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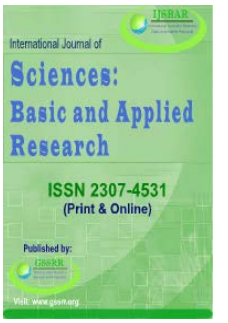

The Way the Body is Talking Definitely Makes Sense: Ethics of Classroom Observation in Supportive Supervision

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Abstract

The presence of the supervisor for the classroom observation should help establishing a place for learning, sharing, trusting and nurturing, designed to realize the common goal of the institution which is the improvement of student learning (Trevino & Brown, 2004; Smith & Lev-Ari, 2005). Further, it should observe the ethical language used inside the classroom. Guided by the central question, "what characterizes the language used by the supervisor in classroom observation? What makes the language used by the supervisors in classroom observation supportive?" Thus, this study employed a phenomenographical design using open-ended and in-depth interviews with 24 school supervisors and classroom teachers of selected secondary schools in the Philippines. Field texts were subjected to data reduction using repertory grid and dendrogram analysis. Essentially, from the verbalization of the respondents, three kinds of ethical languages were formed, here called acting, reacting and dialoguing language. These ethical languages could make the classroom observation becoming supportive.

Keywords: Ethics of classroom observation, acting, reacting and dialoguing language, Filipino supervisors and teachers

1. Introduction

A key to quality education is excellence in teaching [39]. In these days of incredibly rapid global changes, teachers are expected to be keeping up with the new trends through continuous learning and adaptation as well as the proper guidance of the supervisor [56].

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Classroom observation of teachers can in this respect prove to be indispensable for ensuring quality education [49]. Not only does it play a significant role in supportive supervision [57, 38]; it also serves as a powerful means for improving teaching and learning, for it aims precisely to develop the teacher's skills and thereby improve the students' performance [49]**.** According to [1], classroom observation should help the teacher to learn solid planning for a successful strategy of instruction. Indeed, one role of classroom observation is to describe what takes place in the classroom in order to identify the complex practical and ethical issues confronting a teacher and his supervisor [30] cited by [50].

It is important to cultivate a teaching atmosphere that is attractive and collaborative in order to encourage and help the teacher develop an effective teaching practice [40]**.** To achieve this, it will help if supervisors create a risk-free environment and a positive climate of trust and respect [1]. The presence of the supervisor in classroom observation should not appear threatening [23]. Rather, it should help establish a place for learning, sharing, trusting and nurturing, designed to realize the common goal of the institution which is the improvement of student learning [35, 29]. Additionally, the presence of the supervisor during the observation should protect the values necessary to improve classroom instruction, such as beneficence (goodness), veracity (truth), autonomy (sense of self), justice (fairness), and non-maleficence (responsibility to do no harm) [30] as cited by [50]. These values should become the supporting beams of classroom observation [41].

Further, classroom observation becomes an avenue for training teachers to construct and develop their learning competence, teaching theories and classroom strategies to improve their teaching skills [53]. [49] identifies four essential accomplishments of effective classroom observation: (1) it triggers the teachers' desire for a healthy dose of self-criticism, (2) it makes them see the value of interactive teaching and learning, (3) it helps them to discover more facts about the art and craft of teaching and learning, and (4) it criticizes in a constructive way the outcomes of the curriculum design. Moreover, researches by Anderson et al. [38], have shown that classroom observation has a number of positive impacts on teacher performance, among which are the following: Teachers are inspired to do self-evaluation; they begin to try new teaching strategies and methods as well as the latest technologies; and they learn how to validate, standardize and improve the existing teaching strategies, methods and contents. Studies done by [53], found that teachers could positively change their attitude and behavior toward pupils after a classroom observation. The feedback is appropriately given, teachers' interaction patterns can change, and their attitudes toward individual students can change, too [9]**.**

However, there still remain among teachers certain resistances to classroom observation although it has already proved itself as an indispensable element of teaching, [37]. As quoted by [37], noted that classrooms are very isolated places and there is a slight resistance on the part of teachers when they see another adult in their classrooms. [37, 49] Likewise observed that the presence of another adult in the classroom is usually perceived less as a support and more as an intrusion. [43]; for their part, reported that the resistance of teachers to classroom observation could be because a supervisor or observer may tend to be overly subjective and judgmental as well as simply concerned with teachers' weaknesses. Or it may be due to the supervisors'

obtrusive comments and statements which could shrink the mood of a teacher in the process of teaching [15]. As disclosed by [53], to maintain the mood of the teachers, the supervisor should watch his/her language during the observation process and avoid creating any tension. [32], for his part, say that as much as possible the supervisors are advised to use encouraging words as an aid to teacher development.

