

**THE PERCEPTIONS OF TEACHERS AT COLLEGE N° 228 DO CHIWECA ON
THE ROLE OF THE PEDAGOGICAL SUPERVISOR IN TEACHER
PROFESSIONAL DEVELOPMENT¹**

***As percepções dos professores do Colégio n° 228 do Chiweca sobre o papel do
supervisor pedagógico no desenvolvimento profissional docente***

DOMINGOS, Elisa², GOMES, Maria³, FUTU, Xavier⁴, JOÃO, Basília⁵

Resumo

O presente artigo tem como tema, as percepções de professores do Colégio n° 228 do Chiweca, sobre o papel do Supervisor Pedagógico no Desenvolvimento profissional Docente, formulou-se o seguinte objectivo geral: Compreender a percepção dos professores do Colégio n° 228 do Chiweca sobre o papel do Supervisor Pedagógico no Desenvolvimento Profissional Docente. Objectivos específicos: Identificar os fundamentos teóricos que sustentam o papel do Supervisor Pedagógico no Desenvolvimento Profissional Docente. Determinar a importância do papel do Supervisor Pedagógico. Elaborar propostas de um conjunto de acções para ajudar na implementação do papel do Supervisor Pedagógica no Desenvolvimento Profissional Docente. Utilizamos métodos, teórico, empíricos e trata de um estudo qualitativo realizado através de entrevistas junto de vinte professores e três inspectores da Educação. A análise e discussão. Chegamos a conclusão que é importante a implementação da função do supervisor pedagógico para contribuir no desenvolvimento profissional dos professores e elevar o nível de aprendizagem dos alunos.

Abstract

This article focuses on the perceptions of teachers at Chiweca School No. 228 regarding the role of the Pedagogical Supervisor in Teacher Professional Development. The following general objective was formulated: To understand the perceptions of teachers at Chiweca School No. 228 regarding the role of the Pedagogical Supervisor in Teacher Professional Development. Specific objectives: To identify the theoretical foundations that support the role of the Pedagogical Supervisor in Teacher Professional Development. To determine the importance of the Pedagogical Supervisor's role. To develop proposals for a set of actions to help implement the Pedagogical Supervisor's role in Teacher Professional Development. We used theoretical and empirical methods, and this is a qualitative study conducted through interviews with twenty teachers and three education inspectors. Analysis and discussion were followed. We concluded that implementing the Pedagogical Supervisor role is important to contribute to teacher professional development and raise student learning levels.

Palavras-chave: *Ensino de Música; Indústria Cultural; Paisagem Sonora; Audição Inteligente.*

Key-words: *Music Education; Cultural Industry; Soundscape; Smart Hearing.*

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² ELISA NZUZI PAULINA DOMINGOS – Instituto Superior de Ciências da Educação. ANGOLA. E-mail: elizinadomingos@yahoo.com.br

³ MARIA AUGUSTA CÉSAR NOBRE GOMES - Instituto Superior de Ciências da Educação. ANGOLA. E-mail: gomesnobre@hotmail.com

⁴ XAVIER ALFREDO DA SILVA FUTU - Instituto Superior de Ciências da Educação. ANGOLA. E-mail: xasfutu@yahoo.com.br

⁵ BASÍLIA NSIMBA PAULINA DOMINGOS JOÃO - Instituto Superior de Ciências da Educação. ANGOLA. E-mail: basiliajoao551@gmail.com

INTRODUCTION

It is important that all people receive an education that contributes to their feeling fulfilled in the future. The family, considered by many to be the most cohesive social structure, must ensure, through its actions, that its children or students receive the knowledge they need through instruction and teaching. It is from this perspective that pedagogical supervision arises, to help teachers overcome various difficulties presented during the teaching and learning process.

