



ANSWERS AND
INNOVATIONS
IN PRE-SCHOOL
EDUCATION IN



PORTUGAL
AND
SLOVENIA

Edited by
Luís Castanheira and Tatjana Devjak



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**Answers and Innovations in Pre-School Education
in Portugal and Slovenia**

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Contents

<i>Tatjana Devjak, Luís Castanheira and Sanja Berčnik</i> Introduction	5
<i>Tatjana Devjak</i> The Concept of Pre-School Education in Slovenia Through Theoretical Framework	9
<i>Luís Castanheira</i> The Concept of Pre-School Education in Portugal through Theoretical Framework	29
<i>Tatjana Devjak, Luís Castanheira and Sanja Berčnik</i> Slovene and Portuguese Pre-School Teachers about Collaboration with Parents	45
<i>Sanja Berčnik</i> Collaboration with Parents as Part of Kindergarten's Educational Concept	75
<i>Angelina Sanches</i> Pedagogical Supervision as a Collaborative Process of Vocational Training	97
<i>Rosa Novo</i> Modern School Movement (MSM)	113

<i>Janez Vogrinc and Vesna Podgornik</i> Improving Pre-School Education Through Self-Evaluation	131
<i>Cristina Mesquita</i> Participatory Contexts: The Voice of the Child and Pedagogical Intentionality	149
<i>Tatjana Hodnik Čadež</i> Towards Comparison of Numbers Through Problem-Solving in Kindergarten: An Analysis of Pre-School Teachers' and Children's Performance	163
<i>Maria José Rodrigues</i> Science Education in the Early Years – Guidelines and Perspectives	185
<i>Darija Skubic</i> Language Support to Immigrant Children	197
Curricular Notes	215
Index	219

Pedagogical Supervision as a Collaborative Process of Vocational Training

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Abstract

In this paper we will discuss the role of pedagogical supervision in the initial training of early childhood educators/teachers. Supervision is understood as the process that supports and regulates the learning and professional development, which forms part of a social constructivist and ecological approach. The importance of embarking on a reflexive (inter)action committed to the construction of quality educational and training responses is emphasized. Worth noticing are also the contributions of the different actors and institutional contexts in the creation of a supervising environment that could facilitate their learning and professional development.

Keywords: *Supervision, teacher training, collaboration, professional development*

Introduction

In recent years the quality of initial training of teachers/early childhood educators has been on the political agendas of the European Union countries. Recognizing the importance that pedagogical supervision of the initiation to professional practice can assume in this process, it justifies questioning how to understand and promote it, within the framework of the close relationship with the current thoughts on education and the development of the teaching profession.

Thus, knowing that the supervision process can assume different nuances and be based on different principles and values (Alarcão & Canha, 2013; Moreira 2015), this reflection relates to the clarification of these dimensions and the knowledge that supervisors need to possess, so that they can better accomplish this task. Assuming that initial training is a key moment for the professional development of the educator/teacher, but also that it requires lifelong continuity, we underline the importance of investing in this process in order to favour an ethically and socially responsible identity construction in the context of complexity and uncertainty that characterizes societies nowadays.

Taking into account the conclusions of some studies carried out in Portugal (Oliveira-Formosinho, 2002a, 2002b; Alarcão & Roldão, 2008; Matias, 2008; Vasconcelos, 2009), among others, as well as our professional experience as teachers and supervisors of the educational practice of early childhood educators, we can underline the crucial value that is recognized to the supervising process in the training and professional and personal development of trainees and supervisors. We are also aware that this process is still fraught with tensions and contradictions which are important to consider and help to overcome.

It is in this sense that this paper is presented. We begin by contextualizing the progression of the concept and the supervisory practices, trying to make the current approach explicit. We will firstly focus on how, in the current legislative framework of early childhood education/teachers, supervision of educational practice is envisaged. Secondly, we will reflect on the dimensions that should be considered in the supervisory process. Then, we will address reflection as a means of training and regulating the professional development process of each person. Finally, we will focus on the role and training to be promoted so that the quality of the supervisory processes can be enhanced. We will end by presenting some considerations arising from the reflexive questioning raised throughout the text.

