing the data collected about teachers and schools; or examining supervisory reports as mentioned by some supervisors. Bell (2004), for example, questions the usefulness of environmental analysis and whether schools have the required skills and resources to conduct it effectively or not. This applies to the current context and whether supervisors have the necessary skills and resources to apply SWOT analysis effectively or not. Besides, not all supervisors conducted the environmental analysis based on the outcomes which may raise a question about the usefulness and comprehensiveness of the analysis process. The analysis outcomes should help to estimate what needs to be included in the supervisory strategic plan, especially in terms of the resources required to make it more realistic, contextualised and responsive to supervisors' needs. Thus, AlKandari (2013) emphasises that educational inputs or resources should be carefully selected to match the needs through environmental analysis to achieve the goals of the organisation.

Fourth, application of SP in educational supervision has added more organisation to supervisory practices which minimised chaotic or unplanned work. This may be partially due to having a unified vision which has directed everyone towards achieving it. Besides, it may have been achieved because of the coordination with other sections and departments at the MoE which saved time and efforts as stated by several supervisors. This matches the outcome mentioned by Babaoglan (2015) who proposes that SP encourages effective administrative and management efficiency. Mintzberg (1994) also states that the application of SP improves coordination mechanisms. However, some supervisors stated that the coordination process still needs to be increased between the Supervision Section and other sections.

Some supervisors stated that coordination is also required between the MoE represented by the Directorate General of Private Schools and other governmental bodies which work with and monitor private schools in Oman. This includes, for example, the Ministry of

Manpower, the Ministry of Housing, and Oman Chamber of Commerce and Industry. All these governmental bodies need to create a coordination mechanism so that there is an organisation and consistency in terms of duties and tasks. All efforts should be directed towards achieving the same goals without any clashes or miscommunications between them in practice.

Fifth, SP has helped supervisors to solve some of the challenges which they have encountered in practice. This goes in accordance with what was mentioned by Harray (2008) and Tsiakkiros and Pashiardis (2002) who propose that SP helps organisations to cope effectively with the environmental changes and challenges. However, supervisors have not provided examples of those challenges in their answers in questionnaires. This is considered one of the disadvantages of using questionnaires in research because of researcher's absence (Creswell, 2014; Denscombe, 2017; Cohen et al., 2018).

Finally, SP has encouraged supervisors to become proactive through the analysis process and to predict the future challenges. Proactive SP organises the planning process and helps to remove all the distractions which may affect the implementation of supervisory strategic plan (Allison & Kaye, 2015; Bryson, 2011). Most importantly, it helps to predict future challenges and risks so that precautions are planned accordingly. This matches what has been mentioned by Allison and Kaye (2015) who proposed that SP helps leaders to become intentional about priorities and proactive to motivate others to achieve them.

In evaluating the perceived effects of supervisory practices on developing senior teachers' CPD, the semi-structured interviews' outcomes and the questionnaires' findings showed that senior teachers were very satisfied with supervisors' work in the five areas identified. They were planning and lesson preparation, identification of senior teachers' needs and training, follow-up teaching and learning process, curriculum application and use of instructional materials, and teacher evaluation. These outcomes may be partially due to the reason that 200 out of 600 senior teachers participated in answering the questionnaires. This number may not reflect the full picture about senior teachers' perceptions towards the usefulness of supervisory practices in facilitating their professional growth in Omani private schools. It may also indicate that the ones who did not take part were not happy with supervisory practices; or they were busy and did not have the time to take part in the study.

To reiterate, senior teachers' interviews and questionnaires outcomes showed that they were very happy with supervisory practices and found them useful in fostering their professional growth and development. This represents the main task of educational supervisors as mentioned in teacher supervision literature (Nolan & Hoover, 2011; Beach & Reinhartz, 2000; IIEP, 2007; Alghamdi & Alzahrani, 2016; Jaffer, 2010; Montgomery, 2013; Olagboye, 2004; Tesfaw & Hofman, 2014).

In planning and lesson preparation, for example, both interviews' and questionnaires' outcomes showed that planning represented the starting point for supervisors by checking plans and providing suggestions for improvement. They also discussed supervisory plans and what was included for developing teachers' performance with senior teachers to get their feedback and suggestions. These findings do not match the outcomes of Al-Alawia's study (2014) and Alyafaee's study (2004) who reported that supervisors do not involve teachers in the planning process which, as a result, does not meet their expectations. The outcomes of the current study showed that private schools' supervisors involved their senior teachers directly and indirectly in the planning process. It was achieved, for example, through direct asking, group discussions, and classroom observations. These methods assisted supervisors to identify their senior teachers' needs so that training programmes were designed accordingly.

In following-up the teaching and learning process, the outcomes revealed that supervisors focused mainly on classroom observations which were followed by post lesson discussions to analyse and evaluate the lessons. Classroom observations aim to ensure teachers' proficiency in lesson delivery so that they are assigned to different developmental stages based on their teaching skills (Creemers et al., 2013; Liang, 2015; Glickman et al., 2014; Mashburn, 2017). They also aim to provide feedback to guide and assist teachers in improving their instructional knowledge and skills (O'Leary, 2013; Harris, 2002).

Senior teachers were given the opportunities to reflect upon their lessons and were encouraged to provide suggestions for improvement. The aim was to engage teachers in collaborative activities to actively construct knowledge and to increase their understanding about the teaching-learning process (Nolan & Francis, 1992; Kutsyuruba, 2003; Glickman et al., 2014; Zepeda, 2017). It also aimed to provide teachers with opportunities and resources to reflect on their practice and share it with others

(Kutsyuruba, 2003; Sullivan & Glanz, 2013; Ministry of Education, 2007). These outcomes do not match the results of Nabhani et al. (2015) study which showed that teachers were not involved in analysing or reflecting upon their lessons.

In addition, the outcomes revealed that supervisors encouraged senior teachers to analyse the curriculum and to provide their feedback for improvement purposes. This matches what has been stated by previous researchers and authors that supervisors should encourage their teachers to participate in curriculum development (Troudi & Alwan, 2010). Curriculum development is a process which encourages teachers to keep experimenting with their students to develop the curriculum (Elliott, 1994; cited in Troudi & Alwan, 2010). The outcome of involving senior teachers in curriculum development does not match the outcomes of previous research studies which reported by that policy makers tend to impose curriculum changes on teachers, instead of involving them (Hadley, 1999; Richards 2003). In the current context, educational supervisors encourage senior teachers in Omani private schools to analyse the curriculum and to provide their suggestions for improvement. Their suggestions are then discussed with the concerned department at the Directorate General of Private Schools to take the necessary actions.

Moreover, the outcomes revealed that private schools' supervisors focused on formative and summative evaluations to assess and evaluate senior teachers' work. This matches what was mentioned by previous researchers and authors (Glickman et al., 2014; Alyahmadi & Al-kiyumi, 2014; Alyahmadi, 2012; Sousa, 2003) who stated that formative and summative evaluations are required to develop teachers' professional growth and to judge their performance. The findings also showed that private schools' supervisors involved senior teachers in the evaluation process. This indicates that senior teachers play an active role in evaluating their teachers' performance and have a voice in judging their work. This has been achieved through involving them in classroom observations and post lesson discussions. Attinello (2006) recommends that teachers should have voice in the evaluation process.

These outcomes do not match the results of the field study which was conducted by Al-Rasbi et al. (2008) to explore the practicality of supervisory practices in all regions in Oman. They reported that the average mean outcome was in the moderate level (3.23) and the results revealed that supervisors focused mainly on class visits compared to other supervisory strategies. However, there is a match between the two studies in terms of

having an overlap in responsibilities. Al-Rasbi et al. (2008) reported that there was also an overlap in responsibilities between different supervisory categories such as chief supervisors, senior supervisors and supervisors. The current study also revealed that there was an overlap in responsibilities between the Supervision Section and other sections at the ministry, but the supervisors did not provide examples of those overlaps in their answers in questionnaires.

The outcomes of the current study also partially match the results of previous supervisory studies conducted by researchers in different countries which reported a mixture of positive and negative perceptions towards supervisory practices (Aldaihani, 2017; Rahmany et al., 2014; Abdulkareem, 2001; Alhajri, 2014; Al-Ajmi, 2011). For example, the outcomes of Abdulkareem's study (2001) revealed that teachers had negative perceptions towards supervisory practices. He mentioned three reasons which he thought have led to this result. They were ineffective communication strategies, unclear goals, and lack of teachers' participation in planning and implementing supervisory activities. As mentioned earlier, the outcomes of the current study showed that supervisors have involved senior teachers directly and indirectly in planning. This means that senior teachers were involved in setting the goals and objectives of the plan. It may also reflect an effective communication between private schools' supervisors and their senior teachers.

On the other hand, the outcomes revealed that supervisors focused mainly on transmission CPD models such as training and cascade models to foster senior teachers' professional development. As discussed in chapter two, these models provide teachers with less control over their learning opportunities (Kennedy, 2005). They do not play an active role in the learning process, because they depend on what is being provided by their supervisors in workshops and other training programmes. Thus, supervisors are urged to give more focus on transitional and transformative CPD models to increase teachers' professional autonomy to depend on themselves and take the full responsibility of their own professional learning and development (Rose & Reynolds, 2006; Kennedy, 2005; Zepeda, 2017; Glickman et al., 2014).

Applying transitional and transformative CPD models by supervisors will enhance the quality of supervisory practices and foster senior teachers' professional growth and development. However, the selection of any model, as Chaudary (2013) argues, needs to

match teachers' needs and their settings to make it responsive, and to increase their professional autonomy in learning. Therefore, senior teachers' needs should direct supervisors in selecting the appropriate CPD models to fulfil them.

9.4 Differences between Supervisors in Implementing SP

This question aims to find out the differences between supervisors in different subjects in their implementation of SP to develop their supervisory practices. The aim is to figure out whether they affect the creation and implementation of supervisory strategic plan or not. The discussion will also focus on pointing out why the differences appear and how to overcome or reduce their effects on the SP process.

To begin with, the outcomes of the three data sets revealed that the number of participants who take part in planning differs from one plan to another. As mentioned in the previous section, the Supervision Section's strategic plan is designed by senior managers in collaboration with senior supervisors. Junior supervisors do not take part in preparing it due to top-down planning approach followed at the Supervision Section. Other key stakeholders from outside the directorate were also not involved in planning. This outcome may explain why there was reluctance to change by some supervisors towards implementing SP in educational supervision. The strategic plan may not represent their needs and ambitions and they do not feel committed to implementing it. This matches one of the outcomes of Tan's study (2009) who reported that there were signs of reluctance to change in one of the schools due to not involving everyone in formulating the vision, mission and values of the plan. He added that the planning process was directed from the top and did not arise from the bottom.

SP is a team-based approach to address system issues (Cook and Friend, 1991; IIEP, 2010). This requires the involvement of all key stakeholders in the SP process (AlKandari, 2013; Bryson, 2011; Allison & Kaye, 2015; Lingam et al., 2014; IIEP, 2010). Thus, all junior and senior supervisors should be involved in planning. In addition, the preparation of supervisory strategic plan should not be limited to internal stakeholders at the Directorate General of Private Schools or the Supervision Section, but it needs to include external key stakeholders (Cardno, 2012; Bryson, 2011; Mintzberg, 1994). Examples of these external stakeholders in the current context may include: the training department and the finance department at the MoE, and private schools' principals. Their

involvement in the planning process is of great value to ensure the provision of necessary requirements and to get their support and advice at the implementation stage.

As previously mentioned, the outcomes showed that there was no budget for the Supervision Section. Involving the finance department in the planning process, for example, may open the door for discussions to provide the required financial support for supervisory activities and programmes. The same can be said about the training department which can provide the venues and trainers to assist supervisors in conducting their activities and training programmes. Thus, the Supervision section and senior managers at the Directorate General of Private Schools should think of ways to involve those sections in the SP process. Their involvement can be direct through attending plan meetings and discussions; or it can be indirect through distributing the plan to them and asking for their feedback and suggestions to improve the quality of supervisory strategic plan.

The differences in the number of participants in designing the supervisory strategic plan have led to variations between supervisors in applying SP steps and procedures. Interviews and questionnaires' outcomes showed that there were differences in applying some steps between supervisors in the same subject and between supervisors in different subjects. For example, the SWOT analysis step is not conducted by all supervisors which is considered a basic step in the SP process. It aims to examine the current position of the organisation, its culture and resources, and stakeholders' expectations (Tsiakkiros & Pashiardis, 2002; Karadal et al., 2013; Elwood, 2010; Shahin, 2011; Bryson, 2011).

Conducting SWOT analysis is important for all supervisors to identify the most important issues to focus on in their strategic plan. IIEP (2015) contends that building a strong analysis requires consulting all the key stakeholders at various steps of the process so that there is an agreement on the main determining factors, the key issues, and the tentative conclusions. Besides, the analysis process should not be limited to collecting data about teachers and schools at it is the case in the current study. It should cover such areas as the existing policies, risks and conflicts, cost and finance, access and equity, and quality of learning (IIEP, 2015). Most importantly, the analysis process should include private schools' needs and their challenges so that the supervisory strategic plan is designed accordingly. Thus, all supervisors and other key stakeholders should be involved in the

SWOT analysis process to prioritise supervisory tasks and to focus on the most important issues in teacher supervision.

