4th International Conference on
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

Peer Supervision in English Language Teaching- Case Study

[1] **Emiliana Cândida Dias Alves Pereira, [2] Pedro Miguel de Freitas Azevedo**

[1,2] Colégio Novo da Maia, Portugal

Abstract

The swiftness in which the world we live in is constantly changing and, therefore the school as an institution and place of ongoing development and learning, demand from us a flexibility, as well as an ability to look for answers to these ongoing   challenges. Investing in our personal and professional growth is the only way we can keep up with these staggering changes.

Based on this premise, this project work had as its main objective to understand the different perceptions of English Language Teachers (ELT), from a Private Teaching Institution in the metropolitan area of Porto, concerning collaborative supervision as a tool to foster professional development in a working environment.

Moreover, it aimed to understand the different teachers' perspectives towards collaborative supervision and the practical feasibility in a real context of professional teaching. Bearing in mind that no training is definitive, and we are beings in constant growth and development, this project is the perfect opportunity to go through with our professional development, attending to our specific needs.

Alongside these perceptions, we were also able to identify constraints and hardships, but also put forward new improvement suggestions, envisioning the maintainability of the project in future years. Methodologically and, following a qualitative approach, we carried out class observations, construction and analysis of performance profiles of the different teachers, as well as an implementation of a questionnaire survey and a discussion group.

The main outcomes are the fact that this project allowed us to identify the teachers' different perspectives concerning collaborative supervision, just as the development of the teaching professionalism with a major focus on the areas previously highlighted by the intervening teachers.

Keywords: Collaborative Supervision, Professional Development, Observation, Reflection;

Cambridge English Teacher Framework

4th **International Conference on**
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

1. Introduction

The project work now presented is based on personal and professional motivations that not only become relevant for the scope of the study itself, but also for the added value it can bring to the institution where the researchers currently work as English teachers. As pedagogical supervision is an existing practice in the institution, a form of supervision that allows not only the evaluation *per se*, but also the enhancement of professional and personal development becomes urgent. Based on this assumption, we considered it important to have joint reflection by English teachers, all of them with some years of experience, which would allow the specific analysis of the point of professional development they were at, but, at the same time, the drawing up of objectives for the future.

From a personal point of view, this theme is relevant as it allows us to establish closer relationships between colleagues and also to define instruments and areas of action together. From a professional point of view and, taking into account the contribution to the institution where we collaborate, we considered the fact that the professional development of the teacher enhances the development of the institution and, above all, an improvement in the quality of the service provided to our students. Through collaborative supervision we intend to enhance our learning and make the classroom a space for reflection and change that allows us to keep up with the times in which we live where nothing is fixed or lasting.

Being so, this study aims at the construction and experimentation, in a real context, of personalised observation instruments that promote the development of teachers in their teaching practice. It is also intended that teachers participating in the study may reflect on their level of professional development, identify obstacles to the practice of collaborative supervision, as well as outline strategies to overcome them.

For this purpose, we selected the Cambridge English Teacher Framework, developed by Cambridge University, which can be used as an instrument of self-reflection by the teacher or even as a tool to be used by coordination/management in order to outline development plans for their collaborators.

Trusting in collaborative supervision we selected this tool as something that would help us understand where we were in our development in the different areas identified by CET: Learning and the Learner; Teaching, Learning and Assessment; Language Ability; Language Knowledge and Awareness; Professional Development and Values.

The introduction of this investigative journey presents the theme and justification of its relevance, as well as the objectives and object of study.

In the first part, a review of the theoretical framework and relevant literature was conducted, duly articulated with the theme and the theoretical concepts that contribute to a better understanding of what collaborative work involves, the selected tool for delineating the teacher's profile, the definition of development objectives and what served as assumptions for

4th **International Conference on**
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

the construction of the respective observation grids are presented/discussed. The characteristics of collaborative supervision and an analysis of the Cambridge English Teacher Framework have been conducted.

In the second part, the methodological framework, the study options were presented, as well as the selection of the methodology developed and the validation of all the options taken throughout the project. Also, in this second part of the project, the different data collection techniques were selected and explained, such as the questionnaire survey, profiling, lesson observation and focus group discussion. Subsequently, the data processing techniques of this research were also explored and explained, namely content analysis. For all these topics, readings and reflections were made on all the options taken.