Pedagogical Supervision: Concepts and Practices

The diversity of perspectives on supervision founded in the literature illustrates both the concerns and the investment that have been felt in thinking about this process. Alarcão and Canha (2013), by re-focusing on the recent historical and epistemological trajectory of the development of supervisory thinking in Portugal, have highlighted the contributions of several authors (Alarcão, 1982, 1992, 2000; Alarcão & Tavares, 1987/2003; Alarcão & Sá-Chaves, 1994; Sá-Chaves, 2000/2011, 2002); Alarcão & Roldão, 2008; Vieira, 1993, 2006/2010; Oliveira-Formosinho, 1997, 2002a; Vasconcelos 2009; Vieira & Moreira, 2011, among others), to which we seem to be able to add other recent works (Moreira, 2015; Mesquita & Roldão, 2017).

These works allow us to perceive that the conception of supervision has presented, in the last three decades, as Alarcão and Canha refer (2013, quoting Alarcão, 2010), “traços evolutivos no sentido da promoção do desenvolvimento profissional numa perspetiva menos hierarquizada e mais colaborativa, menos orientada por técnicas e normas e mais baseada no questionamento, na reflexão e na assunção pessoal de decisões tomadas” (p. 36) [evolutionary traits in the sense of promoting professional development in a less hierarchical and more collaborative perspective, less guided by techniques and regulations and more based on questioning, reflection and personal decision making]. Some ideas regarding education for sustainability and for ethics in interpersonal relationships were also welcomed.

Supervision has been following the evolution of approaches to teacher education and training, and the current orientation tends towards a training and collaborative dimension. As far as initial training is concerned, supervision focuses on the guidance of the educational practice. There is the assumption that it supports and facilitates the development of trainees and children with whom the intervention takes place, but also of the trainers/supervisors involved in this process and the institutions in which they are integrated. The field of pedagogical supervision has also extended to the training and intervention in the work context, with emphasis on the induction of teachers in their professional career (probationary period) and on the evaluation of their professional performance.

According to Moreira (2015), pedagogical supervision is seen as a “ação de acompanhamento da atividade geralmente (pré-) profissional ou institucional (...) com uma intencionalidade orientadora, formativa, transformadora, desenvolvimentista assente numa metodologia de natureza reflexiva, colaborativa e capacitante (p. 53)”. [Follow-up action of the activity usually (pre-) professional or institutional (...) with guiding, training, transformative and developmental

intentions based on a reflexive, collaborative and enabling methodology].

This definition builds upon the thought of Alarcão and Roldão (2008) by defending that it is based on “em princípios de indagação e intervenção crítica, democraticidade, dialogicidade, participação e emancipação” (Moreira, 2015, p. 53). [Principles of inquiry and critical intervention, democracy, dialogue, participation and emancipation].

An approximate idea is presented by Vieira (2009), who defends a transformative supervision, in which the articulation of the purposes and of the supervisory and pedagogical practices are expected, as well as that these integrate an emancipatory orientation. In this process it is considered that both the supervisory action and the pedagogical action aim to investigate and improve the quality of the educational practice. It is in this context that the author defines supervision as “teoria e prática de regulação de processos de ensino e aprendizagem em contexto educativo formal, instituindo a pedagogia como o seu objeto” (Vieira, 2009, p. 199). [Theory and practice of regulation of teaching and learning processes in a formal educational context, instituting pedagogy as its object].

Thus, and considering the reflection focus of this work, it is important to re-examine how, in the present legislative framework of initial training of early childhood educators/teachers, the supervision of professional practice is addressed. In this sense we take the legal regime of professional qualification for teaching in early childhood education and in primary and secondary education as reference (Decree-Law no. 43/2007, of 22nd February 22, revised by Decree-Law no. 79/2014, of 14th May).