The third difference is in evaluating the supervisory strategic plan. As discussed in section (9.2) above, there were variations between supervisors in evaluating their plans. Some supervisors stated that they conduct the evaluation process, but it is not systematic. It is just a summary of what has/has not been achieved. On the other hand, some supervisors proposed that they do not evaluate their plans at all. Both responses show that there is a problem with the evaluation process which does not meet SP requirements. This matches what has been mentioned by Hambright and Diamantes (2004) who stated that there is a weakness in evaluating the implementation of educational strategic plans.

No systematic evaluation of supervisory plans is partially due to having no performance indicators which supervisors can use as a guide in judging whether they have achieved the intended outcomes or not. It may also due to the difficult nature of the evaluation task which requires higher thinking skills and a lot of time and efforts as proposed by some researchers (Shahin, 2011; Guskey, 2000; Goodall et al., 2005). The evaluation process is important to assess the immediate impact of the plans and it can be terminal (end of each phase) or summative (Chang, 2006; AlKandari, 2013; Obiweluozor, 2013; Sousa, 2003).

As discussed in chapter four, formative assessment and summative evaluation are needed in SP (Allison and Kaye, 2015; Shahin, 2011; Bryson, 2011; Menon et al., 2009). Formative assessment aims to check that resources and strategies are used effectively, and evaluation aims to make judge plan's progress and the extent to which objectives have been achieved (Shahin, 2011; Menon et al., 2009; Oliveira & Pinho, 2009; IIEP, 2010). AlKandari (2013) points out that the evaluation process is not limited to estimating the degree to which the goals of the strategic plan are achieved. He adds that it is a process by which stakeholders and organisations apply a certain level of accountability to all individuals who are involved in formulating and implementing a strategic plan. Therefore, everyone in the Supervision Section is accountable for achieving the objectives of the supervisory strategic plan.

Various sources can be used to collect the necessary data for assessment and evaluation tasks. Examples of these sources include teachers' database, supervisory reports, schools' self-evaluation reports, appraisal reports, and needs' analysis surveys or questionnaires.

Chang (2006) mentioned other sources to simplify the evaluation process such as international and national statistics, annual status reports, consultants' reports, and impact assessment reports. Collection of data from different sources will enrich the evaluation process and provide the necessary information to make the right decisions for future improvements.

9.5 SP Opportunities/Challenges

This section discusses the opportunities which have been created from implementing SP in educational supervision. It also highlights the challenges which have hindered the application of SP. Identification of the opportunities and challenges will help decision-makers and supervision authority at the Directorate General of Private Schools to think of ways to take advantage of the opportunities and to solve the challenges which supervisors encounter in practice. The aim is to maximise the positive effects and the quality of applying SP in educational supervision.

Interviews' and questionnaires' outcomes showed that the implementation of SP has inspired the Supervision Section to pilot a new project called 'Schools self-supervision'. The main aim of this project is to transform private schools to become learning organisations, and to encourage them to take the full responsibility of assessing their performance and developing their teachers professionally. Private schools are private organisations and students pay fees which are very high in some schools. Thus, they should be fully responsible about teachers' CPD and provision of educational services with high quality.

Application of this private schools' self-supervision project may encourage decentralisation of decision-making process and allocation of resources which the MoE aims to achieve (Ministry of Education & The World Bank, 2012). The project may also encourage private schools to evaluate their performance based on specific standards or indicators and become more self-critical and responsible for their own development. This requires collecting and analysing data, evaluating the quality of key aspects of the schools' work such as school administration, teaching and learning process, and students' attitudes towards learning (Ministry of Education, 2006; Cheng, 2011). Then, changes can be planned accordingly to make them responsive to private schools' needs and requirements.

Thus, the MoE in Oman should support this project and change its focus from quantity to quality. In other words, the MoE needs to change its policy from increasing the number of private schools and providing them with training programmes and other facilities to focus more on encouraging them to depend on themselves and to provide educational services with high quality (Al-Shidhani, 2005). This will help to reduce the reliance on ministry's resources as mentioned by senior managers and some supervisors. It may also indirectly solve the problem of shortage of supervisors' supplies which was mentioned by several supervisors in different subjects through reducing the number of supervisory visits to private schools.

However, private schools' self-supervision project needs to be well-planned and training is required to prepare the targeted schools on how to implement it correctly and effectively. It also needs to take into consideration all the different educational programmes which are implemented. As discussed in chapter one, there are different types of private schools in Oman (Holy Quran, monolingual, bilingual, global) which implement different educational programmes (Al-Abri, 2010; Ministry of Education, 2006). This requires preparing different forms and different indicators to monitor and follow-up the teaching and learning process; and to evaluate the quality of all aspects of the school system so that the evaluation process is complete and accurate. Follow-up visits by supervisors and other MoE's officials are advisable at the initial stages of implementing the project in private schools to provide the necessary guidance and support; and to ensure the correct application of the project's methods and guidelines.

Interviews' outcomes also revealed that one of the supervisors is a qualified lecturer and trainer in SP. This presents an opportunity for the Supervision Section to use in training supervisors who have not been trained, or who have been trained but they think that training was not enough. This will help to solve SP training issue which is not covered in training as stated by senior managers. Having a trainer from one of the supervisors is a great opportunity for the Supervision Section, because he knows the current situation and supervisors' needs so that SP training is designed accordingly. Besides, he is available all the time to provide the necessary guidance and support during the implementation stage. Thus, he should be assigned the task of training supervisors on SP and can lead or be a member of the planning team.

On the other hand, both interviews and questionnaires' outcomes revealed some hindering factors and challenges which encountered supervisors in their application of SP. Mintzberg (1994) states that SP is a complex process which does not provide a ready-to-use prescription to succeed. Instead, it guides the organisation to develop a framework which assist to achieve its goals and objectives. Thus, it is important that decision-makers and supervision authority at the Directorate General of Private schools identify and understand the key factors which hinder the effective implementation of SP in educational supervision so that corrective actions and solutions are conducted accordingly.

To begin with, there is a shortage of supervisors' supplies in some subjects. Some subjects do not have senior supervisors and others do not have enough junior supervisors who can follow-up the teaching-learning process and the implementation of their supervisory plans. This outcome matches what has been mentioned by Al-Ajmi (2011) and Alhajri (2014) who reported that there was a shortage of supervisors which had resulted in heavy workload on supervisors in some subjects and had reduced the number of supervisory visits to schools in Oman. In their study, Kiprop et al. (2015) also reported that SP is greatly hindered by inadequate resources. Data also showed that there were shortages of senior managers.

Shortage of supervisors and senior managers represents a big challenge which needs to be solved before starting the implementation process of SP. It should be covered at the preparation stage where the planning team assesses the Supervision Section's readiness and provision of necessary resources. The aim is to ensure that the basic SP requirements are available; or to think of ways to reduce their effects at the implementation stage. Tsiakkiros and Pashiardis (2002) and Bryson and Alston (2011) assert that the quality and quantity of the organisation's resources should be constantly reviewed and analysed to make appropriate decisions. They suggest using SWOT analysis at this stage which aims to identify and evaluate any barriers so that a strategy or a plan is developed to address them.

Second, some supervisors think that centralisation and bureaucratic system which is followed at the MoE has hindered the effective implementation of SP. The outcomes showed that there are long and complicated procedures which need to be followed to deal with some urgent issues at private schools. Supervisors do not have the authority or power to make decisions and senior managers are very busy with routine tasks which do not

provide them with enough time to monitor and follow-up supervisory plans. The same can be said about the allocation of resources.

This finding of centralisation and bureaucratic system matches one of the outcomes of AlKandari's study (2013) about the application of SP in Kuwait. He stated that centralisation does not provide senior managers with enough time to follow-up SP process, because they are busy with routine tasks. It has also led to bureaucratic control over resources allocation. These outcomes are also applicable to the current context. The Supervision Section does not have its own budget which makes it difficult to plan supervisory tasks and activities as stated by some supervisors. Senior managers are also burdened with routine tasks which do not provide them with enough chances to conduct follow-ups. Thus, the MoE in Oman needs to think of ways to encourage decentralisation and allocation of resources to facilitate the implementation of SP. This can be achieved, for example, by delegating some tasks or authorising supervisors with the decision-making power to deal with urgent situations and problems. Some degree of decentralised allocation of resources is also needed to resolve the shortages issue and to facilitate the application of SP in educational supervision.

Third, most supervisors proposed that SP training was not enough and needed more training. This has resulted in improper formulation and application of SP components and steps. Training represents the first step to equip supervisors with the required knowledge and skills to apply SP successfully and effectively. However, the data showed that training for a day or two was not enough and some supervisors felt that they were not ready to implement SP. As a solution, they suggested connecting theoretical foundations with practical exercises to better understand the concept of SP and its components. SP training should be conducted for a week to combine theory with practice as suggested by some supervisors.

These outcomes go in accordance with the findings of Kiprop et al.'s study (2015) who reported that most school leaders in public secondary schools in Kenya lack relevant skills and commitment to SP. They also added that SP is greatly hindered by inadequate resources and lack of training opportunities. In brief, training represents the starting point and all supervisors should have a solid knowledge and the required skills to implement SP correctly.

Fourth, interviews' and questionnaires' outcomes showed that senior managers' follow-ups were limited and there was no systematic evaluation of all supervisory plans. The evaluation process was limited to summarising what has/has not been achieved. This may be partially due to the reason that senior managers are busy with routine tasks. It may also be due to the reason that the evaluation process is costly and time-consuming (Guskey, 2000; Goodall et al., 2005). IIEP (2010; 2015) assert that assessment and evaluation are important to ensure that the plan is achieving its targets and aims to measure progress; and to make appropriate decisions to take follow-up actions. Hambright and Diamantes (2004) also state that one of the challenges of implementing SP is the weakness in evaluating the strategic plans. This could be partially due to the difficulty of the evaluation task which requires higher thinking skills and continuous monitoring and collection of data.

As discussed in the previous sections, lack of performance indicators in all supervisory plans made it difficult to conduct the evaluation process systematically. Therefore, the evaluation stage requires more training and continuous follow-ups and guidance from SP trainers and senior managers to guide supervisors in evaluating their plans. This will help to ensure that the supervisory strategic plan is achieving its targets. It also aims to measure plan progress and to make appropriate decisions so that follow-up actions are taken accordingly (IIEP, 2010).

The final challenge which was mentioned by supervisors in interviews and questionnaires is resistance to change by some supervisors. It may be partially due to the reason that supervisors have not got enough SP training and felt that they still do not have the required knowledge and skills to apply it properly. Consequently, they need more preparation to gain confidence and realise the importance of implementing SP in improving the quality of their supervisory practices.

Another reason which may have led some supervisors to resist change or application of SP is that some supervisors do not want to change their routine tasks or to perform new tasks and responsibilities as proposed by some supervisors. They think that SP will add more workload and new tasks to their busy schedules. This may show a misunderstanding which needs to be dealt with in training. SP trainers should clarify to supervisors the reasons and aims from applying SP in educational supervision. They should also discuss the benefits which they may achieve from well-application of SP in supervisory work.

The resistance to change challenge matches the outcomes of some previous SP studies (Chukwumah & Ezeugbor, 2015; Zuckerman, 2012; Allison & Kaye, 2015). Chukwumah and Ezeugbor (2015), for instance, reported such problems as unwillingness of leaders to embrace strategic change, lack of experienced professionals in SP, and financial challenges as the main constraints to implement SP in schools in Nigeria. Zuckerman (2012) states that SP often fails due to involving inappropriate people and ignoring resistance to change. This can be solved, for example, through clarifying the rationale and aims from implementing SP in educational supervision in training. It can also be achieved through continuous encouragement and guidance by senior management so that supervisors feel that their managers are working with them as a team in the SP process.

9.6 Suggestions for Improvement

The participants suggested some solutions to overcome or minimise the effects of the previous SP challenges. Some suggestions can be conducted by supervisors themselves and others require senior managers' support to achieve them. To begin with, some supervisors suggested providing more SP training opportunities to better understand the main concepts and steps of SP and, most importantly, how to apply them correctly. They have emphasised that SP training should focus on theoretical information as well as practical exercises to combine theory with practice. This can help to build their confidence and to get a better understanding about SP and its components. SP training should equip supervisors with the necessary knowledge and skills to apply it correctly and effectively.

This suggestion matches the suggestion provided by Abu Nada's study (2006) who recommended that more SP training courses are required for top management in non-profit organisations in Gaza Strip to equip them with the necessary knowledge and skills to implement SP effectively. In their study, Chukwumah and Ezeugbor (2015) also suggested conducting regular short courses and workshops on SP to enable principals and staff members to grasp SP fundamentals and have confidence in planning strategically.

The second suggestion was to involve all key stakeholders in the planning process. This matches SP requirements which were mentioned in SP training booklets. It also matches what has been mentioned in the reviewed literature that all stakeholders should be involved in the planning process (AlKandari, 2013; Bryson 2011; Shahin, 2011; Allison & Kaye, 2015). The aim is to encourage active participation and collaboration from all

key stakeholders (Lingam et al., 2014; Mintzberg, 1994). Involvement of all stakeholders provides the chance to exchange ideas and encourages everyone to take part in planning and decision-making. This helps to build teamwork, commitment and ownership to the planning process (Allison & Kaye, 2015; AlKandari, 2013). Cardno (2012) adds that collaboration in SP is not limited to people inside the organisation, but it also includes external parties who can contribute to its work.