In Portugal, supervision emerged at the end of the 20th century and the beginning of the 21st century, designated as "Guidance of Pedagogical Practice". According to Alarcão and Tavares (2003, p. 3), "Supervision was a designation that, in the Portuguese language, evoked (and in a certain way still evokes) a connotation of power and socio-professional relationship contrary to the values of respect for the human person and their self-formative capacities". For the same authors, in 1987, the function of supervision of pedagogical practices was oriented only towards teachers in initial training. From the 1990s onwards, it underwent an evolution, to the point that the Portuguese themselves "acculturated the designation and today distinguish the two meanings that the Portuguese language attributes to the term": inspection and guidance (Alarcão & Tavares, 2003, p. 4). Thus, the supervisor is not only the teacher who guides the trainee at the end of their initial training; it is also the teacher who evaluates the performance of colleagues. Following on from the above, the role of the pedagogical supervisor is a very important task, which in many developed countries is performed to ensure good quality teaching in education.

Based on this reflection, focusing on the concrete reality of Angola, the term is quite new. The country is concerned with improving the quality of teaching and learning, and there has been much discussion about the issue and the role of supervision. At this moment, and in addition to the role of inspector, the Angolan Ministry of Education and, in particular, the National Institute for Teacher Training, feels the need to implement pedagogical supervision with the aim of developing skills and experiences in teachers that promote the development of the students themselves.

According to the purpose of national education policies in Angola, pedagogical supervision should be part of the entire education system to ensure improvement in the quality of education in a given country. From this perspective, the role of pedagogical

supervision in the national system will contribute to improving teacher professionalization. According to the Basic Law of the Angolan Education and Teaching System, Law No. 17/16 of October 7, in article 116, paragraph 1, pedagogical supervision "consists of the control, monitoring, didactic, pedagogical and technical support of all educational processes and the evaluation of the teaching-learning process, with a view to the objectives for each subsystem of education, established in this Law".

Supervision is thus the process in which the teacher is accompanied, guided, and evaluated by a more qualified and experienced professional in the teaching-learning process. Therefore, implementing this new educational policy will help to train competent professionals capable of solving the problems encountered and presented during their activities.

Therefore, pedagogical supervision in Angola "must have a clear methodological foundation, based on the development of technical skills; it cannot be developed in a vacuum or with ambiguous or overly general technical-pedagogical references" (Araya et al., 2011, p. 8).

It is important that this implementation occurs in the teaching-learning process because it will greatly contribute to the comprehensive training of teachers, with well-applied methods and techniques, guided by a supervisor, a competent and experienced individual in the field of teacher training. In this way, the Ministry of Education will not have so much concern. Therefore, the responsibility for guiding and evaluating the reality of teaching work in schools should be assigned to the supervisor.

This study seeks to understand teachers' perceptions of the role of the Pedagogical Supervisor in teacher professional development. This is a very relevant and current topic in Angola due to the need for the figure of the Pedagogical Supervisor and their role in teacher professional development. Currently, only the figure of the inspector and the action of monitoring and evaluation prevail. It is therefore important to know the perceptions that key agents in the teaching-learning process have about this professional in order to favor the implementation of the supervision process itself. Therefore, the set of shortcomings that constituted the problematic situation mobilizing the research, which is summarized in this article, led to the definition of the following research problem: What perception do the teachers of College No. 228 in Chiweca have about the role of the pedagogical supervisor in teacher professional development? Given the absence of the figure of the pedagogical supervisor in the provincial territory of Cabinda, with only the

school inspector existing, the general objective of this research article is: To understand the perception of teachers at College No. 228 in Chiweca regarding the role of the pedagogical supervisor in teacher professional development. Specific objectives include: Identifying the theoretical foundations that support the role of the pedagogical supervisor in teacher professional development; Determining the importance of the role of the pedagogical supervisor; Developing proposals for a set of actions to assist in the implementation of the role of the pedagogical supervisor in teacher professional development.

1. DEVELOPMENT

Pedagogical supervision is a very recent topic in Angola and aims to improve the quality of teaching in educational institutions.