The reluctant to the practice of classroom observation becomes challenging and challenging and there is still a need for a continuing research on the subject. [23, 52] claim that fault-finding as well as the desire to control still dominates in the current practice. The present study was therefore conducted to look into how some Philippine secondary school supervisors do their classroom observation from the perspective of ethical language.

2. Research Method

2.1 Design

This study used the phenomenographic approach. It is a type of descriptive research which shows how different people experience and understand differently certain given phenomena. As an offshoot of the popularity of phenomenology in Europe at that time, this method started to develop in Sweden in the 1970s primarily in the field of education [16]; cited by [14]. The varied ways of understanding are a representation of the diversity of approaches by which some aspects of the world are viewed, thought and eventually interpreted. Marton et al. [16] continually observed that phenomena are aspects of reality which are experienced and understood in a relatively limited number of qualitatively different ways. [17], revealed that phenomenography is different from phenomenology since it focuses on the variation rather than the essence or similarity of the outcome. On the one hand, [21] pointed out that the nature of phenomenographic design is constant and its research outcomes may vary. On the other hand, [10] explained that phenomenology makes use of different approaches on the basis of chosen philosophic perspectives, such as those of Husserl and Heidegger, making it different from phenomenography.

2.2 Selection.

Sample participants were constituted among those involved and affected by supportive supervision, particularly the school supervisors and teachers who were selected from some secondary schools in the Philippines. There were inclusion criteria for each respondent group. Two or three respondents were chosen from each school and they were the principal respondents of this research. The supervisors, who had more or less five years of service, were known for their successful contributions to the academic performance of their institutions, and for having performed satisfactorily in their tasks and responsibilities. Teachers who had been in the teaching profession for at least five years were also considered qualified in this research. The selection of respondents was based on the recommendation of [44] that those who have had experiences concerning the

phenomenon to be investigated should be preferred since their views could thereby be taken as 'fact'. Consequently, respondents were chosen only if they had lived the experience under study [6]. Additionally, the selected schools should have at least practiced or implemented the Understanding by Design (UbD) curriculum which was introduced by the Department of Education in 2009.

2.3 Data Gathering Procedure.

As a major data collection technique [4], in-depth interviews were conducted with a select group of supervisors and teachers from different secondary schools in the Philippines. The researcher used open-ended questions to extract individual answers during the sharing of their lived experiences, including their feelings, beliefs and convictions about the theme's questions [22]. [36] Suggests that additional qualitative interviewing, such as informal, conversational and semi-structured interviews, would add to the needed information. Rapport with interviewees was established to avoid the feeling of "strangeness" and hesitation that could stand in the way of sharing their inner thoughts and real experiences as supervisors or teachers. The objective of the research then is to reveal and describe the subjects' perspectives and/or experiences with respect to supportive supervision in the Philippine secondary schools.

The researcher personally conducted the interviews. As a protocol, the researcher introduced himself to the respondents before the interviews took place. The nature and purpose of the study were thoroughly explained. The listening skills of the interviewer were applied to assure the respondents of the confidential nature of their sharing so that neither hesitation nor apprehension could stand in the way of the needed information. The interviewer humbly requested the permission of the interviewees to use a tape-recorder during the interview proper in order to capture the whole interview without missing any important information.