In the current context, involvement of key stakeholders requires including junior supervisors and other external stakeholders in preparing the Supervision Section's strategic plan. It is considered the starting point and the basis to formulate other supervisory plans. This will provide the chance for everyone to take part in the planning process and to gain their commitment and support at the implementation stage. The aim is to ensure that the plans are responsive to participants' needs and meet their expectations. This can be achieved, for example, by involving them in the planning process itself, or by providing them with a copy of the plan or parts of it which target their professional growth and development as suggested in SP training booklets. The aim is to give them the chance to comment on and to provide their feedback about supervisory plans so that some changes or improvements can be made.

The third suggestion is to provide all the necessary resources to implement supervisory plans. It includes human, financial, technological and other resources which are required to implement the supervisory strategic plan. This suggestion matches what has been suggested by Younis (2009) and Bryson (2011) to provide the required human and financial resources to implement SP successfully. These are basic requirements and plan designers need to ensure that they are available at the preparation stage of initiating the planning process. Thus, the preparation stage of supervisory strategic plan should not be limited to collecting data about teachers and schools, but it needs to check the section's readiness and provision of necessary resources. This includes, for example, clarifying the roles of all participants in planning, commitment and support from top management, and no serious conflicts exist between members within the organisation (Allison & Kaye, 2015; Harray, 2008).

The final suggestion is to form a team to follow-up and evaluate the implementation of supervisory plans. Evaluation is an essential part of SP process to ensure the successful implementation of plans and to make the future changes and improvements (Shahin,

2011; Chang, 2006; IIEP, 2010; Menon et al., 2009; Oliveira & Pinho, 2009). Makhdoom (2012) asserts that every step or task in the SP process needs to be revised and evaluated to make the necessary changes. However, Guskey (2000) argues that the evaluation task is costly and time consuming which distracts attention from important activities such as planning, implementation and follow-up. Costs and time should be considered at the preparation stage of the supervisory plan to predict the challenges which may encounter plan implementers and how to solve them. Thus, supervisors suggested formulating an evaluation team which is responsible about the evaluation process. The members of the evaluation team can be a mixture of supervisors and senior managers, or it can be a separate section which is assigned this task. The aim is to make the evaluation task manageable and collaborative between senior managers and supervisors. Having a separate section which focuses only on evaluating the application of supervisory strategic plan can be a suitable suggestion to facilitate the follow-up process to provide the necessary guidance and support for plan implementers. However, as mentioned by some supervisors, this section should not be burdened with bureaucratic tasks which distract its attention from its main task which is assessment and evaluation.

Preparation of performance indicators or evaluation criteria is a prerequisite at this stage so that supervisors can use them in evaluating their plans' progress systematically. The aim is to collect and analyse systematic information about plan implementation to ensure that the plan is achieving its targets; and to measure its progress to make appropriate improvement decisions (Kirkup et al., 2005; IIEP, 2010; Shahin, 2011; Bryson, 2011; Chang, 2006). Senior managers need to take part at this stage and to include follow-up sessions in their schedules in order to ensure the successful implementation of supervisory strategic plan and to provide the necessary guidance and advice.

All the above-mentioned suggestions are important to maximise the quality of implementing SP in developing supervisory practices which in turn lead to fostering senior teachers' professional growth and development. Senior management and SP trainers should play a vital role in translating the above-mentioned suggestions into practice, and to provide the necessary support and guidance to the Supervision Section at all stages of the SP process. SP is a teamwork which requires participation from all key stakeholders (Bryson, 2011; AlKandari, 2013; Shahin, 2011). Most importantly, the planning team needs to ensure that all SP requirements and resources are available before

starting to implement SP. This will help to ensure whether the Supervision Section is ready to implement SP or not.

9.7 Summary

This chapter has focused on discussing the collected data to find out the consistency between the three data sets. The outcomes were then discussed in comparison with the reviewed literature and in relation to the questions of the current study.

Interviews and questionnaires' outcomes revealed that supervisors had followed between three to five steps in creating their supervisory plans. They were plan preparations, SWOT analysis, plan formulation, implementation and evaluation. However, there were variations between supervisors in different subjects and between supervisors within the same subject in implementing those steps due to top-down planning approach. These variations may reflect the roles of junior and senior supervisors in the planning process. They may also reflect the effects of different SP training programmes which were attended by senior and junior supervisors and have affected their understanding and application of SP in practice.

The outcomes also showed that several benefits have been achieved from implementing SP in educational supervision. Examples of these benefits include having a unified vision, collecting and analysing data, working collaboratively with other sections and avoiding disorganisation at work. In addition, SP has directed the Supervision Section to pilot a new project called 'schools' self-evaluation project' to encourage private schools to become learning organisations and to depend on themselves in developing and assessing their work.

Senior teachers' answers in interviews and questionnaires showed that they were satisfied with supervisory practices is such areas as planning and lesson preparation, fostering senior teachers' professional growth and providing training opportunities, curriculum analysis and teacher evaluation. These outcomes do match the results of the previous research studies which had a mixture of positive and negative outcomes (Abdulkareem, 2001; Al-Rasbi et al., 2008; Rahmany et al., 2014; Fasasi, 2011; Naba'h et al., 2009). Senior teachers asked for more supervisory visits to provide them with the necessary guidance and support and to foster their professional growth and development.

On the other hand, some challenges have encountered supervisors in implementing SP such as shortage of supervisors' supplies, insufficient SP training, limited follow-ups, no budget, and resistance to change. Therefore, some suggestions were provided by supervisors to overcome those challenges. They were providing more SP training opportunities, providing the necessary human and financial resources, and forming follow-up team to assess and evaluate the planning process.

Chapter Ten: Conclusion

10.1 Introduction

This chapter outlines the conclusions and recommendations arising from the current study. It starts by presenting a summary of the main conclusions and their implications and recommendations for theory and practice of SP in educational supervision. This is followed by highlighting the study's contributions to knowledge and the possible directions for future research. The next point sheds light on the limitations of the current study and its ethical issues. The final part highlights my personal learning journey through reflecting on my involvement and position in the current study.

10.2 Main Conclusions

The outcomes revealed that there were variations between supervisors in different subjects and between supervisors within the same subject on applying SP steps and procedures. This is due to the top-down planning approach which is being followed by the Supervision Section and does not give the chance for junior supervisors to participate in the SP process. SP is a collective process and all the key internal and external stakeholders should take part in the planning process (Shahin, 2011; AlKandari, 2013; Bryson, 2011; Allison & Kaye, 2015). It should not be limited to senior managers and senior supervisors as it is the case now based on the outcomes of the current study. Everyone who affects or is affected by the supervisory strategic plan should have a voice and is involved directly or indirectly in the plan preparation process. This can be achieved, for example, through attending plan meetings and discussions; or through sending a copy of the plan to the main stakeholders who cannot attend meetings to comment on and send their feedback and suggestions for improvement.

The variation in applying SP steps and processes may reflect the effects of different SP training programmes which were attended by junior and senior supervisors (one or two-days' workshop vs one-week training). Supervisors who attended the one-week training were happy with its contents, but the eligibility of one or two-days' workshop training needs to be reconsidered by senior managers and SP trainers. It was also clear from some supervisors' responses which showed that they were not happy with the one or two-days' training. This has resulted in having some supervisors who have not participated in the

whole planning process, and some others who still cannot differentiate between strategic and operational planning.

These outcomes hinder the correct and effective application of SP. Thus, SP training needs to be unified and expanded for a week for all supervisors as suggested by some participants. It needs also to cover theoretical as well as practical aspects so that senior and junior supervisors can better understand and apply its components and guidelines correctly in formulating the supervisory strategic plan. In addition, senior managers and SP trainers should conduct follow-up visits to provide the necessary guidance and advice for supervisors, and to ensure the correct application of SP in educational supervision.

In addition, the outcomes revealed that supervisors had encountered some challenges in implementing SP. Examples of these challenges include shortage of supervisors' supplies, insufficient SP training, limited follow-ups, no budget, and resistance to change. Provision of human and financial support are basic requirements which need to be fulfilled before starting the implementation process of SP (Bryson, 2011; Shahin, 2011; Allison & Kaye, 2015). This task is the responsibility of the planning team and needs to be covered at the preparation stage to ensure that all the requirements are available for conducting the SP process (Bryson & Alston, 2011; Allison & Kaye, 2015).

Despite the challenges mentioned above, the outcomes showed that there were some benefits which were achieved from implementing SP in educational supervision based on supervisors' practical experiences. Examples of these benefits include having a unified vision, collecting and analysing data, working collaboratively with supervisors in different subjects and with other sections, and avoiding disorganisation at work. In brief, these outcomes indirectly indicate that the application of SP was beneficial and useful in educational supervision.

Senior teachers' responses also revealed that they were highly satisfied with supervisory practices in the five areas identified from the data. They were planning and lesson preparation, identification of senior teachers' needs and training, follow-up teaching and learning process, curriculum analysis and availability of instructional materials, and teacher evaluation. The mean and standard deviation results in the five parts mentioned above showed that senior teachers were highly satisfied with supervisory practices and found them useful and constructive in fostering their professional growth and

development. Despite their satisfaction, senior teachers suggested increasing the number of supervisory visits to get more guidance and support from their supervisors.

However, the data suggested that supervisors are urged to focus more on transformative and transitional CPD models to encourage teachers to take the full responsibility of their own professional learning and development (Kennedy, 2005; Rose & Reynolds, 2006). Supervisors need to select the best CPD models which meet their senior teachers' needs and encourage them to work independently or collaboratively to foster their professional learning and development. This can be achieved gradually by starting with transitional models such as coaching, mentoring and communities of practice to encourage teachers to learn from each other and from their supervisors (Kennedy, 2005). This should be followed by applying transformative models such as the action research and transformative models to encourage and support teachers to reach their full potential and become autonomous in learning (Kennedy, 2005; Rose & Reynolds, 2006).

The above-mentioned benefits show that supervisors have found it useful to implement SP in educational supervision and have proposed that it was a response to their needs despite all the challenges which they encountered at the implementation stage. This matches what has been mentioned by Bryson (2011) and Bryson and Alston (2011) who pointed out that you cannot get all the benefits of SP from the first trial. Thus, the following section highlights some suggestions and recommendations which can be applied by SP trainers, the Supervision Section, and senior managers at the Directorate General of Private Schools to improve the application of SP in educational supervision in order to maximise its benefits and minimise or overcome its challenges.

10.3 Implications and Recommendations for Training

Training represents the starting point which equips supervisors and other stakeholders with the necessary knowledge and skills to implement SP correctly and effectively. Supervisors' responses in interviews and questionnaires have shown that they were not happy with a one or two-days' workshop, because it covered the theoretical part and provided only an introduction to SP. Thus, the current research suggests extending the training period to one week and should be a mixture of theoretical as well as practical exercises so that supervisors have the chance to translate theoretical assumptions into practice. Practical exercises will provide a concrete evidence to SP trainers about whether the participants have understood SP concepts and can apply theoretical guidelines

correctly or not before starting the actual implementation of SP in designing their strategic plan.

The challenge to achieve the training suggestion is that there is no SP training programme included in the Supervision Section's plan due to the economic crisis which was mentioned by some participants. This represents a big challenge which can be solved, as a suggestion, by assigning the task of training to the supervisor who is a certified SP trainer. He is available all the time and his experience as a supervisor will help him to prepare the training programme based on supervisors' actual needs and the availability of human and materialistic resources. Another suggestion to resolve the training issue is to involve me as a researcher in the training process. Based on my previous experience as a supervisor and the head of Supervision Section, and through my work on this research, I can take part in training and in formulating the supervisory strategic plan.

The outcomes have also revealed that some supervisors are still not convinced about the implementation of SP in educational supervision. This may be partially due to not involving junior supervisors in the whole planning process. It may be also due to not having a clear picture about the rationale and aims of implementing SP in educational supervision. Thus, SP trainers need to convince the supervisors about the importance of applying SP in educational supervision to overcome any resistance to change. This can be achieved, for example, through highlighting the rationale and aims to implement SP in educational supervision. Provision of examples of successful SP experiences in other organisations can be of great value to convince supervisors about the significance of implementing SP in developing their supervisory work. Discussing the expected benefits which can be achieved from applying SP in educational supervision may also assist to convince the participants about its significance in practice. SP challenges need also to be discussed to prepare supervisors mentally, and to predict the problems that they may encounter in practice based on their previous knowledge and experience in supervision. This can be achieved by exchanging ideas on how to solve the problems; and to involve them from the beginning of the SP planning process to gain their support and commitment at the implementation stage (Bryson, 2011; Allison & Kaye, 2015).

In addition, the role of SP trainers should not be limited to training. They should provide the necessary guidance and advice at the implementation stage. Their practical involvement will provide the chance to work closely with supervisors to identify any

misapplication or misunderstanding so that corrective actions are taken immediately. This suggestion matches what has been mentioned by Beach and Lindahl (2015) who suggest providing ongoing training and support to make SP effective and to overcome its challenges in practice.

10.4 Implications and Recommendations for Practice

Supervisors, senior managers and other key stakeholders who affect or are affected by supervisory practices should work collaboratively to conduct some steps and procedures to improve the application of SP in practice; and to overcome the challenges which have been encountered in implementing SP in educational supervision. This will help to maximise its benefits and simplify its procedures in improving supervisory work.

To begin with, all key internal and external stakeholders should participate in the planning process. Participation should not be limited to senior managers and senior supervisors. As discussed in the previous chapter, SP is a collective process which requires participation from everyone who affects or is affected by the supervisory strategic plan to make it comprehensive and responsive to the participants' needs (Allison & Kaye, 2015; Bryson, 2011; Fidler et al., 1996). Their participation can be direct or indirect depending on the availability of time and distribution of tasks and responsibilities among the key stakeholders.