According to Stones (1984), cited by Jerônimo and colleagues (2007, p. 6), etymologically, supervision is a "Super Vision," meaning having a holistic view of the teacher's professional activities. Firstly, someone providing supervision would need keen insight to see what happens in the classroom. This requires introspection to understand the meaning of what happens there, foresight to see what could have happened, hindsight to see what should have happened but didn't, and second sight to know how to make what should have happened. From the supervisor's perspective, this provides sufficient knowledge for teachers to teach and learn and develop students' skills in the teaching-learning process. In this context, pedagogical supervision is an activity in which the supervisor guides, evaluates, instructs, and leads a supervision or team toward a specific goal: improving the teacher's educational qualities.

However, the supervisor, when carrying out their duties, must be aware of the school context and the classroom, and demand or guide the most appropriate tasks. Furthermore, there must be a shared interaction in the construction of knowledge between the supervisor, the learner, and the student themselves, for the best quality of teaching.

According to Alarcão and Tavares (2003, p. 16), supervision is "the process in which a teacher, in principle more experienced and better informed, guides another teacher or teacher candidate in their human and professional development."

Supervision is thus seen as a set of practices aimed at improving the personal and professional development of teachers, with the goal of increasing the knowledge of education professionals. It is a process of monitoring the practical work to be carried out by the teacher under the guidance of an experienced and qualified professional, for a specific objective in the teaching-learning process. It is a “clearly organized cooperative activity, intended to improve teaching through inspiration, encouragement and, if necessary, reorientation or even termination of teaching work” (Nevill & Garman cited by Mesquita & Roldão, 2017, p. 55).

From Sá-Chaves's perspective (2011, p. 75), it is "a mediating process in the learning and development processes of the trainee and the supervisor, which, according to the nature of the interaction created, can be facilitated or inhibited." For Alarcão and Canha (2013, p. 19), it is "a process of monitoring an activity through a regulatory process that is framed by a reference and operationalized in monitoring actions in which evaluation is obviously present." And according to Formosinho (2002, p. 116), it is "a systematic process in which a candidate educator receives support and guidance from a more experienced and specialized educator to carry out her professional learning, in dialogue and communication with the institution where the student is training and with a deliberate openness to the surrounding community and culture."

Following the aforementioned, supervision will be and will continue to be both individual and collaborative, which can contribute to improving the quality of teaching and change, aiming at the practical purpose of the teachers involved, to guide reflection in the context of their personal and professional development. It is from this perspective that the pedagogical supervisor is the element that controls the teacher's work, accompanies, directs, guides, and coordinates the teacher in all their pedagogical actions, and in case of difficulty, the supervisor is there to assist and help in the student's learning. According to Amaral, Moreira, and Ribeiro (1996, p. 97), the “supervisor is the facilitator of reflection, making the trainee aware of their performance, helping them to identify problems and plan strategies for solving them, on a basis of collegiality that frames the learner as a person capable of taking responsibility for decisions that affect their professional practice.” And based on this reflection, the supervisor is an individual endowed with adequate and sufficient knowledge and experience to help teachers in the exercise of their functions.

In general, we can also say that supervision is seen as a means or resource of support to identify the problems found in the teaching and learning process, and so that "this process supports and encourages each one to progress and create their personal style of intervention, it is fundamental that the interactions develop in an environment of trust and affectively and cognitively stimulating mutual help" (Alarcão, 1991, Oliveira, 1996 cited by Sá-Chaves 2011, p.75).

Pedagogical supervision, in this way, promotes improvement on the part of teachers, guaranteeing the development of strategies in the educational process, since it is essential that teachers are prepared to act as competent professionals in order to change education services in a fairer perspective that can meet the expectations of the school community. Thus, Castilho and Sá (2015, p. 3) add that pedagogical supervision "is linked to the learning process and the improvement of practices in a lifelong learning context, contributing to the personal and professional growth of the teacher, to the acquisition and updating of theoretical and practical knowledge, and to the improvement of the quality of education".

