



Inducing Supervision Practices among peers in a Community of Practice

A Indução de Práticas Supervisivas entre pares numa Comunidade de Práticas

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Abstract

The Bologna process and the creation of the European Higher Education Area have been proving to be a challenge. As teachers trainers in a Higher Education institution, the teacher training models deserve, to us, particular reflection, namely the teaching processes adopted by Higher Education teachers. We believe that teacher training is an important period in the individuals socialization, in which the inherent criticality of the professional knowledge construction process (in the sense of Shulman (1986) – including content, pedagogical and curricular knowledge) should be a central tenet in the construction of teachers professionality. Presenting itself as an organization capable of conceiving, designing, acting and thinking, we claim for supervision practices that help school to discuss and plan for the future, truly ambitious, that questions the less well achieved moments to understand their causes, being able to draw new action lines. Thus, having the establishment of a Community of Practice as a starting point, it is our goal with this text to present some of the support tools that are being tested in pedagogical supervision among peers with some preliminary results. We believe these results point towards what it is essential to develop and present the induction of a new pedagogical supervision for Higher Education. By identifying facilitators/constraining mechanisms on the implementation of regulatory processes of educational activity among peers, we aim not only improving the quality of the practices on Higher Education contexts, but also benefiting, from our point of view, the learning process of students in general.

Resumo

O processo de Bolonha e a criação do Espaço Europeu de Educação Superior e de Investigação têm-se revelado verdadeiramente desafiantes, quer na dimensão conceptual quer na dimensão da intervenção, sobre novos modelos de aprendizagem e, conseqüentemente, novas práticas de ensino consonantes. Enquanto docentes de uma Instituição de Ensino Superior responsável pela formação de professores, os modelos de formação destes profissionais merecem-nos, pois, particular reflexão. Consideramos que a formação de professores é um importante período na socialização dos sujeitos, no qual a criticidade inerente ao processo de construção do conhecimento profissional (no sentido de Shulman (1986) – nos domínios do conhecimento do conteúdo, do conhecimento pedagógico e curricular) se deverá assumir como eixo central na construção da sua profissionalidade docente. Apresentando-se como uma organização capaz de conceber, projetar, atuar e refletir, preconizamos um modelo de supervisão que ajude a Escola a problematizar e a projetar o futuro, verdadeiramente ambiciosa, que questione os momentos menos bem conseguidos para conhecer as suas causas, sendo capaz de traçar novas linhas de ação. A partir da constituição de uma Comunidade de Prática, neste texto propomo-nos apresentar alguns instrumentos de suporte à supervisão pedagógica entre pares assim como resultados preliminares obtidos. Estes resultados apontam no sentido de ser fundamental desenvolver e apresentar a indução de novas práticas supervisivas no docente do ES, identificando mecanismos facilitadores/constrangedores da implementação de processos de regulação da atividade de ensino entre pares, beneficiando, em nosso entender, o processo de aprendizagem dos estudantes.

Keywords

Pedagogical Supervision; Teacher Training; European Higher Education Area; Community of Practices; Research Practices

Palavras- chave

Supervisão Pedagógica; Formação de Professores; Espaço Europeu de Educação; Comunidade de Práticas; Práticas Investigativas

1. Introduction

As determined by the Basic Law of the Portuguese Education System (Education Act):

Education promotes the development of democratic and pluralist spirit, respectful of others and their ideas, the open dialogue and free exchange of views, educating citizens capable of judging with a critical and creative spirit the social environment in which they live and of engaging in their progressive transformation (Ministry of Education, Education Act, 1986, Art. 1, point 5),

educators/teachers are the ones who, in formal education, are able to carry out this guidelines and should make sure that they are complied at any given moment.

In the dynamics of the XXI century and considering the educational phenomenon as one of the most important and simultaneously more complex human manifestations, the much sought educational reform, guided by a free, democratic, pluralistic, open and dialoguing spirit, has brought us an ideal of educational community, understood as a mean of promoting student's full development, investing in their training and in their human, social, cultural, cognitive and civic development.

Any teacher's practice should therefore endeavor to create a school environment that promotes mental development and triggers other developmental dimensions. This type of practice, however, should not be seen as the result of operating instructions created by others and applied as a single formula to solve different problems, but should instead emerge from the reflection and discussion on the teachers' own practice, on the assumption that "*the reflexivity process can only arise from the systematic exercise of a frequently and collectively carried out reflection, moving from the individual to the collective and from the collective to the individual*" (Aragão, 2014, p. 211). This reflection should therefore be seen as a social practice, held between peers, in order to be truly fruitful.