Finally, in the third and last chapter of this project, the results are presented and discussed, something which allowed us to reflect on the added value and potential of this study, but also on its limitations and difficulties. It was also opportune, a reflection on the future, and possible interventions, studies and developments that would allow the professional development of English teachers in the performance of their functions.

1.1 Pedagogical supervision in English language teaching

Like with other issues, language supervision was also seen as something that took place at the beginning of teaching practice and was intended to integrate the trainee teacher into the teaching career. Nowadays, the perspective of development and collaboration are the pillars of this subject. "Pedagogical supervision is today placed at the service of democratic and transformative ideals in education, far from the vision of control and subordination with which it is still largely identified in the public sphere" (Bizarro & Moreira, 2010, p.12).

Supervision in languages also moves away from the ideal of a hierarchical supervision where a teacher, usually more experienced, had all the knowledge and was limited to "evaluate" the beginning teacher "the conceptual evolution shows that pedagogical supervision is increasingly far from a hierarchical understanding and control of the teaching work, moving also increasingly away from a technical rationalist perspective and a focus on the person of the trainee" (Bizarro & Moreira, 2010, p.14). Thus, a perspective of development, reflection, thinking and rethinking pedagogical practices is achieved, looking at training as something lifelong and not just part of the beginning of the career "today we associate the activity of supervision with the establishment of reflective communities in schools and educational institutions, aiming to improve the quality of learning and professional development through processes of (self)regulation" (Bizarro & Moreira, 2010, p.14).

Nevertheless, the observation/supervision of English lessons has, in today's context, a focus on the developmental and non-judgmental perspective. The main aim of observation/supervision is not so much to focus on what is correct or incorrect in teaching, but to work with the observed in order to explore and identify the limitations and potentialities of the person in question, instilling reflection and critical thinking with the primary aim of professional growth as advocated by Williams (quoted by Rahmany, Hasani, Parhoodeh, 2014, pp. 348):

> helps teachers to develop their own judgements of what goes on in their own classrooms, sharpen their awareness of what goes on in their own classrooms, sharpen their

4th International Conference on
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

> awareness of what their pupils are doing and the interactions that take place in their classes, and heighten their ability to evaluate their own teaching practices.

Still regarding supervision in English language teaching, and despite the evolution of concepts, there is still supervision at the level of pedagogical practices at the beginning of a career. As an example, we can refer to the pedagogical supervision during years of internship at the Faculty of Arts of the University of Porto:

> (...)the FLUP has developed a set of classroom observation activities that seek to broaden the professional perspective of our trainees, so that they can exercise their role as teachers in a more grounded and sustained way (Hurst, 2010, p. 112).

In reflecting upon this, different objectives for the focus of observation were devised, namely observation for developmental purposes, observation for training purposes, observation for evaluation purposes and observation for research purposes. We can thus see the care taken to build a lifelong learning community. There is not only an initial focus, but an encouragement for observation and future professional development.

1.2 Pedagogical Peer Supervision

Supervision is a term that has become very common in the field of teaching. Contrary to the purpose of this study, supervision was once seen as something that implied a hierarchy, an evaluation, and perhaps a judgment. Nowadays, supervision inevitably assumes an institutional optimization from the development of its professionals "(...) the positive contagion that the development of school and academic teachers will desirably have on the development of their students, the institutions in which they practice their profession and the education system itself" (Alarcão & Canha, 2013, p.55), it is extremely important that we consider supervision as an opportunity for reflection, criticism, and sharing, and that despite its potentially evaluative nature, it should not be seen as a threat to the teacher's performance, but rather as an enabler of it. Based on this thought, we opted for an approach to supervision as a collaborative and voluntary act whose primary goal is professional development focused on improving the quality of teaching. Thus, and as mentioned by Alarcão & Canha (2013 p. 12), we consider "collaboration as an instrument for the development and personal and group "realization process" based on "attitudes" of availability to interact with others, confining in that relationship" (....) "We resume the notion of supervision as contextualized monitoring of activities carried out by people in development (and in institutions that are also in development), with a guiding, formative, transforming, interactive, reflective and autonomizing intentionality" (Alarcão & Canha, 2013, p.12).