According to Gaspar, Seabra and Neves (2012, p. 34), "Pedagogical Supervision is understood as a contribution to the improvement not only of the professional performance of individuals, but also of the qualitative development of the school, in a context of interactions, stimulating the potential of each individual for the collective development of the school as an organization, with a view to fulfilling its objectives."

In this context, Pedagogical Supervision is a bilateral process, in which the Supervisor and the teacher are key elements and responsible for the tasks required of them, within the scope of promoting changes throughout the school structure. It is in this sense that both are necessarily contributing to the transformation of the school, with strategic plans, for the development and learning of the student. Thus, Oliveira (2011, p. 1) emphasizes that the Supervisor is "responsible for working with the group of educators, coordinating and promoting reflection towards the construction of a collective teaching competence".

According to Alarcão (2005, p. 64), "Supervision is an activity whose purpose is the professional development of teachers, in their dimension of knowledge and action, from a pre-professional situation to a situation of monitoring in the exercise of the profession and in the insertion into school life." In this sense, Pedagogical Supervision has ceased to be an action practiced only for teachers in initial training and has extended

to the entire teaching and learning process with the aim of helping to improve the personal and professional development of teachers. Thus, it "makes the action more conscious, deliberate and susceptible to change, contributing to the formula of technical and universal solutions to the problems that arise" (Schon 2000 cited by Castilho & Meira, 2015, p. 2). In this context, it is fundamental that the supervisor analyzes, contextualizes, and builds with the teacher the strategies and tools necessary for school success and effectiveness.

According to Alarcão (2001) cited by Gaspar, Seabra and Neves (2012, p. 33), the teacher can no longer be trained solely in the isolation of his classroom or his class "(...) he is a member of a group that lives in an organization whose purpose is to promote the development and learning of each one in a spirit of integrated citizenship".

According to Holloway (1995), cited by Mesquita and Roldão (2017, p. 55), supervision "is an opportunity for students to grasp the essence of the psychotherapeutic process, and they should have an understanding of how this process is articulated and shaped by the supervisor in order to recreate it in the counseling relationship."

2. ROLE AND RESPONSIBILITIES OF THE PEDAGOGICAL SUPERVISOR

The Pedagogical Supervisor is, therefore, the individual with the most experience and the ability to provide professional development for the teacher. Their role is to direct, guide, lead, and evaluate teachers in their personal and professional development, indirectly influencing the development of the students themselves. However, the supervisor's functions "should focus on the management of learning and people, integrated within the spirit defined by the policies to which they should have contributed, without, however, being the main person responsible" (Alarcão 2002, p. 233). The same author also states that the supervisor's main function "consists of fostering or supporting training contexts that, translating into an improvement of the school, have an impact on the professional development of educational agents (teachers, assistants, and staff) and on the learning of students who find a place, time, and learning context within it" (ibid.). From this perspective, the supervisor's role aims to coordinate, assist, guide, evaluate, collaborate with, and support the teacher in the performance of their actions. According to the same author, the supervisor can assume the role of an agent for the development of people, professionals, and organizations. In fact, the act of teaching the teacher causes the

supervisor to intervene in helping to understand the problems that interfere with the teaching and learning process. Therefore, it is fundamental that the supervisor be attentive to the teacher's training needs, as well as their motivations, abilities, and personal and professional competence, in order to adjust their information interventions with the perspective of helping the trainee progress in their career, to access the knowledge, skills, and being necessary through contextualized intervention, which is possible through very well-organized and constructive thinking (Sá-Chaves, 2011).

According to Harris (2002, p. 165), the supervisor's role in professional development has at least three different emphases: “(1) promoting effective teaching practices; (2) providing continuous personal and professional growth; (3) changing the character of the school and teaching.” Thus, the supervisor's role is to “help reflect on the supervisee's pedagogical practice, with the aim of progressing and, consequently, improving learning” (Marques, 2008, p. 47). For Alarcão and Tavares (2003, p. 59), the supervisor's role “consists of helping the teacher to teach and become a good professional so that their students learn better and develop more.” For this to be effective, the teacher must cooperate with the supervisor in order to understand the strategies they will apply so that the student can better learn the context and the objectives they intend to achieve.