For example, junior supervisors should take part in preparing the supervisory strategic plan directly so that their views and suggestions are considered in planning. All senior teachers can also be involved directly or indirectly in preparing the part of the plan which targets their professional growth and development. This can be achieved, for instance, through providing them with a copy of the plan as indicated in the SP training booklets. This will provide the chance for them to reflect on the plan's contents to ensure that it meets their needs and expectations. As a suggestion to save time and efforts, supervisors may conduct meetings with some senior teachers to discuss their supervisory plans. The meetings will provide the chance to exchange ideas and to improve the quality of the supervisory plans.

Some sections at the MoE such as the training section and the finance section should be involved in planning. The aim is to discuss the possibility of providing the required resources for supervisors in conducting their programmes. This step represents part of the

SP preparation process which supervisors are expected to conduct to check the Supervision Section's readiness and availability of resources to implement SP practically. If there is a difficulty in providing the required resources, supervisors may reduce the number of training activities and workshops to resolve the shortage of financial resources. They may also think of alternative ways to resolve the financial issue such as encouraging the private sector or private schools to sponsor some of the activities which they intend to accomplish in their plans. However, this requires coordination and support from senior management to be achieved successfully.

Second, SP training guidelines need to be followed and applied correctly by supervisors in preparing their supervisory strategic plan. The outcomes revealed that some SP training guidelines were not followed which resulted in improper formulation of some elements such as vision, mission and time-period. This may be due to improper preparation at the training stage, or it may be the result of not having the experience in formulating the SP components. Thus, SP trainers can take part in resolving this issue by providing continuous guidance and advice to supervisors to avoid any misapplication in preparing the contents of their strategic plan. Senior managers can also play a vital role in providing the necessary guidance and support to supervisors in designing their plans.

Third, senior managers need to ensure the provision of necessary resources which are required to implement SP properly. They need, for example, to solve the problem of shortages of supervisors in some subjects as well as shortages of senior managers at the Department of Supervision and Evaluation so that the necessary follow-ups are conducted. If the shortage of supervisors cannot be resolved quickly due to bureaucratic procedures in appointing new supervisors, senior teachers or heads of sections in big private schools may be assigned the task of supervising teachers in their schools. This may indirectly encourage private schools and senior teachers to take the full responsibility of their own professional growth which represents one of the main aims of educational supervision in Omani private schools (Ministry of Education, 2007).

Fourth, bureaucratic procedures need to be avoided to save supervisors' time and efforts in their application of SP. One way to achieve this is through encouraging decentralisation to simplify the decision-making process and the allocation of resources. Alhamad and Aladwan (2019) assert that delegation of authority provides a greater chance for long-term success and would raise the chances for successful change. The effective use of the

educational portal and electronic correspondence, for instance, may simplify administrative procedures to save time and efforts as mentioned by some supervisors. More coordination and collaboration are also required between the Supervision Section and other sections to deal with daily issues and challenges effectively.

Fifth, formation of follow-up team is needed to assess and evaluate the supervisory strategic plan. The findings revealed that although the plan evaluation is conducted as pointed out by some supervisors, but it is not systematic. This is due to the lack of performance indicators which are essential components of strategic plans to assess and evaluate their progress (Chang, 2006; Shahin, 2011). Therefore, supervisors have suggested forming a team from senior managers and supervisors, or it can be a separate section which can be assigned the task of assessing and evaluating the supervisory strategic plan. Most importantly, the assessment process needs to be continuous to cope with challenges in application and to make the necessary changes and improvements.

Finally, more focus should be directed towards transitional and transformative CPD models in implementing supervisory plans. The outcomes showed that supervisors focused mainly on the training and cascade models to foster senior teachers' professional growth and development. These models do not encourage senior teachers to take the full responsibility of their own learning (Kennedy, 2005). Thus, supervisors are urged to use transitional and transformative models such as action research, coaching and mentoring, and communities of practice to develop senior teachers' CPD (Kennedy, 2005; Kennedy, 2014). These models aim to encourage teachers to become responsible about their own learning and to determine their learning pathways (Rose & Reynolds, 2006).

10.5 Contributions to Knowledge and Future Research Directions

The application of SP in educational settings has been extensively researched, but the context of the current study which is private schools in Muscat, Oman is a novel one. The current study adds knowledge to the reality of applying SP in developing countries, specifically in Oman which has a centralised educational system in decision-making and allocation of resources. Thus, from the academic point of view, this study is the first of its kind in the Omani context and one of the few studies which explores the implementation of SP in educational supervision globally. It is unique in terms of focusing on an area which has not been given that much attention in literature. It can be considered significant for improving the current knowledge and understanding about the

implementation of SP in developing supervisory practices and evaluating its perceived effects on fostering senior teachers' CPD.

Thus, the current study may provide the basis for subsequent researchers who work in educational supervision, school administrations, planning sections at ministries of education, and teacher CPD providers and trainers to conduct similar studies which focus on investigating the application of SP in their contexts. It may also open the door to encourage and guide decision-makers at the Directorate General of Private Schools to implement SP at other sections such as evaluation, curriculum, and administrative supervision.

One of the strengths of the current study is that it has targeted three different stakeholders (senior managers, supervisors, senior teachers) to better understand the application of SP in educational supervision. The data were derived from participants' practical experiences and viewpoints. The results and suggestions of the current study can be of great value to decision-makers and supervision authority to make the necessary changes and improvements to the planning process to make it more comprehensive and effective.

Additionally, the novel suggested SP model which has been created in the current study based on the reviewed literature can be used for training purposes. It is designed to meet the nature and requirements of educational supervision. It includes all the steps and characteristics believed to be necessary for formulating supervisory strategic plans. It develops an understanding of the relationship between the variables which influence the planning process. Thus, it can be used for training private schools' supervisors who have not been trained in the Supervision Section, or who think that they need more training in SP. It can also be used to train supervisors who supervise government schools in the Omani context and elsewhere where educational supervision is implemented. Subsequent researchers in educational supervision, planning sections and SP training departments may conduct studies to evaluate the effects of the novel model and the extent to which its steps and features are applied in their contexts. The outcomes may help to improve or add to the steps and features of the new suggested model.

Methodologically, the current study has created a new method in analysing supervisory strategic plan by combining strategy map method suggested by Han and Zhong (2015) and evaluation criteria compiled by Shahin (2011) after reviewing the SP literature. The combination of strategy map and evaluation criteria was helpful to visualise and evaluate

the components of supervisory strategic plan in the current study. It aimed to find out the relationship between its components; and to evaluate the quality of strategic plan document and its components. Some changes were made to the strategy map used by Han and Zhong to meet the nature and context of the current study. Thus, this combination of these two methods can be used, as a suggestion, by future doctoral researchers in educational supervision and other fields to analyse strategic plan documents.

To summarise, future research studies on implementing SP in educational supervision are needed, because it is a new initiative which requires further investigation and research to better understand its effects on improving the quality of supervisory practices which in turn foster senior teachers' teaching and learning. Other studies are required to examine the suggestions and recommendations made in the current study. For example, an investigation can be conducted after training all supervisors on the new model suggested in this study. To reiterate, the outcomes may help to improve the steps and features of the model itself. In addition, senior teachers from monolingual and international schools can be included in future research studies to get more representative findings about the perceived effects of supervisory practices on fostering senior teachers' professional growth and development in Omani private schools.

10.6 Limitations of the Study

Although the present study has yielded much data about the implementation of SP in educational supervision and its perceived effects on improving senior teachers' CPD from different sources, there were some limitations which should be acknowledged. To begin with, the current research has been conducted in Muscat which means that it was limited in its scope. It has also targeted the Supervision Section at the Directorate General of Private Schools. Thus, the findings should not be generalised to other sections in regions in Oman, or to the other sections at the Directorate General of Private Schools.

The second limitation is related to my limited knowledge and skills in analysing qualitative data. This is the first time to analyse qualitative data using documentary analysis and semi-structured interviews. I spent four months in analysing plan documents and more than six months in analysing semi-structured interviews which were rich with information and details. I had to go back and forth in reading and coding the themes which took a lot of time and effort. Thus, I totally depended on my supervisor to check that I'm conducting the task correctly. Although I managed to produce several drafts to ensure that

the analysis process is complete and critical, but I believe that I need to work harder in this area.

The third limitation was the unsuccessful use of electronic questionnaire which targeted senior teachers. The aim was to include as many senior teachers as possible and to simplify data analysis which could be conducted automatically. After waiting for three weeks, the response rate was very low (only 13 questionnaires were sent). This has led me to change to paper questionnaire which took longer time and I had to enter the data manually. To solve this challenge and overcome the delay in my plan, I asked supervisors to help me in collecting questionnaires from schools; and I asked someone who was specialised in statistics to help me in entering the data in SPSS and guide me through the analysis process.

The fourth limitation was the brief answers provided by some participants in interviews and questionnaires. I was able to manage this issue in semi-structured interviews by asking probing questions based on the participants' responses (Savin-Baden & Major, 2013; Walliman & Buckler, 2008). Those additional questions were useful to get more details about the phenomenon under investigation. However, this issue was not resolved in questionnaires which targeted more participants, because they were administered without the researcher's presence (Cohen et al., 2018; Denscombe, 2017). It is considered one of the weaknesses of using questionnaires in research studies (Denscombe, 2017; Cohen et al., 2018); but the aim was to give the participants the freedom to express their ideas and opinions.

The final limitation was that there was no chance to conduct the participants' checking on the final outcomes of the study which were sent via emails to eight supervisors. Participants' checking is useful to give them the chance to provide their feedback about the results of the study (Denscombe, 2017; Cohen et al., 2018). This was due to the reason that all supervisors were on their annual leaves. I sent messages to their phones at the beginning of the current academic year, but there was no reply. I think they were busy conducting their introductory visits to schools and had no time to reply to my email.

10.7 Personal Learning and Reflections

As a full-time PhD student, I had the chance to attend the four modules' sessions in my first year which focused on research design, philosophy, quantitative research and

qualitative research. Those modules were very helpful in developing my research knowledge and skills, especially the philosophy and qualitative research parts. Most of their contents were new to me so I had to do a lot of reading to understand and apply them in my study.

I also seized every opportunity to attend training programmes and workshops offered at the University of Leicester to improve my research skills. Thus, I attended more than 30 training sessions on different topics such as conducting your literature search, interviewing skills for researchers, critical reading and writing, and an introduction to SPSS.

My biggest challenge in conducting this research was how to write critically. I think it is also a big challenge for most PhD students. My supervisor kept saying to me that my writing was descriptive, and you need to make it more critical and argumentative. It was a very challenging and time-consuming task. To overcome this challenge, I attended several workshops on critical reading and writing, but they were not very beneficial. This was due to the reason that most of their contents were theoretical and did not focus on practical exercises. As a solution, I produced several drafts for every chapter in my thesis to make it as critical and argumentative as possible. My supervisor's comments and feedback were very helpful in improving the criticality of my writing. But as mentioned earlier, I still have to work very hard to improve my critical writing skills through hopefully conducting more research studies in the future.

As a suggestion for improvement, the University of Leicester should provide a course for new PhD students on critical writing to equip them with the necessary knowledge and skills on this topic. Most importantly, practical exercises should be included so that students can apply theoretical information into practice. From my point of view, the current training workshops and programmes are theoretical and do not include enough practical exercises. Students, especially international ones, need to practise critical writing before starting to write their theses so that they have the basic knowledge and skills to write critically.

Despite critical writing challenge, conducting this research has been one of the most rewarding experiences in my professional life. It has helped me to broaden and deepen my knowledge in three different topics which were: teacher CPD, educational supervision, and SP. Reading and writing on these three topics has improved my

knowledge which can be of great value when I go back to work. It has also sharpened my skills in using qualitative and quantitative research methods, although more effort is needed. My previous experience was only on conducting quantitative research, but in this study, I have learned how to conduct qualitative research, especially in terms of conducting and analysing interviews and analysing plan documents. These skills and knowledge would definitely assist me in conducting future research studies.

Finally, I kept a research diary to record all the challenges and concerns which I came across while conducting this research. The aim was to keep reflecting on my work and, most importantly, to monitor my reactions and interactions with the participants (Cohen et al., 2018). Thus, some reflections were written after each interview to describe how the interview went on and the participants' reactions to some questions (Denscombe, 2017). This process has helped me in data analysis and to change the order of some questions to meet the pace and discussion of each interview.

To conclude, conducting this research was a very fruitful experience. The knowledge and skills which I have learned would assist me when I go back to work. But more effort is required to develop my research knowledge and skills which represents one of the main professional aims in the future.

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Appendices

Appendix 1

(Three Interview Schedules)

<u>A: Supervisors' Interview Schedule:</u>

1. What are the plans which are required from you as supervisors?

2. What are the components of these plans?

3. Who participates in preparing the plans?

4. What are the steps/processes which you follow in preparing the plans? Explain in detail.

5. How much time do you take in preparing the plan?

6. What sources do you use in preparing the plan?

7. How much time is needed to implement the plan?

8. How do you follow-up and evaluate the plan's progress?

9. Do you consider these plans strategic? Why?

10. Do you need a strategic plan as a section? Why?

11. Have you been trained on strategic planning? What kind of training programme have you attended?

12. How would you differentiate between a strategic plan and an action plan?

13. What benefits have you gained from implementing strategic planning?

14. What are the factors which have facilitated or hindered the implementation of strategic planning in educational supervision?