Naturally, in a project of this nature, a joint organization of several factors became necessary "when a group of people, more or less extended, gets together in the expectation of achieving a certain development goal, it is always necessary to plan and conduct actions to achieve this purpose" (Alarcão & Canha, 2013, p.46). Thus, and adopting the perspective presented by Alarcão & Canha, of what a "collaborative research" would be, where "decisions about the whole investigative process are entirely shared within the team" (Alarcão & Canha, 2013, p. 47), we tried to ensure that this supervisory relationship was not seen as hierarchical, but rather as one of cooperation, where everyone was in a position of equality with a common goal of

4th **International Conference on**
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

personal and peer professional development. In order for the project to flow smoothly, although there was no hierarchical relationship between the participants, as previously mentioned, there was a need to divide tasks so that everyone could contribute in an equitable way "for reasons of work organization, particular functions may be performed by different elements of the group, but, in a collaborative process, these functions do not imply a hierarchy of power over the decision-making that affects the activity to be performed" (Alarcão & Canha, 2013, p.47).

In addition to the issues of sharing and collaboration, as a team, we believe that the whole project contributed to the development of the organization itself. We look at the performance of our roles as something in constant change, a result of the times we live in where everything is of fast consumption, our own knowledge and pedagogical practices are inserted in a constantly changing context that requires adaptation and plasticity, all this leads us to want more and better to "think of schools or other organizations as organic entities that develop with the development of the professionals who work in them" (Alarcão & Canha, 2013, p.55).

Still within the scope of peer supervision, we believe that the environment among colleagues should be of trust, of ease, as mentioned by Alarcão & Tavares (2003, p.61):

> (...) for the supervision process to take place under the best conditions, it is necessary to create a favorable climate, a positive affective-relational and cultural atmosphere, of mutual help, reciprocal, open, spontaneous, authentic, cordial, empathetic, collaborative and supportive (...)

1.3 Pedagogical Supervision and Teachers' Professional (and Personal) Development

Aware of our roles in a constantly changing world, in which what is true today will not be true tomorrow, we are inserted in an area in which professional development is as, or even more, important than our initial training - "the idea that a solid initial training (...) is enough to ensure good performance during a professional career is bankrupt" (Alarcão & Canha, 2013, p.50). When we look at our initial training, today, we feel that many of the concepts, theories learned are no longer applicable. The world has changed, students have changed, we ourselves, the teachers, have changed. Therefore, it is imperative to have lifelong learning, constant professional and personal development so that we can keep up with the demands of this constantly changing world and so that we can adapt and challenge ourselves and our students. As mentioned by Alarcão and Canha (2013, p.51), "marks that pose new challenges, above all, the almost paradoxical need to be prepared for the unforeseen, to keep up with change by learning to change with it." When reflecting on the teachers' professional (and personal) development and pedagogical supervision, it is possible, in our view, to associate the two concepts as being interconnected, we even venture to say that pedagogical supervision can (and should) enhance professional development.

> We can thus state that the subjects who intervene directly in the supervision process continue to develop. Developing and learning to be able to teach to learn and help students develop seems to be, in fact, not only the fundamental objective of the activities of supervision of pedagogical practice, but also the main task to be performed (Alarcão & Tavares, 2003, p.53).

It is true that we are all in different states of development throughout life and these same states may be at one level today and another tomorrow, as a result of the constant changes of our days.

4th International Conference on
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

Furthermore, we all learn differently, have different areas for improvement and different rhythms. From a pedagogical supervision perspective, we can see that it promotes self-reflection, reflection by others and, as an ultimate goal, transformation and evolution as professionals and people "professional development understood in this way is based on a systematic process of deepening and reconstruction of knowledge with a view to improving practice" (Alarcão & Canha, 2013, p. 51).

1.4 Supervision Framework: Cambridge English teacher framework

Cambridge English Teaching Qualifications is globally recognised as a reputable and trusted body with regard to the professional development of the English language teacher. The Cambridge English Teacher Framework was a pilot project developed to reflect and encourage good practice in language teaching at both the early and advanced stages of teaching. The main aims they identified were to "help teachers identify where they are in their professional careers; help teachers and their employers think about where to go next; and identify development activities to get there". (Cambridgeenglish.org/teaching-framework).