Following the above, it is easily understood that in performing their role as supervisor, this professional must equip themselves with skills and techniques capable of helping members of the school community to reflect on the quality of education.

Following on from the above, Alarcão and Tavares (2003, p. 29) state that “similarly to what happens between the teacher and the students, the supervisor also has the mission of teaching concepts, helping the teacher to develop skills and competencies, teaching them to explore the knowledge they possess to solve the problems that their teaching practice presents, and they too must do so in an encouraging atmosphere.” In fact, the supervisor, just like the teacher with the student, must help overcome the difficulties they encounter in the classroom, encourage further investigation, and teach strategies for solving the problems presented in pedagogical practices. Similarly, it is important that this process occurs within a good interpersonal relationship between the supervisor and the teacher to facilitate the latter's work with the students themselves. With this interconnection between the two, it will be possible to train competent teachers, with the aim of seeking “the best techniques to captivate students for study and who never give

up" and will be teachers who will be concerned with investigating "by all means, keeping themselves updated" (Cardoso, 2013, p. 59).

For the professional development of the teaching staff, with a view to promoting quality education. To this end, the supervisor must help teachers change their teaching strategies, keeping pace with the evolution of the educational system.

To implement a supervisory process that promotes professional development, it is necessary to train individuals capable of responding to the challenges of teaching practices. A good, experienced, and practical supervisor is one who knows how to transmit techniques and methodologies in guiding pedagogical practices, and for this, they also need to be provided with training opportunities that allow them to acquire the necessary skills to act in a school that must keep pace with, or even anticipate, societal changes (Marques, 2008). It is equally important that their practice be supportive, facilitative, collaborative, interactive, evaluative, and reflective, and that it aims to contribute to the personal and professional development of the teacher candidate, with a framework of values, attitudes, knowledge, as well as the skills and competencies that can help them face the challenges of their successful evolution in each educational act (Sá-Chaves, 2011).

According to Oliveira (2011), its importance within the school is actually due to it being the articulating, mediating, assisting and encouraging agent of the interaction between teachers, students, principals and parents and guardians, preventing some occurrences that could possibly spoil the proper functioning of the teaching and learning process.

Supervision in the formation of reflective teachers is a practice that demands a great deal of knowledge of reality, aiming at understanding and constructing responses to the major current challenges of the educational process (Gaspar, Seabra & Neves, 2012). It is from this perspective that the supervisor emerges as a great leader who aims at the improvement of the teaching staff, guaranteeing quality in training. However, they can also build through dedication and patience, by knowing how to listen to the professionals they guide, and by the ability to correct errors made during pedagogical practices. In this sense, pedagogical supervision has the function of supporting, evaluating, questioning, challenging, motivating, and awakening in the teacher a greater interest in the profession they practice, with the intention of promoting change.

In the process of supervising pedagogical practice, "the critical capacity and creative intervention of the subjects in training are acknowledged and valued, as well as the uncertain, unstable, and indeterminate nature of educational problems and situations, which, in our understanding, constitute a fundamental element in the pursuit of quality in the educational experiences provided in preschool education" (Sá-Chaves, 2011, p. 74). In this supervisory process, when the perspective is reflection-in-action, the supervisor acts as a leader, controlling everything during pedagogical activities, observing, guiding, evaluating, and coordinating the entire process. The great task of this leader is to "help the supervisee in the development of goals and tasks related to self-evaluation, to provide feedback, more specifically on objectives, achievement, and the preparation of activities for new audiences" (Mesquita & Roldão, 2017, p. 84).