* Training.

* Resistance to change.

* Leadership support.

*Administrative procedures.

* Nature of strategic planning.

15. What are the challenges which you have encountered in implementing strategic planning in educational supervision?

16. What are your suggestions to improve the application of strategic planning in educational supervision?

B: Senior Managers' Interview Schedule:

1. What are the plans which are required from the Supervision Section?

2. Do you participate in preparing supervisory plans? How?

3. From your point of view, do you think that the Supervision Section needs a strategic plan?

4. Why are supervisors trained on strategic planning?

5. Who participates from the Supervision Section in preparing the strategic plan?

6. How much time do you take in preparing the strategic plan?

7. How do you follow-up the implementation of the plan?

8. Do you evaluate the strategic plan at the end of the academic year?

9. Do you have any idea about the strategic planning training which supervisors have gone through?

10. Are there training workshops included in your plan to train supervisors on strategic planning in the coming years?

11. Do you think it is easy or difficult to apply strategic planning in supervision?

12. What are the benefits that you have gained from applying strategic planning in supervision?

13. What are the challenges which they have encountered? How did you solve them?

C. Senior Teachers' Interview Schedule:

Planning Domain:

No	Planning domain
1	How do supervisors develop your planning skills?
2	How do they assist you in preparing your semester or lesson plans?
3	Do they involve you in planning the workshops and activities which are targeting teachers in your school? How?
4	Do they check and follow-up your plans regularly?
5	How do they provide constructive feedback on your plans?
6	Do you have any suggestions to improve supervisory work in planning?

Follow-up Teaching & Learning Process:

No	Follow-up teaching and learning process
7	Do supervisors inform you about their visits and the aim of each visit?
8	What types of class visits do they conduct (introductory, sudden, informative, evaluative, …etc.)?
9	What other supervisory techniques do they use (model lessons, exchange visits, training workshops, …etc.)?
10	Do they conduct meetings with teachers before the class visits to discuss the lesson plans?
11	How do they improve teachers' knowledge and skills in teaching?
12	How do they encourage teachers to solve the problems they encounter inside and outside the class?
13	Do they conduct post lesson discussions to provide feedback to teachers? Are they effective?
14	Do they write reports about their class visits? Are they clear and constructive?
15	Do they provide suggestions to evaluate and improve students' progress? How?

16	Do they encourage teachers to connect the topics with daily life activities? If yes, how?
17	What are your suggestions to improve the quality of supervisory practices in improving teaching and learning process?

Curriculum Analysis & Use of Instructional Materials:

No	Curriculum Analysis and Availability/Use of instructional aids
18	How do supervisors follow up the application of the curriculum?
19	Do they encourage teachers to analyse the textbooks' content to provide suggestions for improvement? How do they assist them in this process?
20	How do they assist teachers in specifying the instructional aids which they need to teach their lessons?
21	Do they check the availability of instructional aids and materials? What actions do they take in terms of shortages or lack of materials?
22	Do they inform you of any updates in curriculum?
23	Do they suggest extra-curricular activities to support the curriculum?
24	What are your suggestions to improve supervisory work in following up curriculum application and availability of materials?

Assessment & Evaluation:

No	Assessment and evaluation
25	What techniques do supervisors use to evaluate teachers' performance?
26	Do they encourage teachers to evaluate their own performance and reflect upon their progress? How?
27	Do they involve you as senior teachers in evaluating teachers' performance? How?
28	What criteria do they use in evaluating teachers' work?
29	How do they use the outcomes of evaluation?
30	Do they discuss students' achievement with teachers? Do they provide suggestions for improvement?

No	
31	Do they train teachers on how to apply evaluation procedures properly?
32	Do they assist teachers in preparing exams or provide constructive feedback on the exams prepared by teachers?
33	What are your suggestions to improve supervisory practices in assessment and evaluation?

Identification of Needs and Training:

No	Professional development
34	How do supervisors specify teachers' needs?
35	What tools and methods do they use?
36	How do they support new teachers? What programmes do they provide for them?
37	Do they provide the necessary suggestions to overcome the challenges teachers encounter in teaching?
38	How do they check that teachers are using the appropriate teaching methods?
39	Do they encourage teachers to conduct action research?
40	Do they encourage teachers to express their viewpoints freely? Do they listen to them attentively?
41	Do they encourage teachers to use technology in teaching and learning process? Can you provide some examples, please?
42	What are your suggestions to improve supervisory practices in facilitating teachers' professional growth?

Supervisors' Open-ended Questionnaire

![University of Leicester logo]

Dear supervisor,

- My name is Ahmed Al-Ajmi. I am a PhD student at the University of Leicester, England. As part of my study, I am conducting a research entitled "The Implementation of Strategic Planning in Developing Private Schools' Supervisors' Practices in Muscat, Oman". I appreciate your time and effort in answering this questionnaire. It will take between 20 to 30 minutes to complete.

- Before answering the questions, please read the information sheet to give you a brief idea about the study and your role in it. Then, please sign the consent form and email it with the questionnaire to aafaa1@le.ac.uk

- This questionnaire consists of **three** parts as follows:
  Part One: Creation Process of Supervisory Plans.
  Part Two: Benefits and Challenges in Implementing Strategic Planning.

- **Part Three**: Suggestions for Improvement.

- I would like to assure you that all data collected from this questionnaire will be used confidentially and anonymously, and for research purposes only.

- Your participation is valuable to this study.

- For any clarifications or enquiries, please do not hesitate to contact me: aafaa1@le.ac.uk

Thank you for your cooperation

The Implementation of Strategic Planning in Developing Private Schools'

Supervisors' Practices in Muscat, Oman

<u>Supervisors' Questionnaire</u>

Name/ ....

Job title/ ....

Subject/ ....

Number of teachers you supervise/ ....

<u>Please answer all the following questions.</u>

Part One/ Creation Process of Supervisory Plans

1. What are the plans which you prepare or participate in preparing each academic year?

----

2. What are the components of supervisory plan(s)?

----

3. Who participates in preparing supervisory plan(s)?

----

4. What sources do you use in creating supervisory plan(s)?

----

5. How much time do you take in preparing supervisory plan(s)?

----

6. How much time is required to implement the plan?

----

7. What are the steps which you follow in preparing your supervisory plan(s)?

----

8. Do you consider your plan(s) strategic? Why?

----

9. Does the Supervision Section need a strategic plan? Why?

----

10. What type of strategic planning training programme have you attended? (Circle the appropriate answer)

A. Workshop (one day)

B. A training programme for a week

C. A training programme for a month

D. Others (Please specify): ....

Part Two/ Benefits and Challenges in Implementing Strategic Planning

1. What are the benefits which you have gained from implementing strategic planning?

----

2. What are the challenges which you have encountered in implementing strategic planning?

----

3. Are the following factors facilitating or hindering the application of strategic planning? How?

A. Strategic planning training:

B. Role of senior management:

C. Nature of administrative procedures:

D. Nature of strategic planning:

E. Resistance to change by supervisors:

Part Three/ Suggestions for Improvement

What are your suggestions to improve the application of strategic planning in educational supervision?

1. --

2. --

3. --

4. --

Thank you for your time and effort

University of Leicester

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أخي المشرف/أختي المشرفة:

السلام عليكم ورحمة الله وبركاته

الموضوع/ تعبئة الاستبانة الخاصة بالدراسة

أقوم حاليا بعمل دراسة حول تطبيق التخطيط الاستراتيجي ، ودوره في تطوير الممارسات الاشرافية لمشرفي المدراس الخاصة بمسقط ، سلطنة عمان. أرجو التكرم بتعبئة الاستبانة المرفقة الخاصة بالدراسة والذي تم ابلاغكم عنها في الاجتماع الذي سبق التطبيق التجريبي لأدوات الدراسة. علما بأن الاستبانة ستاخذ حوالي من 20 إلى 30 دقيقة لاستكمالها.

تتكون الاستبانة من ثلاثة أجزاء ، وكل جزء به مجموعة من الاسئلة المفتوحة والتي تهدف إلى جمع أكبر قدر ممكن من البيانات والمعلومات حول تطبيق التخطيط الاستراتيجي من قبل المشرفين التربويين وأثره في تطوير أدائهم المهني. يركز الجزء الاول من الاستبانة على مكونات ومراحل اعداد الخطط الاشرافية الاستراتيجية. بينما يركز الجزء الثاني على معرفة الفوائد التي تحققت ، والصعوبات التي واجهت المشرفين وقسم الاشراف في عملية تطبيق التخطيط الاستراتيجي. ويهدف الجزء الثالث والاخير إلى جمع مقترحات المشرفين لتطوير عملية التطبيق الفعلي للتخطيط الاستراتيجي.

علما بأن البيانات سيتم استخدامها لأغراض البحث العلمي ، وسيتم التعامل معها بطريقة سرية بحيث لن يتم ذكر اسم اي مشارك في البحث ، كما سيتم اعطاء كل مادة رقم خاص بها لضمان السرية التامة في التعامل مع البيانات ومقارنة النتائج.

قبل البدء بتعبئة الاستبانة ، أرجو التكرم بقراءة ورقة المعلومات الخاصة بالدراسة (مرفقة) ، لمعرفة كافة التفاصيل الخاصة بالدراسة وأدواركم فيها. كما أرجو التكرم بتعبئة استمارة الموافقة على المشاركة في الدراسة (مرفقة) قبل الاجابة على اسئلة الاستبيان ، ومن ثم ارسالها مع الاستبانة على الايميل المذكور اسفل الرسالة.

ختاما لا يسعني إلا أن أتقدم لكم بجزيل الشكر والتقدير على المشاركة في هذا البحث العلمي والذي أتمنى أن يكون ذا فائدة لتطوير وتحسين تطبيق التخطيط الاستراتيجي في العمل الاشرافي ، والذي يعتبر من المبادرات الجديدة في هذا المجال. وفي حالة وجود أي استفسار أو سؤال ، ارجو التواصل معي مباشرة على الايميل المذكور اسفل الرسالة.

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

الباحث/ أحمد بن عبدالله العجمي

طالب دكتوراه بجامعة ليستر البريطانية

</div>

دراسة حول تطبيق التخطيط الاستراتيجي لتطوير الممارسات الاشرافية لمشرفي المدارس الخاصة بمسقط ، سلطنة عمان

استبانة المشرفين التربويين

	الاسم
	المسمى الوظيفي
	التخصص (المادة)
	عدد المعلمين الذين تشرف عليهم

* أرجو التكرم بالاجابة على كافة الاسئلة التالية:

الجزء الاول: مكونات وآليات اعداد الخطط الاشرافية.

1. ما هي الخطط الاشرافية التي تقوم باعدادها أو تشارك في اعدادها خلال العام الدراسي؟

....

....

....

2. ما هي مكونات أو عناصر الخطة الاشرافية الخاصة بالمادة؟

....

....

....

3. من يشارك في اعداد الخطة الاشرافية الخاصة بالمادة؟

....

....

....

4. ما هي المصادر المستخدمة لاعداد الخطة الاشرافية الخاصة بالمادة؟

....

....

....

5. ما هي الفترة الزمنية اللازمة لاعداد الخطة الاشرافية الخاصة بالمادة؟

....

....

....

6. ما هي الفترة الزمنية اللازمة لتنفيذ الخطة الاشرافية الخاصة بالمادة؟

....

....

....

7. ما هي الخطوات التي يتم اتباعها لاعداد الخطة الاشرافية الخاصة بالمادة؟

....

....

....

....

....

....

8. هل يمكن اعتبار خطة المادة الاشرافية خطة استراتيجية؟ لماذا؟

....

....

....

9. ما هي مكونات أو عناصر خطة قسم الاشراف؟

....

....

....

10. هل شاركت في اعداد خطة قسم الاشراف؟

....

11. هل يمكن اعتبار خطة قسم الاشراف خطة استراتيجية؟ لماذا؟

....

....

....

12. هل يحتاج قسم الاشراف إلى خطة استراتيجية؟ لماذا؟

....

....

....

13. ما نوع البرنامج التدريبي الذي حضرته في التخطيط الاستراتيجي؟ ارجو التكرم بوضع دائرة على الاجابة المناسبة من البدائل المعطاة.

1. ورشة عمل ليوم أو يومين.

2. برنامج تدريبي لمدة اسبوع.

3. برنامج تدريبي لمدة شهر.

4. برامج اخرى (ارجو التكرم بتحديدها): ....

الجزء الثاني: الفوائد والتحديات الخاصة بتطبيق التخطيط الاستراتيجي في العمل الاشرافي.

1. ما هي الفوائد التي تم تحقيقها من خلال تطبيق التخطيط الاستراتيجي؟

....

....

....

....

2. ما هي التحديات التي واجهتموها في تطبيق التخطيط الاستراتيجي؟

....

....

....

....

3. وضح دور العوامل التالية في تسهيل او تصعيب تطبيق التخطيط الاستراتيجي:

أ. التدريب على التخطيط الاستراتيجي.

....

....

....

ب. دور الادارة العليا سواءا على مستوى الدائرة او المديرية.

....

....

....

ج. طبيعة الاجراءات الإدارية.

....

....

....

د. طبيعة التخطيط الاستراتيجي (من حيث الخطوات والمكونات).

....

....

....

ه. مقاومة التغيير(بمعنى وجود مشرفين لا يحبذون التغيير والتجديد ويركنون الى الروتين).