As provided by these diplomas, training is organized in two study cycles, and the professional qualification for teaching is only obtained with the second cycle of studies (master’s degree). The first cycle of studies is to ensure basic training in the area of teaching, granting a degree in basic education. The second is to complete and reinforce this training in the areas of teaching for which the master degree qualifies. In the case of the training of early childhood educators, students may choose a master degree that only grants professional qualification for teaching in early childhood education or a master’s degree that qualifies for teaching in early childhood education and in the 1st cycle of basic education. In both study cycles (bachelor and master) the activities of initiation to professional practice are supervised, but it is mainly in the second cycle of studies that the term “supervision” becomes central, with the training component corresponding to a traineeship defined as “Supervised Teaching Practice” (Decree-Law no. 79/2014, of 14th May, art. 14).

The initiation to professional practice is organized in order to ensure the trainees: opportunities for observation and collaboration in educational settings and for supervised practice; planning, teaching and evaluation experiences; professional

development opportunities, which promote an attitude oriented towards the permanent improvement of children's learning (Decree-Law No. 79/2014, of 14th May, art. 11). We highlight the importance of future educators/teachers becoming aware of the professional responsibility of working with children and developing the skills that the task of educating, caring for and supporting their development requires, as well as investing in their own development and in the contexts in which they are integrated. In order to correctly accomplish the initiation to professional practice activities, it is foreseen that cooperation protocols with the cooperating institutions are signed. Teachers who cooperate in the supervision of the initiation to professional practice are designated in the document above mentioned as cooperating supervisors, and they must meet the following requirements: training and professional experience appropriate to the duties to be performed; teaching practice of not less than five years (art. 23). Preference criteria in the choice of cooperating supervisors are: post-graduate education; specialized training in pedagogical supervision and professional experience in supervision (art. 23).

In the evaluation of the trainees the participation of the coordinator of the curricular department or of the coordinator of the board of teachers is also foreseen or, in the case of private or cooperative teaching, of the teacher who assumes equivalent functions (Decree-Law No. 79/2014, of 14th May, art. 24). This suggests that supervision should not be understood as limited to the traditional supervisory triangle comprised by the institutional supervisor, the cooperating supervisor and the trainee. It is also possible to appreciate the valorisation of the interinstitutional cooperation process as a means for the development of schools. The abovementioned law also provides that higher education institutions will support teachers from cooperating schools and, in particular, the cooperating teachers in their professional development (art. 23). In this line of thought, we corroborate the idea of Tracy (2002), namely that supervision cannot be confined to the activities room, and an intentional opening to the institutional contexts and the surrounding culture should be promoted.

We realize that from the normative point of view the supervision process is based on quality criteria. However, the constraints identified in some studies relating to this process, such as the lack of specific training and the lack of time for the performance of supervisory tasks should be considered (Oliveira-Formosinho, 2002a, 2002b; Alarcão & Roldão, 2008; Matias, 2008). As far as training is concerned, although there have been some ongoing training courses and postgraduate courses in pedagogical supervision, our experience tells us that there are still few cooperating supervisors who possess such training. On the other hand, the diversity of tasks that the school demands today to early childhood educators/teachers limits their involvement in supervisory tasks.

Nevertheless, it is important to highlight the role that the supervised teaching practice represents for the students' entry in professionalization. As Vasconcelos (2009) states: "é no contexto de uma situação de trabalho e de uma escola ou jardim de infância (ou agrupamento de escolas) que o estudante se irá descobrir como profissional, procurando construir um 'saber fazer' que se realiza na ação através de práticas reflectidas e promotoras de inovação nas escolas (p. 113)". [It is in the context of a work situation in a school or early childhood centre (or grouping of schools) that the student will discover himself as a professional, seeking to construct a 'know-how' that is carried out in the action through reflected practices that promote innovation in schools].

Educational practice (traineeship) makes it possible to establish (inter)actions that are supposed to support and facilitate the (re)construction of knowledge and representations about the professional activity and about oneself, towards a quality professional training and performance. This process requires continuity, and the (trans)formative potential that supervision assumes in the course of professional activity should not be ignored. It is in this context that Alarcão and Canha (2013) define supervision as "uma ação de acompanhamento e monitorização das atividades (profissionais, incluindo pré-profissionais e institucionais) contextualizadas e realizadas por pessoas em desenvolvimento, tendo uma intencionalidade orientadora e formativa" (p. 83). [an action to follow-up and monitor contextualized activities (professionals, including pre-professionals and institutional) carried out by people in development, having a guiding and training intentionality].