This framework describes teacher competences across four levels in five areas of knowledge and proficiency. This is intended to profile the teacher rather than to make an assessment of the teacher's performance. "It aims to show the stages of a teacher's development at any one time, rather than to provide a description of a 'good teacher'" (Cambridgeenglish.org/teaching-framework).

1.4.1 The teacher profile

The different levels of development presented in this framework are: foundation, developmental, proficient and expert. With regard to the knowledge areas and their sub-areas these are:

1. Learning and the Leaner (Theories of Learning, FLA and SLA, Language teaching methodologies, understanding learners;

2. Teaching, Learning and Assessment

2.1. Planning language learning (Lesson planning, course planning)

2.2. Using language learning resources and materials (Selecting, adapting, supplementing and using learning materials, Using teaching materials, Using digital resources)

3. Managing language learning (Creating and maintaining a constructive learning environment, Responding to learners, Creating and managing classroom activities, Giving feedback on the language of the learner)

3.1 Teaching language systems (Teaching vocabulary, Teaching grammar, Teaching phonology, Teaching discourse)

3.2 Teaching language skills (Teaching listening, teaching speaking, teaching reading, teaching writing)

3.3 Assessing language learning (Principles of assessment, Using assessment to inform learning

4. Language ability (Classroom language, language models, recognising learner errors, communicating with other professionals, CEFR level)

5. Language Knowledge and Awareness (Knowledge of language, terminology to describe language, reference materials)

4th International Conference on
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

6.   Professional Development and Values (Classroom observation, reflection on teaching and learning, planning own development, teacher research, teamwork and collaboration)

	Foundation	Developing	Proficient	Expert
Learning and the Learner	• Has a basic understanding of some language-learning concepts. • Demonstrates a little of this understanding when planning and teaching.	• Has a reasonable understanding of many language-learning concepts. • Demonstrates some of this understanding when planning and teaching.	• Has a good understanding of many language-learning concepts. • Frequently demonstrates this understanding when planning and teaching.	• Has a sophisticated understanding of language-learning concepts. • Consistently demonstrates this understanding when planning and teaching.
Teaching, Learning and Assessment	• Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning.	• Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.	• Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning.	• Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language Ability	• Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate.	• Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.	• Provides accurate examples of language points taught at A1, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson.	• Provides accurate examples of language points taught at A1–C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language Knowledge and Awareness	• Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials.	• Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.	• Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials.	• Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
Professional Development and Values	• Can reflect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs.	• Can reflect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.	• Can reflect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers.	• Consistently reflects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

©UCLES 2014   CAMBRIDGE ENGLISH Language Assessment

Image 1 –Cambridge English Teaching Framework (checked on
http://www.cambridgeenglish.org/images/165722-teaching-framework-summary-.pdf)

Notwithstanding the levels identified in this reference framework, it is not intended to be a quantitative assessment grid, but rather a tool that allows the construction of a profile of the teacher at a given moment in time. It aims to show the level of development of the teacher in the different areas at different stages of his/her career. It does not aim to define what the ideal teacher is, but rather to enhance teacher development through awareness of their level when analysing their profile. In this way, as teachers' professional needs change, their levels in the reference framework change proportionally. Being aware that the process of learning to teach, similarly to the process of learning to learn, has no end, as stated by Philips (2010, p.23) "the process of learning to teach is not a linear accrual of various aspects of teaching, but rather a gradual process of procedural aspects of formal and experiential knowledge gained from teacher education and classroom experience mediated by beliefs and contextual constraints", we considered our own continuous learning to be of utmost importance in order to guarantee the quality of our teaching and of our institution. This tool has been carefully thought out, analysed and built on the extensive experience of the Cambridge English Language Assessment as it reads:

> This unique resource has provided us with detailed descriptions of classroom practice at different stages of teachers' careers. Equally importantly, these assessment reports reflect the realities of teaching and learning in many different contexts, which are in turn reflected in the design of the framework. The development of the framework has also been informed by theory, in particular a wide-ranging review of current teacher education literature, as well as input by external consultants.