2.4 Mode of Analysis.

The researcher personally transcribed the recorded information to lessen some errors in the transcription, as [4] disclosed that the accuracy of the transcriptions strengthens the trustworthiness of the data gathered. Further, the study followed the steps of the descriptive phenomenological method of inquiry as outlined by [28] as cited by [13]. This includes bracketing, analyzing, intuiting and describing. Bracketing pertains to the researcher's way of achieving the "state of transcendental subjectivity**"** [7] as cited by [13] by setting aside previous preconceptions on supportive supervision. Thorough data analysis constitutes several subcomponents such as (1) reading and rereading of the interview transcriptions to grasp the whole ideas or opinions of the interviewees; (2) extraction of the significant statements or key responses (*Lebenswelt*) of each participant; (3) formulation of the meaning of significant statements to find the key words and phrases within each response (here the researcher transformed each meaning unit from the language of the interviewees to the language of the researcher); (4) categorization of the formulated meanings into themes to describe 'how' (*noesis)* the phenomenon expresses itself and 'what' (*noema*) the phenomenon is; (5) integration of the findings into an

exhaustive description of supportive supervision; (6) validation of the findings; and lastly (7) incorporation of any changes in the subjects of investigation as cited by [13]. Intuiting involves the conscious effort of the researcher to place him in the situation of the subjects without citing his own interpretations of the phenomenon [54] as cited by [13]. The emerged categories and themes will then be subjected to triangulation, or member checking procedure [25], as well as to the critical–firmed technique [19], to establish the validity of the data and ensure the trustworthiness of the findings of the study.

3. Findings

The findings of this research revealed the outcome of the lived experiences of a select group of supervisors and teachers in the Philippine secondary schools as they dealt with the supportive aspect of supervision, particularly classroom observation. The repertory grid and dendogram done through the field texts collected during the actual interviews identified the three interesting characteristic languages of classroom observation as acting language, reacting language and dialoguing language. These are ethical languages since they enhance the relationship and respect of the educational partners for each other inside the school community as they collaboratively try to achieve the goal of improving the academic performance of the learners. Such ethical partnership is accompanied and steered by the experience and practice of the academic community which could modify their value system that includes motivating value, evaluating value and appreciating value. These values can actually help improve the performance of the teachers who need to respond to the fast pace of change in global teaching methodologies and strategies. The emerged ethical languages of classroom observation are shown in figure 1 below.

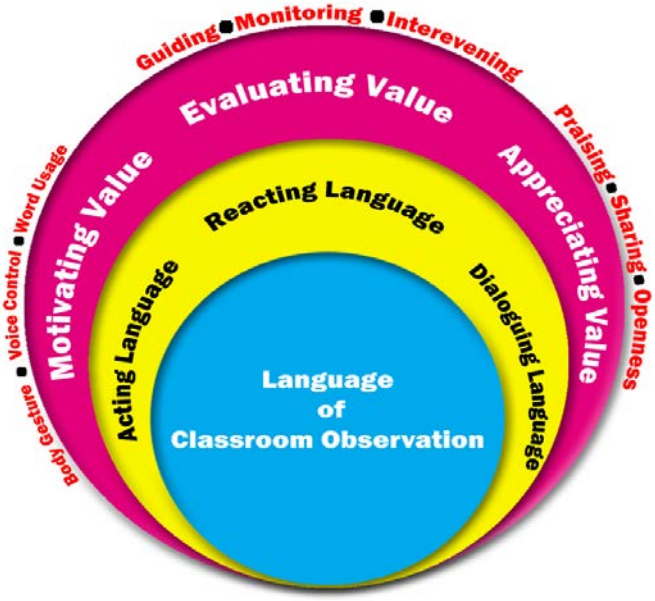

Figure 1: Ethical languages of classroom observation

3.1 Acting Language

It is interesting to note that, as revealed by the findings of this study, supportive supervision which makes teacher of teachers out of the major players is geared toward the integration of teaching and learning. This calls for an acting language that serves as an ethical medium during the classroom observation. Action, which speaks louder than words, becomes the center of understanding and, also, the basis for the supervisor's ethical judgment while observing in the classroom. As shared by the respondent supervisors: *"Action not words is my basis when I conduct observation. I smile when the teacher is well prepared." "In order to show respect for my teachers I use certain actions which can easily be understood by them; for example, I smile when I agree with an explanation."* This acting language is easily understood by the teachers as they soon get used to it. The supervisors make positive and negative moves, both of which are found to have a *motivating value* inasmuch as they encourage the teachers to perform well in their task of teaching. As verbalized by the interviewees:

> *"At first I was nervous and in fact perspiring when I saw the observers sitting at the back. I felt uneasy indeed; yet as the time went by I gained confidence in my teaching."*
>
> *"I always look at the classroom observation as an inspiration for my teaching because I believe that there will be constructive inputs after the observation. The classroom observation is helping us to become better teachers, and so I always look forward to it."*
>
> *"I don't know if they are happy about my presence in their classes, but I am confident that they are not afraid because they are actually already used to it."*