3. TEACHER SUPERVISION AND PROFESSIONAL DEVELOPMENT

Supervision in the professional development of teachers is one of the models that provides quality education in schools, although this paradigm is being critically reviewed by several academics, as it is a practice that promotes improvement in the teaching and learning process. The professional development of a teacher is, therefore, a process through which they seek to acquire and improve knowledge, skills, attitudes, and abilities in the exercise of their pedagogical practice. Thus, according to Sá-Chaves (2011, p. 74), "the training of teachers and educators should allow them to develop capacities and attitudes that facilitate the use of theory, not blindly or uncritically, but in a way that helps them question it, so as to mobilize or reject it consciously and according to concrete situations."

4. METHODOLOGY

The study presented here was developed at College No. 228 in Chiweca, and aims to understand the perceptions of teachers at this institution regarding the role of the pedagogical supervisor in teacher professional development. In the province of Cabinda, the figure of Supervisor does not exist, only that of Inspector, and studies such as this can make an important contribution to understanding the phenomenon, which is so valued in the country today, and favor the implementation of the supervision process itself.

In this work, we opted for a qualitative approach in order to understand existing phenomena. According to Coutinho (2013), the qualitative perspective does not focus exclusively on behaviors but seeks to investigate ideas, discover meanings in individual actions and social interactions from the perspective of the actors involved in the process. In this perspective, the qualitative method is used to understand natural phenomena.

4.1. Study context and participating subjects

The study was carried out at the Chiweca First Cycle Secondary School, a state institution located in the Bairro I de Maio, in the Chiweca-Cabinda area. Twenty (20) teachers from this same context and three (3) Inspectors from the Provincial Secretariat of Education, Science and Technology – Cabinda Education Inspectorate participated in the investigation presented here.

All the teachers at the institution were contacted, and those who participated in this research were the ones who showed willingness to do so, which is often also associated with their social skills.

4.2. Research tools

The interview is the preferred instrument in the development of this work. For Afonso (2014, p. 104), the interview “consists of a verbal interaction between the interviewer and the respondent, in a face-to-face situation, by telephone or by computer means”.

For the development of this study, we opted for the semi-structured interview, since, in educational sciences, it is viable to choose these strategies to collect more in-depth information from the interviewee. According to Afonso (2014, p. 105), semi-structured interviews “are conducted using a script that constitutes the instrument for managing the interview. The script must be constructed based on the research questions and axes of analysis of the research project”.

In this research, we used two interview scripts: one applied to teachers at the High School of College No. 228, to understand teachers' perceptions of the role of the pedagogical supervisor in teacher professionalization; and another directed at education inspectors, with the same intention.

5. ANALYSIS AND DISCUSSION OF THE RESULTS

According to Mesquita and Roldão (2017), the supervisor's task is to help the supervisee in developing goals and tasks related to self-evaluation, to provide feedback, more specifically on objectives, achievement, and preparation of activities (p. 84). Regarding the data collected in this study, the protagonists, both teachers and inspectors, affirm that the role of the Pedagogical Supervisor is to control, coordinate, guide, and evaluate teachers in the exercise of their activities, so that they can improve and overcome the difficulties and shortcomings found in the teaching and learning process; and to act as a methodologist, a friend of the teacher, providing didactic and pedagogical support to the teacher to correct any deviations in the teaching and learning process. According to Alarcão and Roldão (2008), cited by Moreira (2015, p. 53), Pedagogical Supervision is seen as an “action of monitoring the activity, generally (pre)professional or institutional (contextualized and carried out by people), with an intentional, guiding, formative, transformative, and developmental purpose, based on a methodology of a reflective, collaborative, and empowering nature.”