It is important to note that this reference framework does not intend to present a finite number of levels or stages, as argued in the document itself: "there is no support in the literature on teacher expertise for a definite number of stages or levels of teacher development; indeed, it is widely accepted that learning to teach is ongoing and there is no "terminal competence", as argued by Graves (2009). Thus, this framework can be used in different ways. On the one hand, it can be used by the school as a tool to understand the stage of professional development that

teachers are going through. It can be used by the teacher him/herself, as a self-analysis to understand his/her own phase of professional development. And it can also be used as a tool to not only understand the present, but to create a basis for orientation for the future. As can be seen in image one, on the left-hand side we find the categories of competencies that each teacher "should" have, and the four levels of development for each category. Under each of these categories we can find the "can-do statements" that describe the different teachers' competences. By using this framework, it becomes possible to quickly identify/construct personalised development plans for each of the teachers (image 2). Either through self-reflection, or peer-refection, this can be done with the main goal of reflecting on one's stage. The advantage of this tool, apart from its clarity, is that each teacher can use it throughout their careers. The teacher can also repeat the self-assessment test whenever he/she considers it necessary, or whenever he/she wants to review his/her development in different areas. These profiles then allow the teacher to know where they are at a particular point in their professional career and to map out a development plan for where they want to go forward.

From the school's point of view, this information enables the school to, for example, 'organise' its teachers by phases or areas of development, enabling them to get to know the professionals they work with better.
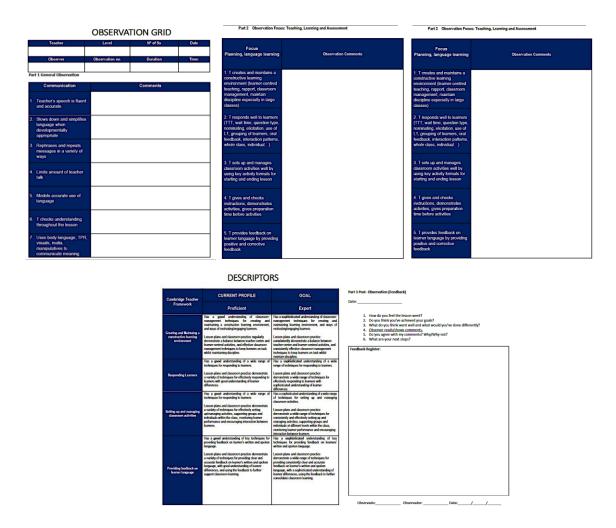
Image 2- Sample Observation grids

2.1.1 The construction and evaluation of a development plan

"A development plan is a document that shows the aims that a teacher has, the specific activities that the teacher intends to do to achieve a given aim and when they intend to do the activities" (CPD and the Cambridge English teaching Framework: Guide for Trainers and Academic Management, vol.3, 2015, p.1).

As such, there are a variety of activities that can form part of a development plan. It is important that the activities selected are available to the teachers concerned, either in physical terms or as online resources, for example. As explored in the reference documents, it is important that if teachers' results are at Proficient or Expert level, that their development plans are drawn up by the teachers themselves. In turn, if the results are lower, ideally the development plan should be drawn up with the support of a more experienced teacher. The fact that the development plan is drawn up either by or with the teacher will enhance the teacher's involvement in the process "it results in the highest levels of teacher involvement" (CPD and the Cambridge English teaching Framework: Guide for Trainers and Academic Management, vol.3, 2015, p.2).

Following the development and implementation of the development plan, there is an urgent need to evaluate it. However, it is extremely important to assume that the results of such

4th **International Conference on**
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

programmes may not be immediately visible: "it should be noted that those who will ultimately benefit from such programmes are the learners that the teachers teach but not necessarily the learners that are currently being taught" (CPD and the Cambridge English teaching Framework: Guide for Trainers and Academic Management,vol 4, 2015, p.1). The evaluation of the programme itself should focus on medium-long term impact and for this to be rigorous it is important that the objectives previously defined were also rigorous and clear. "Development programmes should include systems for continuous evaluation by its participants" - (CPD and the Cambridge English teaching Framework: Guide for Trainers and Academic Management, vol.4, 2015, p.1).

We obviously reject the valorisation of training based on a technical rationality that considers teachers to be mere executors of other people's decisions, and we favour training processes that recognise their ability to take positions and make decisions. We therefore advocate training processes contextualized by a perspective of professional and personal development that enable the confrontation of teachers' daily actions with public theories. We also support the need for teachers to review their practices and the theories that shape them, in an attitude of systematic research of the practice and the search for new knowledge for the theory and practice of teaching.