....

....

....

<u>الجزء الثالث: مقترحات للتطوير والتحسين.</u>

1. ما هي مقترحاتكم لتطوير وتحسين تطبيق التخطيط الاستراتيجي في العمل الاشرافي؟

....

....

....

....

....

....

....

نهاية الاستبانة

لكم خالص الشكر والتقدير على وقتكم وجهدكم فى تعبئة الاستبانة

ملاحظة/ أرجو التكرم بإرسال استمارة الموافقة على المشاركة في الدراسة مع الاستبانة بعد تعبئتها على الايميل

التالي: aafaa1@le.ac.uk

Appendix 3

Senior Teachers' Questionnaire

University of Leicester

Dear senior teacher,

- My name is Ahmed Al-Ajmi. I am a PhD student at the University of Leicester, England. I am conducting a research entitled "The Implementation of Strategic Planning in Developing Private Schools' Supervisors' Practices in Muscat, Oman". One of the aims of the study is to evaluate the effect of supervisory practices in developing teachers' CPD (continuous professional development). So, I appreciate your time and effort in answering this questionnaire. It should not take more than 15 minutes to complete.

- Before answering the questionnaire, I would like you first to read the information sheet; to give you a brief idea about the study and your role in it. Then, please sign the consent form and send it with the questionnaire to aafaa1@le.ac.uk

- This questionnaire consists of **three** parts as follows:
  Part One: Demographic information.
  Part Two: Senior teachers' views towards supervisory practices in developing their performance.

  Part Three: Open-ended questions.

- I assure you that all information gained from this questionnaire will be used confidentially and anonymously, and for research purposes only.

- Your participation is valuable to this study.

- For any clarifications or enquiries, please do not hesitate to contact me: aafaa1@le.ac.uk

Thank you for your cooperation

The Implementation of Strategic Planning in Developing Private Schools' Supervisors' Practices in Muscat, Oman

Senior Teachers' Questionnaire

Name/ .... School/ ....

Part 1: Demographic information (Circle the suitable choice).

A)   Job title:

1.   Senior teacher   2. Head of department   3. Teacher

B)   Subject:

1. Islamic Education   2. Arabic   3. English

4. Music   5. Maths   6. Social Studies

7. Life skills   8. Arts   9. Sports

10. Chemistry   11. Physics   12. Biology

Part 2: Read each statement and choose the suitable answer which reflects your views about the usefulness of supervisory practices in developing your CPD (continuous professional development).

No	Statement (The supervisor …)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Section One: Planning and Lesson Preparation						
1	Checks my semester plan at the beginning of academic year.					
2	Provides suggestions for improving the plan.					
3	Conducts training workshops in planning.					
4	Discusses supervisory plan with the senior teacher.					
5	Involves senior teacher in planning the activities which target his/her performance.					
6	Checks lesson plans regularly.					
7	Guides senior teacher on how to prepare his/her lessons well.					
8	Checks that the lessons go in accordance with the plan.					
9	Encourages senior teacher to give suggestions to improve the lesson plan.					

10	Discusses the lesson plan before conducting class visit.					
<td colspan="7" style="background:yellow">Section Two: Identification of Needs and Fostering Professional Growth</td>						
11	Involves senior teacher in specifying his/her training needs.					
12	Uses class visits to identify professional needs.					
13	Involves senior teacher in conducting training sessions.					
14	Encourages senior teacher to transfer what has been learned in workshops to his/her teachers at school.					
15	Encourages senior teacher to conduct model lessons.					
16	Encourages peer observations inside the school.					
17	Organises peer observations between teachers in different schools.					
18	Conducts meetings to discuss issues or problems related to the subject.					
19	Guides senior teacher to conduct action research.					
20	Provides support and guidance for new teachers.					
<td colspan="7" style="background:yellow">Section Three: Follow-up Teaching and Learning Process</td>						
21	Trains senior teacher on new teaching methods.					
22	Encourages senior teacher to vary his/her teaching methods.					
23	Conducts class visits to follow-up senior teacher's work.					
24	Conducts post lesson discussions to improve senior teacher's performance.					
25	Writes constructive reports about class visits.					
26	Encourages senior teacher to use technology in teaching.					
27	Involves senior teacher in observing other teachers' lessons.					
28	Asks students questions to check their understanding.					
29	Checks students' notebooks and files.					
30	Discusses students' progress and achievement with senior teacher.					
<td colspan="7" style="background:yellow">Section Four: Curriculum Application and Use of Instructional Materials</td>						
31	Helps senior teacher to select the appropriate syllabus/ curriculum.					

32	Updates senior teacher with changes in curriculum.					
33	Encourages senior teacher to provide feedback about the curriculum application.					
34	Suggests extra-curricular activities to support the curriculum.					
35	Encourages senior teacher to finish the syllabus on time.					
36	Checks the availability of instructional aids and materials.					
37	Follows-up the shortage of instructional materials in school.					
38	Encourages senior teacher to create his/her own instructional materials.					
39	Checks the effective use of instructional materials inside the class.					
40	Directs senior teacher on how to use instructional materials properly.					
Section Five: Teacher evaluation						
41	Encourages senior teacher to reflect upon his/her lessons.					
42	Uses various techniques to evaluate senior teacher's performance.					
43	Depends mainly on class visits to evaluate senior teacher's work.					
44	Uses specific criteria in evaluating senior teacher's work.					
45	Uses senior teacher's portfolio to evaluate his/her work.					
46	Writes fair and constructive reports about senior teacher's performance.					
47	Involves senior teacher in evaluating teachers' work.					
48	Trains senior teacher on how to evaluate teachers' work.					
49	Encourages senior teacher to write evaluative reports about teachers.					
50	Depends on senior teacher to check exams prepared by teachers.					

Part Three: **Please answer the following open-ended questions.**

Question One: To what extent do supervisory practices address your CPD needs?

Question Two: What aspects of your CPD needs are not addressed by the current supervisory practices?

Question Three: What are your suggestions to meet those needs and improve the quality

of supervisory practices?

Thank you for your time and effort

University of Leicester

أخي المعلم الأول/أختي المعلمة الأولى:

السلام عليكم ورحمة الله وبركاته

الموضوع/ تعبئة الاستبانة الخاصة بالدراسة

يقوم الباحث حاليا بعمل دراسة بعنوان تطبيق التخطيط الاستراتيجي ، ودوره في تطوير الممارسات الإشرافية لمشرفي المدراس الخاصة بديوان عام الوزارة بمحافظة مسقط ، بسلطنة عمان ، وذلك استكمالا لمتطلبات الحصول على درجة الدكتوراه في التخطيط التربوي. ومن أهداف الدراسة التعرف على أثر الممارسات الإشرافية في تطوير أداء المعلمين الأوائل ، كونهم حلقة الوصل بين المشرف التربوي والمعلمين بالمدرسة. وتعتبر مهارة التخطيط من المهارات الأساسية للمعلم الأول. كما تهدف الدراسة أيضا إلى التعرف على مدى إشراك المعلمين الاوائل من قبل المشرفين التربويين في التخطيط للفعاليات والبرامج التي تستهدف احتياجاتهم للإنماء المهني.

تتكون الاستبانة من ثلاثة أجزاء. يهدف الجزء الاول إلى جمع البيانات الاساسية الخاصة بالمعلمين الاوائل من حيث المسمى الوظيفي والمادة التي يقومون بتدريسها. ويحتوي الجزء الثاني من الاستبانة على مجموعة من العبارات المغلقة ، والتي تركز على مجموعة من المحاور تم استخلاصها من تحليل المقابلات التي استهدفت بعض المعلمين الاوائل سابقا. أما الجزء الثالث فيحتوي على ثلاثة اسئلة مفتوحة بغرض جمع بيانات أكثر حول فاعلية الاساليب الاشرافية في تطوير المعلمين الاوائل مهنيا ، ومقترحات المعلمين الاوائل لتطوير الممارسات الاشرافية.

علما بأن البيانات سيتم استخدامها لأغراض البحث العلمي ، وسيتم التعامل معها بسرية ، ولن يتم ذكر أي اسم مشارك في البحث ، كما سيتم إعطاء كل مادة رقم خاص بها لضمان السرية التامة في التعامل مع البيانات ومقارنة النتائج.

ختاما لا يسعني إلا أن أتقدم لكم بجزيل الشكر والتقدير على المشاركة في هذا البحث العلمي والذي أتمنى أن يكون ذا فائدة لتطوير وتحسين تطبيق التخطيط الاستراتيجي في العمل الإشرافي ، والذي يعتبر من المبادرات الجديدة في هذا المجال. وفي حالة وجود أي استفسار أو سؤال ، ارجو التواصل معي مباشرة على البريد المذكور اسفل الرسالة.

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

الباحث/ أحمد بن عبدالله العجمي

طالب دكتوراه بجامعة ليستر البريطانية

البريد الإلكتروني / aafaa1@le.ac.uk

دراسة حول تطبيق التخطيط الاستراتيجي لتطوير الممارسات الإشرافية لمشرفي المدارس الخاصة بمحافظة مسقط ، سلطنة عمان

استبانة المعلمين الأوائل

الاسم/ .... المدرسة/ ....

الجزء الأول: البيانات الشخصية:

أ) المسمى الوظيفي:

1. معلم أول   2. رئيس قسم   3. معلم

ب) المادة التي تقوم بتدريسها:

1. التربية الاسلامية	2. اللغة العربية	3. اللغة الانجليزية
4. الموسيقى	5. الرياضيات	6. الدراسات الاجتماعية
7. المهارات الحياتية	8. الفنون	9. الرياضة
10. الكيمياء	11. الفيزياء	12. الأحياء

الجزء الثاني: أقرأ العبارات التالية واختر الاجابة التي تعبر عن رأيك حول فاعلية الاساليب الاشرافية في التطوير المستمر لأدائك المهني.

لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة	العبارة (يقوم المشرف ب ...)	م
					المحور الأول: التخطيط والتحضير للدروس	
					مراجعة الخطة الفصلية في بداية العام الدراسي.	1
					تقديم مقترحات لتطوير الخطة الفصلية.	2
					عمل مشاغل تدريبية في جانب التخطيط.	3
					مناقشة الخطة الاشرافية مع المعلم الأول.	4
					إشراك المعلم الآول في التخطيط للفعاليات التي تستهدف تطوير أدائه.	5
					متابعة خطط الدروس بصفة دورية.	6
					إرشاد المعلم الاول حول كيفية التخطيط للدرس بشكل جيد.	7
					التأكد من ان خطة الدرس متماشية مع الخطة الفصلية.	8
					تشجيع المعلم الاول على اعطاء مقترحات لتطوير خطة الدرس.	9
					مناقشة خطة الدرس قبل تنفيذ الزيارة الصفية.	10
					المحور الثاني: تحديد الاحتياجات وتطوير المعلمين الأوائل مهنيا	
					إشراك المعلم الاول في تحديد احتياجاته التدريبية.	11
					استخدام الزيارة الصفية لتحديد الاحتياجات التدريبية.	12
					إشراك المعلم الاول في تنفيذ الورش التدريبية.	13
					تشجيع المعلم الاول على نقل ما تم تعلمه إلى معلميه بالمدرسة.	14
					تشجيع المعلم الاول على تنفيذ الدروس الأنموذجية.	15
					تشجيع تبادل الزيارات الصفية بين المعلمين داخل المدرسة.	16
					تنظيم الزيارات الصفية بين المعلمين من مدارس مختلفة.	17
					عقد الاجتماعات لمناقشة الجوانب والمشاكل الخاصة بالمادة.	18
					إرشاد المعلم الاول حول كتابة البحوث التجريبية.	19
					تقديم الدعم والارشاد للمعلمين الجدد.	20
					المحور الثالث: متابعة عمليتي التعليم والتعلم	

						#
					تدريب المعلم الاول على الاساليب التدريسية الحديثة.	21
					تشجيع المعلم الاول على التنويع في أساليبه التدريسية.	22
					تنفيذ الزيارات الصفية لمتابعة اداء المعلم الاول.	23
					عقد المداولات الاشرافية لتطوير اداء المعلم الاول.	24
					كتابة تقارير بنائية/تطويرية حول أداء المعلم.	25
					إشراك المعلم الاول في الزيارات الصفية للمعلمين.	26
					تشجيع المعلم الاول على استخدام التكنولوجيا في التدريس.	27
					توجيه أسئلة للطلبة للتأكد من فهمهم للدرس.	28
					متابعة دفاتر وملفات الطلبة.	29
					مناقشة تطور وتحصيل الطلبة مع المعلم الاول.	30
					المحور الرابع: متابعة تطبيق المناهج واستخدام الوسائل التعليمية	
					مساعدة المعلم الاول في اختيار المنهج المناسب.	31
					موافاة المعلم الاول بالمستجدات الخاصة بالمنهج.	32
					تشجيع المعلم الاول على إعطاء تغذية راجعة حول تطبيق المنهج.	33
					اقتراح الانشطة غير الصفية للمنهج.	34
					تشجيع المعلم الاول على الانتهاء من إنهاء المنهج في الوقت المحدد.	35
					التأكد من وجود الوسائل التعليمية الخاصة بالمنهج.	36
					متابعة نقص الوسائل التعليمية بالمدرسة.	37
					تشجيع المعلم الاول على تصميم وابتكار الوسائل التعليمية.	38
					التأكد من فاعلية استخدام الوسائل التعليمية داخل الغرفة الصفية.	39
					توجيه المعلم الاول حول الاستخدام الامثل للوسائل التعليمية.	40
					المحور الخامس: تقويم اداء المعلمين	
					تشجيع المعلم الاول على تقويم أدائه اثناء الزيارات الصفية.	41
					استخدام أساليب مختلفة لتقويم اداء المعلم الاول.	42
					يعتمد على الزيارة الصفية في تقويم عمل المعلم الاول.	43
					استخدام مؤشرات أداء محددة لتقويم أداء المعلم الاول.	44
					استخدام ملف المعلم الاول في عملية تقويم عمله.	45
					كتابة تقارير عادلة وبناءة عند تقويم عمل المعلم الاول.	46
					إشراك المعلم الاول في عملية تقويم المعلمين بالمدرسة.	47
					تدريب المعلم الاول حول كيفية تقويم عمل المعلمين.	48
					تشجيع المعلم الاول على كتابة تقارير تقويمية حول عمل المعلمين.	49
					الاعتماد على المعلم الاول في مراجعة الاختبارات المعدة من قبل المعلمين.	50