However, the guideline assumed by the supervision should be considered, since it can be exercised in the sense of inspection and control or in the sense of collaboration and emancipation, assuming that it integrates the latter sense.

The Supervisory Process

The recognition of the active role of the person in their learning and development and of the influence that the interactional contexts exert in this process, led to the substantiation of the supervision in social constructive and ecological approaches, as observed in the work by Alarcão and Sá-Chaves (1994) and Oliveira-Formosinho (1997, 2002a), as well as in several other recent studies.

Adopting an ecodevelopmental perspective, Alarcão and Canha (2013) argue that the characteristics of people (supervisors and trainees), activities and contexts, and their inter-influences should be taken into account in the supervision process.

With regard to people, it is important to consider that some have characteristics that become interaction facilitators, such as those related to the manifestation of curiosity, attention, initiative, reaction and persistence. However, there are

other people who have characteristics that tend to inhibit the development of positive interactions, such as “impulsividade, agressividade, dispersão, desequilíbrio emocional, apatia, falta de atenção, irresponsabilidade, falta de interesse, insegurança e timidez (Alarcão & Canha, 2013, p. 77). [Impulsiveness, aggressiveness, dispersion, emotional imbalance, apathy, lack of attention, irresponsibility, lack of interest, insecurity and shyness].

It is also worth noting that there are people who show preference for conceptualization and others for action, some who like to work in groups and others individually. Assuming that the process of supervision should favour progression of every one, it is important that it meets the characteristics of each trainee and that it promotes the creation of an interactive climate that facilitates and supports their development.

Emphasizing the importance of promoting supervision capable of meeting the personal characteristics and to create development opportunities to the trainees, it is important to consider the style of supervision to be adopted. Glikman (1985), according to Alarcão and Tavares (2003), points out three styles of supervision: directive, non-directive and collaborative, each integrating different discursive structures. In the directive supervision, the supervisor assumes as major concerns the provision of guidance, establishing criteria and conditioning the trainees' attitudes. In non-directive supervision, the supervisor seeks to listen and respond to the trainees' initiatives, to encourage them and to help them to clarify their ideas and feelings, asking them for additional information when necessary. In collaborative supervision, the supervisor presents suggestions, helps to find solutions and promotes negotiation. In the sense that supervisors can strategically adapt their actions to each trainee or group, Sá-Chaves (2002) advocates the use of a *non-standard* supervision model, which allows us to adopt the supervisory style that, in each situation, can promote the best progression of each one and to meet the complexity of each situation.

As far as activities are concerned, it is important to consider, among other aspects, the purposes, nature, interrelationships and learning potential they present. These activities include those that the trainees develop with children, but also those related to the observation, monitoring and follow-up of their action.

With regard to the characteristics of the contexts, it is important to take into account the development opportunities they foster. As it is known, there are schools that assume a position capable of generating more dynamics and development, while others present an environment of apathy and immobility. There are also differences at the level of interaction with other institutions and the community, because while some schools create conditions for openness to dialogue and cooperation, others close in on themselves. Hence it is important to take into account

the interactional environment that is created in each educational context and how it is perceived by the actors involved in this process.

There are three types of development of the supervisory action: vertical; horizontal and intrapersonal, of self-supervision (Alarcão & Roldão, 2008).

Vertical supervision refers to the interaction established by the supervisors, both institutional and cooperative, with the trainees. Their experience and knowledge, as well as the role they play in relation to the trainees, assign them a responsibility that places them in a hierarchically superior place, as far as the decision-making regarding the training process is concerned (Alarcão & Canha, 2013). It is from this point that the supervisor's follow-up, support and stimulate the learning and development of the trainees, this action being vertical supervision.

Horizontal supervision refers to the supervisory action that the trainees can develop among themselves, which allows them to increase their possibilities of knowing the educational reality and professional development. It is in this line that the organization of the trainees in pedagogical pairs for the accomplishment of the initiation to professional practice and supervised teaching practice (traineeship) activities can be understood, as it happens in the training institution we are part of, as facilitator of supervisory support. The supervisory added-value offered by the internship group stems from the critical but friendly environment promoted among the trainees.