> Therefore, we agree with Korthagen's (2010) view when he proposes an approach focused on problems and concerns emerging from real contexts, on the teachers' systematic reflection on their thinking and action, which should be a continuous process of awareness and reconstruction of practice, implying, in our view, a solid knowledge, a differentiating didactics, in addition to learning to be and to live together (Gonçalves, 2017, 738).

Thus, in this study, this supervisory framework was privileged, because it is adjusted to the investigative purpose and is suitable for the strategy of teaching English.

3. Methodological Framework

In the context of this project, it became urgent to select the methods for data collection for the different phases of the project. We chose the case study methodology, based on the following instruments: a questionnaire survey, profiling through a test, class observation and focus group discussion. In this way, we tried to clarify the methodological options, explain the techniques of data collection and processing, as well as present the schedule of the different moments of the project. Finally, we also present the results obtained at the different moments of this project.

3.1.1 Scope, study options and research objectives

Following the presentation of the theoretical framework, we chose qualitative research as a way to establish the guiding questions of this project, as well as its objectives.

> We use the term qualitative research as a generic term to group several research strategies that share certain characteristics. The data collected is termed qualitative,

**4th International Conference on
New Trends in Teaching and Education**

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

meaning rich in descriptive detail about people, places and conversations, and complex to process statistically. The questions to be investigated are not established through the operationalisation of variables, but are formulated with the aim of investigating phenomena in all their complexity and in a natural context (Bogdan and Bilken, 1994, p.16).

We believe that this approach allowed us to understand the different teachers' views on what collaborative pedagogical supervision would be, what they understood by professional development and, to some extent, we were able to understand the impact that collaborative supervision had, combined with teachers' professional development.

Based on these assumptions, the main questions that guided us in this project were the following:

- ✓ What (what) perspective(s) do English teachers at the institution in question have of collaborative supervision?
- ✓ How can collaborative supervision contribute to teachers' professional development?
- ✓ What is the impact of collaborative supervision as a professional development strategy in the institution?

From this set of questions, the following research objectives emerged:

- ✓ To know the teachers' perspectives on collaborative supervision;
- ✓ To know the teachers' experiences in relation to collaborative supervision;
- ✓ To define a possible profile of professional development for each teacher;
- ✓ To construct observation grids which would allow the potentializing of that same development
- ✓ To structure an observation and feedback model/mechanism which would contribute to the development of the defined areas.

4. Summary and Conclusions

The last part of this study presents the main conclusions of the study, as well as some reflections considered relevant.

1.   Final considerations

In preparing our final considerations, we should mention that the results of this study enable the perception of a very specific reality, of a context where this study was carried out, thus not allowing generalisations to be made. Thus, the guiding questions that led to this research project were answered, and we consider the existence of collaborative supervision to be increasingly important as an enabler of professional development.

> More recently, the idea of "collaboration, of joint activity (...) as collaborative supervision, a modality in which people and the interaction they generate among themselves, with a view to developing a common project, emerge as key elements for the quality of professional activity (...) (Alarcão & Canha, 2013, p. 24).

4th **International Conference on**
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

Thus, the first question was related to the knowledge of the perspectives and experiences that English teachers had about collaborative supervision. In this area, it was clear that, in general, the teachers involved had never experienced collaborative supervision, except for the professional internship. Therefore, none of the teachers had experienced this aspect of supervision in a real work context. It was perceived as an area still to be developed. On the other hand, their willingness to carry it out was evident and the identification of its added value was clear. Being a collaborative horizontal supervision, it was recognised that it would be an opportunity to share and grow together towards a common good: the success of our students. The different teachers were consistent in their willingness to participate in the project and, although they had not experienced this type of supervision, their perspectives were optimistic. Collaborative supervision is essential if we are to coexist in "more satisfying and productive working environments. By empowering teachers and reducing the uncertainties of their work - which would otherwise have to be dealt with in isolation - these cultures also increase student achievement" (Fullan & Hargraves, 2001, p.90).