In Pajak's 1989 view, cited by Harris (2002, p. 148), regarding the importance of the role of the pedagogical supervisor, it is assumed that the supervisor is an agent who is an "expert or specialist in a given subject linked to curriculum development, trainers, assistants, change agents, counselors, facilitators, material providers, group process coordinators, monitors, evaluators and organizers," and in the opinion of our interviewees, they report that the emergence of this figure will greatly improve the responsibilities on the part of teachers, because there are teachers who arrive late at schools, enter the classroom without a lesson plan, teachers with difficulties in organizing the content they intend to teach, inexperienced teachers with difficulties in the profession, and this affects those who want to learn, which is the case of the student themselves: the initial training of teachers is not sufficient to guarantee the competencies and skills of teachers; teachers need to be monitored, guided, coordinated, as well as overcome the challenges faced by newly hired teachers; Human work is not perfect and always needs to learn. The methodological and pedagogical support they will receive will be a very important exchange of experience: because quality is paramount; the weaknesses observed in student learning justify the lack of this figure in schools. Regarding the competencies of a Pedagogical Supervisor, most emphasize that the Supervisor must be patient, friendly, a partner, a companion, a counselor, a mediator, a moderator, have good

relationships with teachers, possess pedagogical, didactic, methodological, administrative, communicative, and evaluative skills, be able to guide and coordinate, and have all possible competencies to help teachers and technicians in the educational process. According to Blase and Anderson (1995), cited by Marques (2008, pp. 52-53), the competencies of a leader are "(...) demonstrating trust in teachers (associated with the actions of the teacher individually), developing shared management structures (...), encouraging and listening to individual participation (listening to the words and feelings of teachers, valuing their opinions, creating non-threatening environments); stimulating the individual autonomy of the teacher (that teachers feel in control of classroom matters); encouraging innovation (creativity/risk-taking); giving rewards (through praise and recognition of daily difficulties); providing support (opportunities for professional development of the teaching staff, determined by the teachers, availability of time, materials, financial resources, help in solving personal and professional problems)".

Regarding the contributions of the pedagogical supervisor's role, from the perspective of Oliveira (2001) cited by Marques (2008, p. 45), the supervisor's role is "to encourage within the scope of interpersonal relationships and in close relation to the function of suggestion; encouragement assumes an invaluable role in the supervisory relationship, its affective charge significantly influences the teacher's emotional balance, as well as their overall posture towards the professional development process." According to the interviewees, both teachers and inspectors affirm that the pedagogical supervisor participates in the school, helps in the collaboration of curricular plans and schedules to avoid possible conflicts between them, helps school administrators to manage school management well in order to meet the expectations of those who request it; uses its own tools, methods, techniques and evaluation criteria; helps teachers to have more pedagogical skills and expertise, constantly improving their performance, providing continuing education, refresher courses, and seminars.

According to Alarcão (2005, p. 66), "the management of formative situations, in the context of supervision, implies specific human and technical-professional capacities." The author further adds that the supervisor's role requires good performance from the professional, as it presupposes certain prerequisites in the area of specialized training, so that they can act responsibly and rigorously in the educational field. However, in the opinion of our participants, both teachers and inspectors, regarding the promotion of the role of the Pedagogical Supervisor, the interviewees emphasize that the Ministry of

Education and the state itself could create ways to implement and prepare individuals with training in the area of supervision, capable of meeting the demands of the school community; then distribute them among the schools; open a public competition for admission to the role of this supervisor and then create conditions in the schools so that they can work; and present the proposal to the Ministry of Education on the importance of this important figure in schools. However, regarding collaborative action, for this figure to exist, our interviewees emphasize that they would collaborate by selecting some older and more experienced teachers to provide training and ensure they are properly prepared; holding awareness lectures to encourage the government to see this figure as a direct partner; and raising awareness in society, through the school's surrounding community, that the pedagogical supervisor is a social figure with a specific role in the teaching and learning process and that their absence affects the quality of education. According to Alarcão and Canha (2013, p. 45), collaboration is understood "as a way to promote good practices among professionals in this area of activity and as a means of disseminating these practices, with a view to their expansion." The same authors also add that it is "a consequential idea, a resource that allows actions to be carried out and purposes to be realized" (ibid.).