Aiming to improve their teaching skills, the respondents of this study appreciate the motivating value of classroom observation. It is true that the teachers sometimes feel uneasy about the presence of the observers inside the classroom, as can be shown in the facial expression of the teachers, especially when supervisors resorts to ethically impolite behavior, say, by shouting at a teacher. Yet, the same teacher respondents are able to look at the positive side of classroom observation, especially when the observers politely and respectfully encourage them while they are delivering the lesson. The respondents expressed themselves as follows:

> *"Our supervisor is very polite when she is inside the classroom. She only smiles at us when we commit mistakes. I am therefore challenged to be more serious in preparing my lesson."*
>
> *"The classroom observation has become a venue for me to improve my teaching skills and I always look forward to it although sometimes my supervisor would shout at me while I am teaching. I just keep calm and do not react. In fact, I still manage to say thank you to my supervisor."*

"The supervisors just stay there and observe you, and you just pretend to be ok or that things are normal, and then you go on with the lesson even if the tension lingers. I normally get some butterflies in my stomach because I never get used to being observed by them. However, afterwards, when you start thinking about the ratings and recommendations, you become pre-occupied with more positive thoughts."

The ethics of classroom observation has become a driving force in the process of communicating with one's subordinates. The supervisor is now duty-bound to be careful with his or her movements (*body gesture*) so as not to distract and hinder the teacher from accomplishing the classroom objectives. He now becomes conscious of his or her oral interventions (*voice control*) so as not to disrupt the discussion. And he now tries to be exact in his or her statements (*word usage*) so as to improve teaching performance. The respondents admitted this in the following verbalizations:

"When there is a correction or mistake on the board, we use hand signals in order not to interrupt the class.""Sometimes, when the supervisors appear in the middle of a discussion or activity, they make a signal to mean, 'Don't mind me.'" "Especially if students are playing around, no harsh words are said; they address us in a proper way."

"The tone of voice and the choice of words are important when giving feedbacks during the post conference. Teachers are sensitive, too, so I need to be extra careful when I give points for improvement. When teachers don't feel threatened, they develop the confidence to grow professionally. It is important to give extra care when conveying your sentiment; most important is how you relay the message."

"As a supervisor, I do not scold my teacher inside the classroom; this would be unethical. We have to respect our teachers. There is a venue to correct the teachers, otherwise we demoralize them."

3.2 Reacting Language

Reacting language refers to the response of the supervisor to the teacher's needs during the period of observation as a means to improve teaching skills and strategies inside the classroom. Such a language can reiterate the wish of the teachers themselves in addressing the concern about their own passivity and resistance to change. This enables them to ruminate on the call for teaching to face the challenges of the fast changing world. This ethical spirit is collectively expressed thus:

"We know that the observers are not there to criticize us. They are there to see something that we might be able to improve on. I believe I am a good teacher in English. However, there are teaching skills I need to improve and strategies I need to learn."

"There are teachers who are uncomfortable when being observed. I always assure them that they are not being criticized. Rather, this is meant to help in their professional growth. One can always learn from an outsider's point of view."

"Well, there are teachers who are passive and resistant to change and so I need to explain clearly to them the purpose of the change."

Interestingly, as the findings of this study revealed, both supervisors and teachers consider the reacting language as an ethical instrument intrinsically possessing an *evaluating value*; it helps them to see if they have given their best to their students and school. As shared: "*I see classroom observation as a venue for me to evaluate my teaching performance inside the classroom." "As a supervisor, I am happy to communicate with the teachers and help them assess the efficiency of their teaching performance."* Moreover, as shown in this study, the ethical language of a response made during classroom observation is a joint venture and a continuous effort to do more in teaching (*monitoring*), coupled with a sense of altruism and partnership *(guiding*) whereby to identify, together with the faculty, the possible areas for an improved delivery of services (*intervening*). Thus, the aim is the total development of both supervisor and teacher, as articulated by the informants:

"I think classroom observation should be seen as a form of guidance which helps the teacher in performing his job of teaching. There is nothing to fear if we, teachers, are doing the right thing and performing our task; whatever we do in the classroom will then not matter at all."