الجزء الثالث: أرجو التكرم بالاجابة عن الاسئلة التالية:

السؤال الاول: إلى أي مدى تسهم الممارسات الاشرافية في تطويرك مهنيا؟

السؤال الثاني: ما هي الجوانب المهنية التطويرية المستمرة التي لم تتطرق إليها الممارسات الاشرافية المستخدمة؟

السؤال الثالث: ماهي مقترحاتكم لإدراج تلك الجوانب وتطوير الاساليب الاشرافية المستخدمة ؟

انتهت الاسئلة

لك خالص شكري وتقديري على تعبئة الاستبانة

Consent Form and Participant Information Sheets

University of Leicester

Consent Form

The Implementation of Strategic Planning in Developing Private Schools Supervisors' Practices in Muscat, Oman

Researcher/ Ahmed Al-Ajmi (aafaa1@le.ac.uk)

Supervisor/ Dr. Wei Zhang (wz24@leicester.ac.uk)

Ethics Reference**:** 9815-aafaa1-education

Statement	Yes	No
I have read the participant information sheet about this study.		
I have had an opportunity to ask questions about this study.		
I have received satisfactory answers to all my questions.		
I have received enough information about this study.		
I understand that my participation in this study is voluntary.		
I understand that I can withdraw from this study at any time.		
I understand that my research data will only be used for this researcher's PhD study.		
I agree to take part in this study.		

Name of the participant/ ……………………………………………….

Date/ …………………………………….

Signature/ ………………………………..

Note/ If you need further clarifications or have queries about the study, please do not hesitate to contact me (aafaa1@le.ac.uk) Mobile (0044565810291).

University of Leicester

<u>**Supervisors' Information Sheet**</u>

The Implementation of Strategic Planning in Developing Private Schools

Supervisors' Practices in Muscat, Oman

Researcher/ Ahmed Al-Ajmi (aafaa1@le.ac.uk)

Supervisor/ Dr. Wei Zhang (wz24@leicester.ac.uk)

Ethics Reference**:** 9815-aafaa1-education

Dear supervisor,

My name is Ahmed Al-Ajmi. I'm a PhD student at the University of Leicester, UK. I'm currently conducting a research with the title mentioned above. I would like you to take part in the study after reading the following lines which give you an overview about the study.

1) **Aim and significance of the study**

The aim of the study is to explore the implementation of strategic planning as a strategy in developing private schools' supervisors' practices in Muscat, Oman. This study would help to find out the extent to which strategic planning is helpful in developing supervisory practices which in turn enhance the teaching-learning process.

2) **Selection of supervisors**

You are selected in this study, because you represent one of the main key stakeholders involved in this project. Your practical experiences in using strategic planning would help to explore and evaluate the usefulness and relevance of strategic planning in developing your work as supervisors. It would also help to point out the challenges you encounter in using strategic planning and how to overcome them.

3) **What is required from you?**

If you accept to take part in this study, you will be asked to submit your supervisory plans to be analysed by the researcher to find out the extent to which strategic planning features and processes are reflected in your plans. Then you will be interviewed (will take between 30 minutes to an hour) to get in-depth information about the application of strategic

planning in supervision. The interviews will be recorded and transcribed for the research purposes. Finally, you will be asked to complete a questionnaire which will take about 15 minutes.

4) Confidentiality and Anonymity Issues:

I would like to assure you that your personal information or any information which may lead to recognising you will be removed or deleted. Subject names will be labelled by numbers so that no one can recognise the participants. I also assure you that your career progression or job security will not be affected by your participation in this project.

All documents (questionnaires, plans, interviews' scripts) will be locked in a safe place and will be shared only with the supervisor for the research purposes.

5) Other Ethical considerations:

- Participation is voluntary and you can withdraw from the study at any time without giving the reasons.

- Personal information will be removed.

- Data and results will be used only for the purposes of the study.

- Your participation is valuable to the current study.

Thank you for reading this sheet

Note/ If you still need further clarifications or have queries about the study, please do not hesitate to contact me (aafaa1@le.ac.uk) Mobile (0044565810291).

<u>Decision-makers and supervision authority's Information Sheet</u>

The Implementation of Strategic Planning in Developing Private Schools Supervisors' Practices in Muscat, Oman

Researcher/ Ahmed Al-Ajmi (aafaa1@le.ac.uk)

Supervisor/ Dr. Wei Zhang (wz24@leicester.ac.uk)

Ethics Reference**:** 9815-aafaa1-education

Dear participant,

My name is Ahmed Al-Ajmi. I'm a PhD student at the University of Leicester, UK. I'm currently conducting a research with the title mentioned above. I would like you to take part in the study after reading the following lines which provide you with an overview about the study.

1) Aim and significance of the study

The aim of the study is to explore the implementation of strategic planning as a strategy in developing private schools' supervisors' practices in Muscat, Oman. This study would help to find out the extent to which strategic planning is helpful in developing supervisory practices which in turn enhance the teaching-learning process.

2) Selection of decision-makers and supervision authority

You are selected in this study, because you represent one of the main key stakeholders involved in this project. You will be asked about the reasons to train supervisors on strategic planning. You will also be asked about the strategy you use in following-up and evaluating supervisory plans and if you take part in preparing them. This would provide a clear picture about your role as a senior management in developing supervision's planning process.

3) What is required from you?

If you accept to take part in this study, you will be interviewed (will take between 30 minutes to an hour) to get in-depth information about the rationale of applying strategic

planning in supervision. The interviews will be recorded and transcribed for the research purposes.

4) Confidentiality and Anonymity Issues:

I would like to assure you that your personal information or any information which may lead to recognising you will be removed or deleted. Subject names will be labelled by numbers so that no one can recognise the participants. All documents (questionnaires, plans, interviews' scripts) will be locked in a safe place and will be shared only with the supervisor for the research purposes.

5) Other Ethical considerations:

- Participation is voluntary and you can withdraw from the study at any time without giving the reasons.
- Personal information will be removed.
- Data and results will be used only for the purposes of the study.
- Your participation is valuable to the current study.

Thank you for reading this sheet

Note/ If you still need further clarifications or have queries about the study, please do not hesitate to contact me (aafaa1@le.ac.uk) Mobile (0044565810291).

<u>**Senior Teachers' Information Sheet**</u>

The Implementation of Strategic Planning in Developing Private Schools Supervisors' Practices in Muscat, Oman

Researcher/ Ahmed Al-Ajmi (aafaa1@le.ac.uk)

Supervisor/ Dr. Wei Zhang (wz24@leicester.ac.uk)

Ethics Reference**:** 9815-aafaa1-education

Dear senior teacher,

My name is Ahmed Al-Ajmi. I'm a PhD student at the University of Leicester, UK. I'm currently conducting a research with the title mentioned above. I would like you to take part in the study after reading the following lines which provide you with an overview about the study.

1) Aim and significance of the study

The aim of the study is to explore the implementation of strategic planning as a strategy in developing private schools' supervisors' practices in Muscat, Oman. This study would help to find out the extent to which strategic planning is helpful in developing supervisory practices which in turn enhance the teaching-learning process.

2) Selection of senior teachers

You are selected in this study, because you represent one of the main key stakeholders involved in this project. Your participation would provide a clear picture about the effect of supervisory practices in developing your professional growth which represents one of the main goals of supervision. Your participation would also help to find out what needs to be done to improve the quality of supervisory practices, because you represent the focus of supervisory process.

3) What is required from you?

If you accept to take part in this study, you will be first interviewed (will take between 30 minutes to an hour) to get in-depth information about the effect of supervisory practices in developing your professional growth and learning. The interviews will be recorded and

transcribed for the research purposes. Then you will be asked to complete a questionnaire which will take about 15 minutes.

4) Confidentiality and Anonymity Issues:

I would like to assure you that your personal information or any information which may lead to recognising you will be removed or deleted. Subject names will be labelled by numbers so that no one can recognise the participants. All documents (questionnaires, plans, interviews' scripts) will be locked in a safe place and will be shared only with the supervisor for the research purposes.

5) Other Ethical considerations:

- Participation is voluntary and you can withdraw from the study at any time without giving the reasons.

- Personal information will be removed.

- Data and results will be used only for the purposes of the study.

- Your participation is valuable to the current study.

Thank you for reading this sheet

Note/ If you need further clarifications or have queries about the study, please do not hesitate to contact me (aafaa1@le.ac.uk) Mobile (0044565810291).

Appendix 5

Senior Teachers' Questionnaire Feedback Form

Dear evaluator,

My name is Ahmed Al-Ajmi. I am a PhD student at the University of Leicester, England. I am conducting a research entitled "The Implementation of Strategic Planning in Developing Private Schools' Supervisors' Practices in Muscat, Oman". One of the aims of the study is to evaluate the perceived effects of supervisory practices on developing senior teachers' CPD (continuous professional development). Thus, I appreciate your time and effort in evaluating the questionnaire's items in terms of relevance and word choice precision. Feel free to add any remark or suggestion to improve the quality of the questionnaire. After finishing, please send the feedback form to my email: aafaa1@le.ac.uk

* Note/ For any clarifications or enquiries, please do not hesitate to contact me using the email mentioned above.

Thanking you for your participation in evaluating the questionnaire.

Questionnaire Feedback Form

Evaluator's Name/ ....

Place of Work/ ....

Job Title/ ....

Country/ ....

Questionnaire Item Number	Remark	Suggestion/Correction

General Comments/suggestions/remarks:

....
....
....
....
....
....
....

Thank you for your time and cooperation

Appendix 6

Ethical Approval Letter from the University of Leicester

UNIVERSITY OF LEICESTER

University Ethics Sub-Committee for Criminology and School of Education

17/02/2017

Ethics Reference: 9815-aafaa1-education

TO:
Name of Researcher Applicant: Ahmed Al-Ajmi
Department: Education
Research Project Title: An Investigation into the Implementation of Strategic Planning as a Strategy in Developing Private Schools' Supervisors' Practices in Muscat, Oman

Dear Ahmed Al-Ajmi,

RE: Ethics review of Research Study application

The University Ethics Sub-Committee for Criminology and School of Education has reviewed and discussed the above application.

1.   Ethical opinion

The Sub-Committee grants ethical approval to the above research project on the basis described in the application form and supporting documentation, subject to the conditions specified below.

2.   Summary of ethics review discussion

The Committee noted the following issues:
This application now meets the criteria for an approval. Best wishes.

3.   General conditions of the ethical approval

The ethics approval is subject to the following general conditions being met prior to the start of the project:

As the Principal Investigator, you are expected to deliver the research project in accordance with the University's policies and procedures, which includes the University's Research Code of Conduct and the University's Research Ethics Policy.

If relevant, management permission or approval (gate keeper role) must be obtained from host organisation prior to the start of the study at the site concerned.

4.   Reporting requirements after ethical approval

You are expected to notify the Sub-Committee about:
- Significant amendments to the project
- Serious breaches of the protocol
- Annual progress reports
- Notifying the end of the study

5.   Use of application information

Details from your ethics application will be stored on the University Ethics Online System. With your permission, the Sub-Committee may wish to use parts of the application in an anonymised format for training or sharing best practice. Please let me know if you do not want the application details to be used in this manner.

Best wishes for the success of this research project.

Yours sincerely,

Dr. Laura Brace
Chair

Appendix 7

Ministry of Education Approval Letter

الفاضلة /المديرة العامة للمديرية العامة للمدارس الخاصة . . .المحترمة

السلام عليكم ورحمة الله وبركاته   وبعد،،،

أود إفادتكم بأن الفاضل/أحمد العجمي مشرف تربوي بالسويق وطالب دراسات عليا دكتوراه بجامعة ليستر بالمملكة المتحدة ا

وعليه يرجى التكرم بتسهيل مهمة الباحث حسب الاجراءات المتبعة لديكم، وفي حالة وجود أي استفسار يمكن للمعنيين لديكم

سعاد بنت مبارك بن سعيد الفورية

مديرة المكتب الفني للدراسات والتطوير

Appendix 8

Sample of a Coded Interview

Interview Script	1st step	2nd step	3rd step
Interviewer: 1. What are the plans which are required from you as supervisors? Interviewee: We have the subject plan which we prepare at the beginning of each academic year. This is translated into monthly plans or supervisory monthly plans. The subject's plan includes different domains such as teaching and learning domain, training domain, curriculum domain, evaluation domain, and other domains. It includes all the activities which we are planning to do throughout the academic year.	- Subject plan - Monthly plans - Different domains in plans.	- Types of supervisory plans - Components of subject plan	Creation process of supervisory plans
Interviewer: 2. Who participates in preparing the subject's plan? Interviewee: We do it as supervisors. Sometimes one of the supervisors does the initial work. Then, we complete it as a group.	- Individual & group work	- Participants	
Interviewer: 3. Do you involve teachers in this process?			