Regarding the quality of education without the figure of the Pedagogical Supervisor, the protagonists summarize by saying that with the presence of the Pedagogical Supervisor, education would be better; without their presence, education is disastrous because there is a lot of indiscipline in schools; our quality of education still does not meet the needs; the quality of education is neither good nor bad, but with the implementation of this figure it will improve significantly; the quality of education is poor, change is needed, there is too much fooling around, they add that, with the proposal of this figure, they believe that many things will change in the teaching and learning process; And from the author's point of view related to quality in teaching, Pedagogical Supervision emphasizes that "ensuring quality, within a supervisory context that emphasizes professional development, support services and carefully planned changes, can hardly be ignored as an essential characteristic of supervisory practice" (Harris, 2002, p. 162). According to Alarcão and Tavares (2003, p. 43), the supervisor will not be the one who gives recipes on how to do things, but the one who creates, together with the teacher, with the teacher and in the teacher, a spirit of action-research, in a positive, human emotional environment, triggered by the development of the teacher's possibilities

as a person and professional. Regarding the relationship between the role of the Pedagogical Supervisor and the quality of teaching, the interviewees in this research concluded that the Pedagogical Supervisor is one of the indicators of change and improvement in the quality of teaching in our schools, because there are still many factors involved.

According to Harris (2002, p. 148), the role of supervisors, as the author points out, has generated much discussion about the work and responsibilities of this specialist. One of the serious obstacles indicated by the author is "the lack of national and state data regarding the technical teams linked to supervision practices and their organizational affiliations." Based on this reflection, the interviewees emphasize that the pedagogical supervisor, as a curriculum specialist and leader of the pedagogical process, should necessarily work in schools because it is in schools where teachers, students, principals, and other technicians involved in the teaching and learning process are located, and work directly with those responsible for education. Therefore, the school is the appropriate place to find the problems that must be solved; where they should also monitor, guide, coordinate, and evaluate their activities; and work with teachers before and after classes to better analyze them together.

According to Moreira (2015, p. 59), "placing supervision at the service of teacher dignity, impacting student learning and transforming work in schools or the schools themselves," based on the authors' point of view, the interviewees in this study argue that it is irrelevant who assumes the tasks of a Pedagogical Supervisor; it can be a colleague or someone appointed by the Provincial Secretary of Education, as long as this professional comes equipped with skills and experience, performs their work rigorously, skillfully, and with the right attitude, bringing improvement to the teaching and learning process.

According to the participants in this study, the role of the inspector in the school is to provide institutional support, exercised in the sense of helping and controlling the degree of execution, the degree of compliance with school legislation and situations that hinder learning; to monitor schools to ensure they fulfill their institutional mandate, serving as a laboratory for school problems. In the view of Cunha (1994), cited by Santos (2008), School Inspection is an act of seeing, inspecting, examining, and monitoring educational institutions, in order to ensure that administrators rigorously comply with the norms established in state regulations. Regarding the identification of Pedagogical

Supervisors in schools, the participants summarize that it is possible to identify a more experienced teacher to assume this role in schools, based on their training, literacy skills, professional responsibilities, length of service, and the position held in the performance of their duties. According to Alarcão (2005, p. 63), “the teacher as a human professional (...) has a special responsibility for their performance, so that self-knowledge—what they are, what they do, what they think, and what they say—or self-awareness, which encompasses the metacognitive and metapractical dimensions, is the driving force behind their personal and professional development.” However, they will have sufficient competencies to carry out the actions of a pedagogical supervisor and the responsibilities of organizing and generating classroom activities.

FINAL CONSIDERATIONS

The literature review, both in its specialized variant and regarding the figure of the pedagogical supervisor, constitutes an indispensable element in the professional development of teachers in schools in general. The scientific problem defined for the purposes of this research is still considered unresolved due to the clear condition that pedagogical supervision still lacks figures aimed at the professional development of teachers in primary schools in general. However, the implementation of a supervision process that promotes professional development in our country will help in changing and improving this process. We conclude that the implementation of the pedagogical supervisor's role is important to contribute to the professional development of teachers and raise the level of student learning, supporting educational institutions in the quality of teaching expected in the country.

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