"When, during the observation, I notice some defects, I have to call the teacher for a post conference and do some interventions to improve and develop his/her teaching skills."

"During classroom observation, we monitor everything that happens inside the classroom, but we remain quiet. After the observation, we can then tell them privately the things they have to work on."

3.3 Dialoguing Language

In the Philippine secondary school, the journey of the supervisors and teachers as partners during the classroom observation may find some rough roads that might call for interventions to enhance the teaching ability of the teachers. Dialoguing language enables them to look at an issue from different angles, which makes for a harmonious relationship while demanding a common effort toward the attainment of a desired educational goal. Moreover, any misunderstanding between the supervisor and the subordinates, if handled through dialogue, establishes in the end a good rapport among them.

Desirous of strengthening their relationship and improving their performance inside the classroom, the respondents of this study suggested that dialoguing language could be the best solution to the various concerns of a school. Conformingly they shared:

> *"I just sit down and write what happened during class observation. During the post conference, however, I tell them what I have observed. I try to be honest and frank. If a teacher is not able to discuss well, I ask him/her to do a recap of the lesson. If their students are very noisy I tell the teachers to call the students' attention. I advise them to use the board frequently."*

> *"Our supervisor never insists on what she wants. She always has a dialogue with us, and then she tells us what she saw during the actual classroom observation. She wants to verify from us why we acted this or that way."*

Through the years, dialoguing language has served as an inspiration which nurtures the atmosphere of the school. The respondents believe that this is the most ethical way of dealing with the different school personalities. Dialoguing language enables the supervisor and teacher to understand and encourage each other through an attitude that shows an *appreciating value* for all concerned. How appreciating value influences this particular aspect of dialoguing language is best captured in the following sharing of the interviewees:

> *"I have to listen to their side; it is not always how I perceive things that have to be listened to. I have to focus on their strengths; I have to give the good points. I tell them how they are working in the classroom, making sure that they know their duties and responsibilities. It is good for them to be calling their students by their names because it means that they have established camaraderie among them. I express my appreciation for their work and after that I tell them the things I want them to improve on, that they should do this or that."*

> *"I give affirmations first. I try to give them the merits that are due them. As human beings and as a part of the Philippine culture we show respect for each other."*

In sum, this study has shown that appreciating value has an impact on both supervisor and teachers. They affirm each other *(praising*) on any job well done. Furthermore, appreciating value has driven the respondents of this study to help each other *(sharing*) in the process of enhancing each other's teaching skills, something which the supervisor and teacher need in order for them to easily welcome (*openness*) the new ideas and technologies of teaching. The participants of this study have the following to say:

> *"You know, it does not cost us anything if we praise a teacher. As a human being she needs to be praised, so after the actual teaching I approach her and utter the following: I'm happy with what I've observed/seen. I praise the teacher's strengths. I tell her to carry on, to stay committed."*

"When we have our academic meeting, we share about our classroom practices and strategies. We evaluate ourselves and discuss how to improve our classroom instructions. From there we learn good practices and strategies. I encourage them to do some peer teaching and also to do some classroom observation so they can learn from each other."

"I have been teaching in this institution for almost 10 years. We give emphasis on the value of sharing in order to increase our knowledge and learn from our seniors, especially regarding their best practices."

Without a doubt, ethical language can pacify any negative sentiments that may result from the actual classroom observation. It makes people more respectful of one another and creates a school environment that is conducive to teaching and learning, both inside and outside the school.

4. Discussion

Through qualitative approach this study has surfaced the multiple categories of ethical languages derived from the type of human experience which is the concern of this research. These unique and distinctive categories communicate the modes of classroom observation as a part of supportive supervision, whose goal is to deliver quality teaching inside the classroom. The ethical languages involved in this activity include what we call acting, reacting and dialoguing languages which drive both supervisor and teacher to be more aware and conscious of their respective tasks.