Interviewee: No. They don't participate in the preparation process directly.	- No involvement of teachers.	- Participants	
Interviewer: 4. Do you participate as supervisors in preparing the section's plan? Interviewee: No, we don't participate as junior supervisors in preparing the section's plan. But we are asked to prepare the subject's plan which is part of the section's plan. In terms of involving teachers, we prepare our plan based on our supervisory visits in the field. For example, in training, based on our schools' visits we identify the teachers' needs through our observations. We sometimes receive letters from schools regarding their training needs and other aspects related to the subject. So, the teachers' needs are included in our plan indirectly.	- No involvement of junior supervisors in preparing the section's plan. - School visits, observations & receive letters to create subject plans.	- Participants - Sources to create subject plan	
Interviewer: 5. How long does it take to prepare the plan? Interviewee: Not that much time. We just take the previous plan and make the necessary changes based on the current needs. It is	- No specific time.	- Plan preparation time	Creation process of supervisory plans

a routine work and there is no room for creativity.	- Needs are considered in planning.	- Preparation based on needs.	
Interviewer: 6. Can we consider this plan strategic? Interviewee: No, I don't think so. There is a lot of misunderstanding between being a decision-maker and being an implementer. We are implementers and we may become decision-makers at certain points when we propose new suggestions and then they become decisions. But generally, we are implementers and must understand that we are implementers. We may take part in planning if it is required from us, but the strategic plan should come from senior management. As an implementer, we need to know this process and we have targets to accomplish by the end of each academic year. We need to have more awareness about the process which the strategic plan goes through as implementers. I think there is a gap in communication between the heads and the implementers. This gap makes the problem. Senior officials think that everything is going well and correctly, but the implementers do not know	- Subject plan is not strategic. - Supervisors are implementers of a strategic plan created by senior management. - Gap in communication.	- Reasons to consider supervisory plans operational - Plan implementers, not decision makers. - Gap in communication.	Strategic or operational plans

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where they are heading. There is a gap between decision-makers and implementers which affect the work and thus the results are not as expected.			
Interviewer: 7. How would you define strategic planning based on your experience as a trainer in strategic planning? How is it different from the normal planning? Interviewee: First of all, we call the trainer "coach" in ...... I'm called a lecturer certified from .... I'm not even called a lecturer; I'm called a national course director; or programme director. I conduct the lecture and there are other facilitators who are specialised in different aspects: financial, human resources, ...etc.	- Personal experience as SP trainer.	- Opportunity	
I define strategic planning as a vision for the coming 4, 8 or 12 years; a long-range vision. It is a sequential scientific process based on its different steps. It starts with preparation; why do we need a strategic plan? Who will work on this plan? How much time is needed to plan; not to implement. We also need to know the cost; for the planning; not for implementing. The second phase is analysis. We need to analyse the environment in which we are	- Define SP as a long-range vision; a scientific process. - Plan Preparations. -Analysis	- Defining strategic planning. - Steps to create a strategic plan	Creation process of strategic plans

working. Who are our partners and who are the targets? Who is involved in the operational system? All these elements are crucial to know. We need to do SWOT analysis to define our strengths, weaknesses, opportunities and threats. The third phase includes preparing the vision, mission, values and strategic aims. These are the components of the plan. The fourth phase which we need to work more and more on it and which we lack in most of our establishments is the action plan. We have action plans, but they are not translated into actions. Or maybe there is a strategy but there is no real action plan. The final stage is assessment and evaluation. There is no evaluation and if it exists then it is not done properly. They have forgotten the real aim and just focus on "propaganda"!!! That's why you find the community does not trust the establishments. This needs to be changed through implementing some of the real strategies which have proven to be successful. For example, we bring a certain establishment which has successfully implemented a strategic plan based on its success indicators; to show its progress. This is an important part in strategic planning.	- SWOT Analysis. - Plan formulation & components. - Action plan. - Assessment & evaluation, but not done properly. - Use real examples in implementing successful SP.	 Suggestions for improvement	 Suggestions for improvement

Interviewer: 8. What has been previously mentioned are the steps to build a strategic plan. Based on your practical experiences, to what extent do you apply the previous steps in preparing your supervisory plans? Interviewee: We do not participate in the first phase which is preparation. We also do not participate in the second phase which is analysis or the third phase which includes preparing the vision and strategic aims. We are working on the fourth step which is the action plan. We are implementers and we implement what is coming from the top management based on the domains which we have in our plans in terms of curriculum, training, instructional aids, ...etc. We as supervisors are working on this phase. In terms of evaluation, we do it, but not in the way that it should be. We evaluate but we need others to evaluate our work. Yes, there is an evaluation report which is written to evaluate our work, but we need to be creative in evaluation and use different ways in evaluating the work. It is enough of the routine evaluation which	- No participation in the first three phases of building strategic plan. - Work on action plan which is based on supervisory domains. - Need others to evaluate our work. - Use different evaluation strategies.	- No involvement in planning. - Components of the plan. - Suggestions for improvement.	Creation process of strategic plans

connected with nervousness and problems. The evaluator should be part of the process and the work which is being done. This is I think what we need in evaluation; new techniques in evaluation.			
Interviewer: 9. Do you think the supervision section needs a strategic plan? Interviewee: I think the Department of Supervision and Evaluation needs a strategic plan. The section does not need at the moment, but the Supervision Section needs to participate in preparing the department's strategic plan through the head of section and senior supervisors. The supervisors should also take part in the planning process. The department includes supervision, evaluation and students' affairs' sections, so the sections complement each other through the plan. If a strategic plan is needed for supervision, then it would be for the supervision department at the central level; at the Ministry. This department should prepare a strategic plan. Then we can propose a mini strategic plan for each section, but the strategic plan should be prepared by the department.	- A strategic plan at the department level. - Supervision Section needs to participate in preparing the strategic plan. - Need for a mini strategic	- Need for a strategic plan	Creation process of strategic plans

	plan at the section level.		
Interviewer: 10. What do you think are the benefits that you have gained from implementing strategic planning? Interviewee: The vision is clear and what is required from each one; and what are our aims. I think this provides more organisation for work; responsibilities are distributed among staff; and priorities are identified. For example, if the priority is training, then the plan should give more focus on training as a section, then as a subject. Every year we focus on one domain; curriculum or evaluation or ...etc. We know what the focus of each year in the plan. This leads to renewal and development to keep the plan away from routine. Every year we focus on one supervisory domain.	- Clear vision & aims. - More work organisation & priorities are identified. - Focus on one domain each year.	SP benefits	SP benefits
Interviewer: 11. What do you think are the challenges which you have encountered in implementing strategic planning? Interviewee:			

I think the first challenge is the shortage of supervisors. The second challenge is the efficiency of some supervisors in implementing strategic planning. The third challenge is the people who always complain and do not want to change or develop. These are I think the three main obstacles we encounter. At the schools' level, I do not think we would have problems, I'm sure schools would welcome the idea.	- Shortage of supervisors. - Efficiency in implementing SP. - Complaints & resistance to change.	Challenges in implementing SP	SP challenges
Interviewer: 12. What are the factors which may facilitate or hinder the implementation of strategic planning? Let's start with training, have you been trained on strategic planning? Interviewee: As a supervisor, I took some workshops in planning when I was a supervisor in Batinah North. I attended two programmes. In doing my masters, I also took event management course and how to prepare the master plan; which is bigger than the strategic plan. The master plan is the "road map" for the coming years. I have also taken courses which have parts related to organisation, risk management, resources, human resources, financial department, and all	- Attended 2 programmes in SP. - A course.	- SP training	Factors which facilitate or hinder the implementation of strategic planning

the elements which are connected with planning. I was also involved in three projects related to strategic planning. I was involved in preparing the strategic plan for the Omani ...... I was a member of the team in 2008. Now, I'm a member of the Omani .... Each member is responsible about one part: financial support, structure, studies, ...etc. Each member is responsible about certain domain	- Involvement in three SP projects.		
Interviewer: 13. In terms of administrative procedures, do you think they may support or hider the implementation of strategic planning? Interviewee: The procedures may not necessarily hinder the application process. The use of educational portal has facilitated communication and interaction with schools. Being in the same building has also facilitated our communication with other departments in the Ministry. The Ministry and its structure now can help in implementing strategic planning.	- Use of educational portal has facilitated communication. - Working in the same building with other departments.	- Administrative procedures as facilitating factors.	Factors which facilitate or hinder the implementation of strategic planning
Interviewer:			

14. Does the senior management support these new types of projects and ideas or do you think they may become a hindrance in the implementation process? Interviewee: They are very excited; young youth who are aware and open; either as a director general or her deputy or even the director of our department. All are very supportive and I'm sure if we come up with any new idea; especially in terms of applying strategic planning, I'm sure they will not say no.	- Young and open to suggestions. - Supportive in implementing SP.	- Senior managers are supportive.	Factors which facilitate or hinder the implementation of strategic planning
Interviewer: 15. What about strategic planning itself; do you think is it easy or difficult to implement strategic planning? Interviewee: Very easy. Very easy in terms of ideas and application; if there is a will and a team to follow-up the implementation of the planning. The team should be assigned this task only; not to be burden with so many tasks to do. It is only responsible about following-up the application of the plan. As a suggestion, it can be a section or even a department to follow-up the application of strategic planning. This is missing at the moment; no serious follow-up. The	- SP is easy to implement. - Will and a team are needed to follow-up the implementation process.	- Nature of SP facilitates the application of SP process. - Suggestions for improvement.	Factors which facilitate or hinder the implementation of strategic planning

strategic planning can be applied easily, and the implementation would be really useful.	350		
Interviewer: Thank you for your participation in this interview. Interviewee: You are welcome and good luck in your study.			

Appendix 9

Sample of a Coded Questionnaire

Questions and Answers	1st step	2nd step	3rd step
Part One/ Creation Process of Supervisory Plans 1. What are the plans which you prepare or participate in preparing each academic year? Subject plan and monthly plan.	Subject & monthly plans	Types of plans	Creation processes of supervisory plans
2. What are the components of supervisory plan(s)? Supervisory domains Goals and objectives Strategies Resources	Domains Goals & objectives Strategies Resources	Components of supervisory plans	
3. Who participates in preparing supervisory plan(s)? Senior supervisor and supervisors.	Senior and junior supervisors	Participants	
4. What sources do you use in creating supervisory plan(s)? Schools' data – teachers' data – curriculum – training plan.	Database Curriculum Training programmes	Sources	
5. How much time do you take in preparing supervisory plan(s)? Two days.	Two days	Time-period for preparation	

6. How much time is required to implement the plan? One academic year.	Whole academic year	Whole academic year	
7. What are the steps which you follow in preparing your supervisory plan(s)? Data collection and analysis. Prepare the plan Implement the plan Evaluate the plan	Four steps	Steps to create supervisory plans	
8. Do you consider your subject's plan strategic? Why? Yes, because it is considered a roadmap to achieve the subject's objectives.	Roadmap to achieve subject's objectives	Strategic or operational	Strategic or operational planning
9. What are the components of the Supervision Section's plan? I don't know.	No idea.		
10. Have you participated in preparing the Supervision Section's plan? No.	No.		
11. Can the Supervision Section's plan be considered strategic? Why? Yes, for sure. It leads to more quality at work.	Yes. Quality at work.	Need for a strategic plan.	
12. Does the Supervision Section need a strategic plan? Why? Yes. To identify our strengths and weaknesses. To identify what we need and how to achieve it.	Yes, to identify strengths and weaknesses	Need for a strategic plan.	

10. What type of strategic planning training programme have you attended? (Circle the appropriate answer) A. Workshop (one day) B. A training programme for a week C. A training programme for a month D. Others (Please specify):	One-day workshop	SP training	SP training
Part Two/ Benefits and Challenges in Implementing Strategic Planning 1. What are the benefits which you have gained from implementing strategic planning? - Avoid disorganisation at work. - Identify the challenges and how to overcome them. - Analyse the current situation and identify improvement areas.	Four benefits	SP benefits	SP benefits
2. What are the challenges which you have encountered in implementing strategic planning? No resources. No involvement in creating the strategic plan.	Two challenges	SP challenges	SP challenges
3. Are the following factors facilitating or hindering the application of strategic planning? How? A. Strategic planning training: It can facilitate if we had enough training. B. Role of senior management: They need more flexibility at work to respond to changes and follow-up our work.	No enough training. More flexibility and follow-ups.	Facilitating/ hindering factors to implement SP	Facilitating/ hindering factors to implement SP

C. Nature of administrative procedures: They have facilitated the application of SP. D. Nature of strategic planning: It needs more clarification and training to understand it. E. Resistance to change by supervisors: There are some supervisors who are resisting the change (SP).	Administrative procedures are facilitating SP. Need more training. Resistance to change by some supervisors		
Part Three/ Suggestions for Improvement 1. What are your suggestions to improve the application of strategic planning in educational supervision? - More collaboration between senior managers and plan implementers. - Need more flexibility in conducting SP. - More training to better understand the concepts and steps of SP. - Provision of necessary resources to implement SP successfully.	Four suggestions	Suggestions for improvement	Suggestions for improvement