Self-supervision presupposes the inquiry and the personal responsibility of the trainees to invest in their training and professional development. In this context, supervisors are expected to value the personal knowledge, experience and ambition of each trainee and to provide them with spaces for self-reflection on the training process. It is therefore necessary to emphasize “a formas de autossupervisão capazes de conduzir o formando na observação sistemática de si próprio e, através dela, na gestão do seu trajeto formativo” (Alarcão & Canha, 2013, p. 53). [forms of self-supervision capable of leading the trainee in the systematic observation of himself and, through it, in the management of his training path].

In this process, it is important to consider the insecurity that the trainees feel in the first stages of their training, and one must remember that fears can be overcome if they are there is support by both supervisors and peers with whom they discuss and define strategies for action. Consequently, trainees can be more easily involved in the implementation of innovative proposals.

Thus, supervision can be understood as an activity that can combine the perspective of the trainee himself, that of the other trainees and that of the supervisors, within a framework of co-responsibility for everyone's training path. So, the focus on the individual is shifted to a focus on the group by creating learning communities which help to know and cope better with the educational reality and to co-construct and (re)construct meanings about it (Oliveira-Formosinho, 2002b).

Efforts will be made to raise the quality of supervisory practices, as some studies promoted in the field of supervision of the training of early childhood educators have been alerting.

Reflection as a Supervisory Strategy

The studies of Schön popularized the reflection in the field of teacher training as a strategy for training and professional development (1983, 1987). The author emphasizes the role of reflexivity in the construction of professional knowledge, which contributed to the awareness of the richness epistemology in practice. This social constructivist approach advocates a constant interaction between action and thought, a process that is the basis of contextualized and systematized professional knowledge. For reflection to favour the construction of this knowledge, it is important that it is oriented towards reasoning, analysis and interpretation of the educational practice in its multiple dimensions, and for the emancipation of the trainees. However, it is important to consider that the emancipatory potential of reflection can vary depending on the orientation and level of depth that it integrates. In this context, Vieira (2010, going back to the idea of Van Manen, 1997), says that it is possible to consider three types of reflection: technical; practical and critical or emancipatory.

The technical reflection level is mainly oriented toward the achievement of short-term goals in order to ensure the improvement of trainees' performance. The practical reflection level focuses on the analysis of assumptions, predispositions, values and consequences of the educational practices promoted by the trainees. In turn, the critical or emancipatory reflection level encompasses the ethical, social and political dimension of the practices developed by the trainees, in a perspective of problematization, reasoning and evaluation of these practices. It integrates an approach that seeks to promote the autonomy of future educators/teachers and the children with whom they develop their action.

The development of reflexivity presupposes the valorisation of (inter)subjectivities by the confrontation of theoretical and practical knowledge, the negotiation of meanings, languages and decisions, within the framework of openness to dialogue and the possibility of making adjustments and changes that may be considered pertinent. The potential that this process can assume in the construction of professional knowledge are highlighted. According to Alarcão and Roldão (2008), the results of studies in which the authors became involved highlight the role of reflection, considering that:

it motivates for higher demand and self-demand; it makes aware of the complexity of the teaching activity and the need to seek and produce

theoretical knowledge to act on it; it contributes to the perception of the theory-practice relationship as a process of knowledge production and not as a dichotomy served by a logic of application; it promotes an analytical attitude towards action and professional practice; it develops self-knowledge and autonomy; it provides greater security in the action of teaching; it raises the interest and ability to experiment new approaches (p. 30).

We emphasize the importance of engaging in a joint and collaborative reflection because of the secure and training potential it can assume. This should allow the questioning of thoughts and decision-making underlying the process of teaching and learning and to assume, therefore, an interpretive attitude. It should also encourage the trainees to do an investigative action that also contributes to their professional development.

