

## **Supervisor Record Forms**

A supervisor program record form was designed to document aspects that the supervisors used post-program to assist their teachers, develop new training sessions or to increase their leadership skills.

## Response to Supervisor Follow-Up Record Forms

Supervisor	Number of Teachers Supervised	Number of Total Students	Response to: <i>“How did the program enhance leadership skills required for supervising?”</i>
1	50	7,490	“As I gained more knowledge, about the current trends and development in the field, I became more confident and determined to make some changes in ELT practices in S.A.”
2	44	4467	“It did enhance leadership skills by helping the supervisors to acquire the basic theories of teaching and learning. It gave them the confidence to help their teachers in a wider scope!!”
3	41	4467	“The programme provides more knowledge and awareness of the requirements of effective supervision skills.”
4	54	10,800	“It enabled me as a supervisor to support my discussions with facts and theories to convince the teachers of the importance of increasing the interaction among students and varying their teaching techniques.”
5	50 + 5 supervisors	Nearly 5000	“Attending the training course made me aware of the new methods and trends in teaching English which increased my self confidence”
6	38	4780	“I can really give suggestions to teachers without having to worry about their affectiveness because they were applied during the training sessions.”

## Response to Supervisor Follow-Up Record Forms (continued)

Supervisor	Number of Teachers Supervised	Number of Total Students	Response to: <i>“How did the program enhance leadership skills required for supervising?”</i>
7	Ministry Trainer	-	“Being aware of the latest trends in teaching increases one’s self-confidence and encourages to innovate ideas to make teaching more effective and to allow our learners to become autonomous learners.”
8	Ministry Trainer	100 Trainees/yr	“It provided ideas for activities that can be used during training sessions. Also, background knowledge for theories of learning a second language. May 17, 2005”