4.1 Acting Language

In the process of becoming teachers of teachers [1], the supervisors and teachers who are the respondents of this research viewed acting language in the context of classroom observation as an assessment instrument of the teachers' performance. Acting language during classroom observation is seen as consisting of gestures or signs which only the supervisor and teacher can mutually understand. As revealed by the respondents, this acting language can be positive or negative depending on the performance of the teacher in the classroom. It should not allow the teacher to deviate from the main content; rather, it should direct him systematically to the right channel and help him to remain focused and well understood by the learners**.** As cited by [26] clearly disclosed that classroom observation requires of the teachers and supervisors skills for developing the insights needed to make decisions; the method to do this should be systematic, focused and easily understood by the learners. Hence, as keepers of teachers, supervisors should develop that kind of effectiveness that greatly encourages a spirit of self-analysis and reflection, guiding the teachers to be supportive of each other and thus creating a positive climate of trust and respect [1]. The language of acting should give attention to these objectives in order to avoid any misinterpretation and misunderstanding.

Desiring to serve the dual purpose of staff development and appraisal [3], acting language should serve not to criticize and put teachers down in front of the students but to facilitate and enhance communication, share understandings and encourage interpersonal and collegial relationship [53]**.** Hence, acting language in classroom observation should have a *motivating value* [33] which is aimed at creating and sustaining the ethical discourse and classroom norms that are somehow responsible for the productive flow of teaching [24]. Moreover, it is noticeable that the teachers' attitude towards classroom observation has changed from something externally imposed to something internally motivated because of the positive feelings generated by the collective efforts inside the classroom [3], efforts which are then able to facilitate learning [33]. As cited by [24], concluded that, more than just a matter of developing a respectful, trusting, and nonthreatening environment inside the classroom, the motivating value can serve as a pedagogical means to move and involve the learners significantly.

Notably, the acting language of classroom observation could be pedagogically and ethically neutral, positive or negative, depending on both supervisors and teachers. For instance, a supervisor's or teacher's intentions, bodily movements (*body gesture)*, previous comments, verbal inflections, tones, pitch, and emphases [11] all make a difference in the teaching effectiveness of the teacher under observation. The dominance of a particular authorial voice during the observation (*voice control*) can influence the extent of one's trust and respect towards teachers and of the teachers' trust towards the learners [54] Therefore, inspired teachers and supervisors should prevent problems by "using the right term" *(word usage)* along with well-practiced approaches and strategies to motivate teachers during the actual teaching performance [54], thus making the teaching and learning more automatic, comfortable, and confident as a part of the process of one's becoming a teacher of teachers [1].

4.2 Reacting Language

The respondents of this study reflected on their respective roles after the actual classroom observation, using *reacting language* where both can frankly speak up their minds and openly express agreement and disagreement. The supervisors and teachers, with their reacting concepts, seemed to focus on helping the teachers develop the knowledge, skills, beliefs, and dispositions to improve their teaching performance inside the classroom. Reacting language thus becomes vital for the ethical practice in classroom observation as the supervisor waits for the right time to have a conference with the concerned teachers. [8] emphasized that reacting language should determine the appropriate communication channel that one will use to communicate reactions. [1] revealed that both parties can positively or negatively react to the teacher's performance as long as they stay within the spirit of respect, fairness and mutual trust, which are the prerequisites of an effective classroom observation [34].

During these conversations, where reacting language is necessarily employed, the supervisors critically take note of the quality of the teachers' practice and give comments or suggestions for improvement. This

evaluating value can provide the teachers with an understanding of the quality of their classroom situation [24], as visualized from the supervisors' perspective [8], but without ignoring the opinion of the teachers concerned.

The values and aspirations of both supervisors and teachers are meant to engage them in an ethical relationship for a better understanding of the role of reacting language in classroom observation. [2] claimed that the evaluating value can identify issues which need to be addressed, while the *monitoring process* can identify areas of progress and success. She further suggested that the performance be judged both externally and internally so as to ensure the upgrade of the teachers' performance. Undoubtedly, constant monitoring can enable the supervisors and teachers to ethically and morally support each other for the accomplishment of their common task.

Evaluating value can thus serve as an ethical guide for the teachers to develop their teaching skills by collaboratively working with their supervisors as well as their seasoned teachers. [53] stressed that changes will be facilitated if seasoned teachers work hand in hand to upgrade the quality of classroom instruction. Hence, the supervisor as a teacher of teachers should be *intervening* in order to encourage the teachers to feel free to approach the supervisor anytime and without hesitation. [3] emphasized that this is done to address the following concerns: lack of support, embarrassment encountered during the observation, reluctance on the part of teachers, and the need to support and prepare teachers who are facing challenges. All this points to guiding, monitoring and intervening as the most significant supervisory elements of an ethics of classroom observation.