Since the supervisor is an experienced professional, a joint reflection allows him, as Sá-Chaves (2002) states, to understand the complexity of situations, and letting himself be accompanied by the candidate to be a teacher in the “exercício dialogante com a situação, com os materiais e consigo mesmo, pelo candidato a professor permite que, lado a lado, também este dialogue, questione e reflita” (p. 166). [dialogue with the situation, with the materials and with himself, allows the latter to dialogue, question and reflect side by side]. This can be understood as a process of guided discovery that allows the trainees to discover and to know in the course of reflection. This reflection can occur in the pre- and post-action phase and presupposes the use of observation records. It is necessary to consider the pertinence that the feedback provided to the trainees assumes in this process, which should be understood as a reflexive dialogue and not as a mere means of evaluation, although it also includes this dimension.

In this context, reflection should be envisaged as a praxis involving support, observation, monitoring and evaluation, all of this within the framework of a dialogic relationship, which is supposed to encourage everyone to assume a constructive critical attitude, to negotiate decisions and, consequently, to perform a collaborative construction of knowledge. When the reflection is collaborative and focuses on diverse educational situations and problem-solving, this constitutes a strategy with great training potential (Alarcão & Tavares, 2003). It is also worth considering that, as Alarcão and Roldão (2008) state, “um trabalho supervisiivo, assente no acompanhamento e discussão permanente do processo e da ação e seus resultados, parece ser um alicerce para a construção do conhecimento profissional” (p. 54). [a supervisory work, based on the constant monitoring and discussion of the process and the action and its results, seems to be a foundation for the construction of professional knowledge].

However, as evidenced by the studies developed by these authors, the practices of reflection are still incipient, since they are confined to educational activities. The time factor, in particular that attributed to the post-action reflection, appears as a constraint to the development of this process. Difficulties in using reflexive approaches are also identified, such as interpreting, questioning and confronting trainees, as well as providing them with critical feedback that can encourage them to progress, without undermining their self-esteem (Alarcão & Roldão, 2008). The lack of experience of the trainees and the fact that they are being evaluated are factors that, as mentioned by Vieira (2010), also contribute to a reflection which does not always assume the desired reflexive and critical dimension. Supervisors can, in this process, help to formulate and deconstruct issues that allow mobilization and depth in reflection. They may also help to make data collected by each trainee on the educational practice more meaningful, favouring their interpretative analysis.

Therefore, the importance of investing in the quality of reflection processes promoted within the introduction to professional practice activities, and in particular, within the practice of supervised teaching, creating better opportunities for learning and development of the future educators/teachers is emphasized.

The Praxis of Supervision: Role and Knowledge

Since the performance of supervisory tasks requires specific preparation, we need to ask ourselves about the dimensions to be taken into account in order to promote them. Thus, and considering that the primary task of supervisors, both institutional and cooperative, is to help trainees become good professionals, it is important that they challenge them to invest in their own training path and in the teaching-learning process they develop with children. As such, it is important for supervisors to master not only knowledge in the various subject areas, content domains, curriculum development and teaching-learning methodologies, but also to have a good knowledge of themselves and the contexts in which they are integrated and to base their action on responsible ethics.

So, we corroborate the opinion of Mesquita and Roldão (2017), when they state that “o supervisor deve ter uma consciência ética sobre a função que desempenha, agir atendendo a esses princípios e ajudar a promover uma atitude responsável dos formandos (supervisionados), conhecendo-os na sua individualidade e sem generalizar” (p. 75). [the supervisor must have an ethical conscience about the function that he/she performs, act on these principles and help to promote a responsible attitude of the (supervised) trainees, knowing them in their individuality and without generalizing]. Their ethical responsibility also depends on their

social responsibility to promote the relationship and dialogue among the members of the educational community, favouring the sharing of ideas and knowledge.

In order to perform the supervisory functions, Vasconcelos (2009, based on Alarcão, 2007) names a set of qualities that she considers essential in the supervisor: “possuir uma enorme capacidade de observação e interpretação; ser conhecedor das matérias sobre as quais faz supervisão; saber ir buscar os saberes de referência; valorizar a dimensão da relação interpessoal e manifestar inteligência interpessoal” (p. 101). [to have an enormous capacity for observation and interpretation; to be knowledgeable about the subjects he or she supervises; to know how to get the knowledge of reference; to value the dimension of the interpersonal relationship and to manifest interpersonal intelligence].