The second question presupposed an analysis of how collaborative supervision could contribute to teachers' professional development. This question was clearly answered with the selection of the CETF tool and the construction of a professional development profile. This professional development would take the CETF tool as a starting point, as already mentioned, and would be carried out through peer supervision. In this respect, and taking into account the selected tool, we were able to build a peer observation process with specific objectives. We can thus conclude that this tool, by profiling our performance in different areas of our competences, became an added value so that we could identify areas of development, reflect on our results and select our focus of attention for the project in question. The whole project was thought out and designed on the basis of mutual help, sharing, individual and joint reflection. Collaborative supervision made the implementation of this project possible, with observations being made by colleagues from the area, with specific knowledge in our field. The feedback moments, in turn, were much more concrete and productive, thus allowing us to achieve our previously defined objectives. The custom built grids focused not only on general aspects of teaching practice, but also on the areas of development selected by each teacher. As these grids were constructed by the teacher being observed, it became an opportunity for us to read the observer's comments on the specific aspects we wanted to see analysed/observed. As Perrenoud (2002, p.57) states reflective practice "is a necessary condition for facing the complexity" of the context in which we operate today.

With regard to our third question, we aimed to reflect on the impact of collaborative supervision as a professional development strategy in the institution. It was possible to perceive that this professional development, by taking place within our workplace and being carried out by colleagues became easier to execute, but above all, it allowed a personal/professional development whose impact will be visible in the outcome and performance of our students and, consequently, in the institution in question. By establishing objectives, descriptors and areas of action, all of these issues were conducive to professional development and the development of the institution itself. When we see our own development, it naturally has an impact on the institution where we work.

Throughout the development of this project, some issues emerged that deserved some reflection for the future. On the one hand, we consider it important that there should be articulation

4th International Conference on
New Trends in Teaching and Education

18-20 February 2022   Milan, Italy

NEW TRENDS
IN TEACHING
AND EDUCATION

between the disciplinary group of English and the directorate in order to articulate the observation grids we built and the observation grids used in the school.

In terms of feedback, the teachers involved in the project considered it important to have some training in feedback and coaching so that the information transmitted to colleagues would be more assertive and constructive.

In addition to these issues, it also became clear the importance of an articulation/ adjustment of the schedules of the different teachers, schedules that allow rotation of observers/observed and allow immediate meeting moments for feedback. Still within the issue of schedules, the possibility of having different supervisory cycles was a suggestion made by the teachers; in this way, it would be possible to observe an evolution between the starting points and the objectives outlined throughout the year. It was unanimous that only one supervisory cycle would be too limiting for the dimension and potential of this project.

Finally, we can only thank all those involved for sharing experiences, individual and joint reflection, in order to strengthen the collaborative spirit, already existing, but now redoubled and filled with a focus, a common goal, which allows professional growth, thus giving rise to a more comprehensive and integrated learning process of students and, therefore, more successful.

References

Alarcão, I. (2001) (Org.) *Formação Reflexiva e nova Racionalidade*. Porto Alegre: Artemed

Alarcão, I. & Rodão, M.C. (2008). *Supervisão. Um contexto de desenvolvimento profissional*. Viseu: Edições Pedagogo

Alarcão, I. & Tavares, J. (2003). *Supervisão da Prática Pedagógica. Uma Perspetiva de Desenvolvimento e Aprendizagem*. Coimbra: Almedina

Ortega, M. (2005). *El grupo de discusión. Una herramienta para la investigación cualitativa*. Barcelona Laertes

Sullivan, S. & Glanz J. (2013), Supervision that Improves Teaching and Learning, 4th edition: Corwin

http://www.cambridgeenglish.org/teaching-english/cambridge-english-teaching-framework/ (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/165722-teaching-framework-summary-.pdf (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/172990-developing-the-cambridge-english-teaching-framework.pdf (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/172991-categories-and-components-cambridge-english-teaching-framework.pdf (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/172992-full-level-descriptors-cambridge-english-teaching-framework.pdf (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/281857-cpd-frameworks-a-joint-statement-by-the-british-council-cambridge-english-and-eaquals.pdf (consultado em 31/07/2018, 13h00)

http://www.cambridgeenglish.org/images/379538-learning-styles.pdf (consultado em 31/07/2018, 13h00)