4.3 Dialoguing Language

As a consultative process, the medium of communication or exchange of ideas between the supervisor and teacher during classroom observation could be characterized as a dialoguing language. This interaction among the respondents of this study so transforms their collective thinking that they learn to mobilize their energies and actions in order to achieve common goals; it is therefore said to draw forth an intelligence and ability greater than the sum of the individuals [12]-[42]. Dialoguing language can be used as an alternative to monological approaches, assuming that dialogue helps the teachers to reach higher levels of thinking through classroom observation Rasku-Puttonen et al. [20].

Through dialoguing language, with a supportive environment to boot, a teacher learns to feel free and comfortable seeking the advice of the supervisor. Both parties acquire the willingness to share the successes and failures of teaching, which in turn helps establish an ongoing collaboration and professional relationship between them [1]. This dialoguing language could eventually and significantly increase the ethical tolerance of both supervisor and teacher, shifting their attention on their respective strengths to raise their confidence in dealing with classroom situations [26]**.** On the part of [31], dialoguing language is seen as a medium of

facilitation among teachers and as an important value to support each other, thus creating momentum to fuel continued improvement.

Through purposeful discussion and targeted facilitation, the appreciating value of classroom observation becomes a stimulus and an encouragement for the teachers to acquire the qualities of excellence in delivering their teaching objectives to the learners. Teachers, being human, need to be appreciated and their effort and sacrifice recognized. [51] reiterated that through words of appreciation teachers feel honored and their efforts are affirmed. Simple appreciation, which is among the Filipino values, can have a big impact on the teachers who could thereby accept both success and failure as they mold the youth in our secondary schools.

Hence, *praising* as a value can contribute to the teachers' dedication and commitment to teaching as well as to their passion in dealing with the students inside the classroom. [5] Recommended that the supervisors check the work of their subordinates and give immediate praise to encourage and motivate them in teaching. *Sharing* as a value of classroom observation could benefit both parties in their delivery of the lessons to the students. [55] Revealed that the power of sharing engages the supervisors and teachers in the use of their deliberative skills to listen with a trust which is grounded in humility and faithfulness. Engaging in the ethics of classroom observation, the supervisor and teachers nurture with extra effort their openness in communication which can transform their relationship into one that is anchored on mutual understanding and appreciation**.** [47] affirmed that persons who are highly engaged in *openness* are more willing to transform the status quo. Hence, praising, sharing and openness can be used as a means to respond to the ethical challenges facing the supervisor and teachers in the practice of classroom observation.

5. Conclusion

The ethics of classroom observation has become a useful reminder for the supervisors to behave and act inside the classroom with passion and respect. The attitude of the supervisors inside the classroom can certainly help to bring about the productive relationship necessary for genuine collaboration. Quality teaching is possible by providing a meaningful instruction which can encourage the learners to engage themselves wholeheartedly in the learning process. The positive attitudes of the supervisor towards classroom observation can inspire the teachers to be more open, trustful and collaborative, thus becoming totally committed to a type of teaching that is characterized by an acting, reacting and dialoguing language, all of which also belongs to an ethics of classroom observation.

Ethical classroom observation should be a matter of being, a way of talking and acting, and so implies a way of doing the observation such that teachers feel comfortable, encouraged and inspired in their mission, and not otherwise. The ethics of classroom observation adds flavor to the supervisors' ability to go beyond the usual human knowing and prompts him/her to see in a more illumined way the performance of the teachers inside the classroom. This paper, however, invites the supervisors to see in a balanced way the perfection and

imperfection of the teachers, to motivate, evaluate and appreciate them despite their differences, and to provide possibilities for them to keep their personal reputation in spite of their recognized weaknesses; this way, the supervisor will indeed become the teacher of teachers that he is supposed to be [1]. Thereby, the teachers are challenged to improve their teaching performance by creating more opportunities for the learners to improve the quality of their output.

To make this research more meaningful and comprehensive, future research is hereby being recommended, preferably with the use of quantitative tools. Such new attempts to explore the other viewpoints on the ethics of classroom observation as a part of supportive supervision will certainly make this endeavor more specific and precise.

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