Mosher and Purpel (1972) gave another important contribution to delimit the knowledge to be developed by supervisors. Alarcão and Tavares (2003) identify six areas of characteristics that supervisors must have, namely:

a) Sensitivity to perceive problems and their causes; b) Ability to analyse, dissect and conceptualize the problems and prioritize the causes that gave rise to them; c) Ability to establish effective communication in order to perceive the opinions and feelings of teachers and express their own opinions and feelings; d) Competence in curriculum development and teaching theory and practice; e) Interpersonal relationship skills; f) Social responsibility based on clear notions about the purposes of education (p. 73).

The ability to pay attention, to listen, to understand and to integrate the perspective of others, through the clarification of the senses and the active participation of every one, are part of a knowledge that can also be understood as fundamental. Supervisors also need to be able to analyse, in a prospective, interactive and retrospective manner, the implications of their performance, not only at the technical and practical level, but also from the critical, reflective and emancipatory point of view of the trainees.

Considering that the supervisors should evaluate the professional performance of the trainees, and that this task may inhibit the relationship of encouragement that is intended to provide them, this difficulty can be minimized by building a positive interpersonal relationship, committed to the development of a quality process of teaching-learning. This contributes not only to the learning and to the development of children, but also of the trainees and supervisors, as well as of the contexts in which they are integrated.

In this context and corroborating the idea of Alarcão and Tavares (2003), we stress the importance of creating a positive affective-relational and cultural environment, based on a reciprocal, spontaneous, authentic, friendly, empathetic, collaborative and solidary support among all (p. 61).

The role of trainees is to collaborate with the supervisors so that this process develops positively and favours their professional and personal development. It is important to consider that the basis of their professional and personal emancipation is the development of a theoretical and practical knowledge, which helps to better understand, organize, guide and evaluate the educational action and to participate actively in the life of schools and its relationship with the community.

Thus, recognizing the importance of self-supervision, in a process of a continuous and sustained self-training (Alarcão & Roldão, 2008), the development of self-support and self-regulation skills, both by the trainees and the supervisors, it becomes equally relevant to their professional and personal development.

Final Considerations

In this text we focused on the role of pedagogical supervision as a process that facilitates the learning and development of early childhood educators/teachers, bearing in mind their repercussions on the teaching-learning process of children.

Throughout the text we emphasize the importance of promoting a collaborative, training and emancipatory supervisory action, emphasizing that it is based on (inter)actions that encourage and challenge the trainees to learn and develop the knowledge, attitudes and dispositions that enable them to become capable of professional performance.

Besides, we also underlined the important contribution that the introduction to professional practice and supervised teaching practice activities can assume in the construction of teaching professionalism, which require a supervisory monitoring. It is in this line that we understand pedagogical supervision as the process that supports and regulates the learning and professional development, integrating a reflexive and autonomous training intentionality. That is why we foresee the development of an initial training committed and oriented to “serve the children” and to the (re)construction of a more just and democratic society (Vasconcelos, 2009).

The contributions of different types of supervision to challenge and support the trainees in the development of their educational and training action, as well as the role that joint reflection can take in this process has to be taken into account.

It is necessary to underline the importance of fostering the development of knowledge, skills, attitudes and predispositions that facilitates ethically responsible pedagogical supervision in the context of complexity and uncertainty that characterizes the world today. We value the development of positive interpersonal relationships and processes of collaborative construction of professional knowledge, highlighting the sharing of knowledge and ideas among the different actors, in order to create a true educational community.

We also consider that the supervisory process requires continuity so that each one can feel supported in the development of the professional activity, an aspect that requires attention and further study.

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Legislation:

- Decreto-lei n.º 79/2014, de 14 de maio – Diário da República, 1.^a série, n.º 92.
 – Altera o regime jurídico da habitação profissional para a docência na educação pré-escolar e nos ensinos básico e secundário, anteriormente aprovado pelo Decreto-lei n.º 43/2007, de 22 de fevereiro- Diário da República, 1.^a série, n.º 38.