In this perspective, if the training environment can promote teachers professional development, it can also be favoured in collective contexts, configuring itself as places "*where the teachers have the opportunity to interact with others and feel supported, where they can check their experiences and collect important information*" (Ponte, 1998, p.10). This training environment enables us to face possible problems collectively, enabling the discussion about knowledge and about the actions, towards the construction of a process of collaborative work.

We specifically assume the "*communities of practice*" framework (Lave & Wenger, 1991; Wenger, 1998), in order to explain how teachers may co-construct knowledge about their own practices and about the practices of their colleagues, through engagement in shared activity. Lave and Wenger define CoP as

[...] a set of relations among persons, activity, and world, overtime and in relation with other tangential and overlapping communities of practice. A community of practice is an intrinsic condition for the existence of knowledge (...) It does imply participation in an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for their communities (1991, p. 98).

Instead of considering the context as external and apart from the teacher, this framework considers context as both constituting and being constituted by these individuals.

Wenger (1998) posits learning as the process of individuals interacting with each other and their context, constructing meanings through participation in learning communities and reifying the tools and procedures used in their activity. In this framework, participation and reification emerge as two central and complementary aspects in the production of meaning. By granting meaning to the tools and procedures through participation in a collective practice, teachers project their understanding onto the practices they are engaged within, attributing meaning and

evolving teachers' participation in a shared activity that requires them to negotiate the senses of their own practices and the ones they are examining.

In these Communities of Practice (CoP), the teacher appears as a subject that, at all times, tries to value the situations, analysing information on them, making decisions about what to do, observing the effect of this process and actions that both he/she and the peers have developed in a given time and social historical context.

During their professional development, it is essential that the teacher is able to manage these dilemmas. One of the ways to do so is by collectively searching—ways of explaining the confrontations present in everyday dilemmas, identifying the beliefs and values that lie behind them, as well as the actions taken. Changes might occur in case they are not contributing to the resolution of these situations. Although essential in the teaching activity, the daily dilemmas can be not only a challenge for those who reflect on them in the pursuit of overcoming them: they are a very fruitful source for teachers' professional development, culminating therefore in a process of changes in the teachers' beliefs, the actions and the decisions taken, and the knowledge being (re)constructed and (re)defined during this process. A critical conception of reflexivity, that aims to contribute to the make-think and know-how with everyday teachers, also aims to overcome the vision of professional training which only submits to reflection the most immediate practical problems, socially, culturally, politically and ideologically decontextualized. In order to prevent teacher's reflexivity from falling into the reductionism of being interpreted as a pragmatic principle or mere technicalities, it is important for teachers to appropriate theoretical and critically the realities in question, "*action methodologies, ways of acting, facilitators procedures of teaching and solving classroom problems*" (Libâneo, 2002), always taking into account the historical, political and social contexts in the setting of school practices.

It is noteworthy, in this context, the need for reflection on practice, based on the appropriation of theories as a key element for the improvement of teaching practices, where the teachers are helped to understand their own thinking and to reflect critically on their practice.

Alarcão (2001) states that this new way of thinking and acting has implications not only as far as the school, training and curriculum are concerned, but also on the way teachers realize and exercise their teaching and how students conceive their lives as students. If the teacher is helped to reflect on his practice, to (re)define its theories, to understand the basis of his thought, becoming a researcher of his action, he will be able to modify it more properly. Meaning and content are obviously related in a multireferential sense, historically and conceptually, heavily conditioned by the contexts and cultures in which the concept of teaching "*is far from consensual or static (...) [and its representation object of reading] today crossed by a deep tension between the 'professing a knowledge' and (...) 'to make someone learn something'*" (Roldão, 2007, p. 94). It is in this knowledge and its specific nature that lies the question of the teaching profession, as, moreover, with many other professions that "*built over time recognition of a full professional statute*" (Ibid, p. 96). But that is where also lies the complexity of an activity that is not always performed or performs in the context of an institutionalized profession and within an educational intentionality formalized by the school institution.

It is for this synthesis that recent public theories tend (Perrenoud, 2002; Day & Sachs, 2004; Esteve, 2004; Vieira, 2009; Viton & Gonçalves, 2015), in particular, those that are in line with the reflexive teacher paradigm, which integrates our proposal and in which a "*multiple referential knowledge*" (Sá-Chaves, 2007, p. 58) argues for the complexity of the scientific, educational, technical and didactical, contextual and ethical-relational knowledge and its expression and (re) construction in action dynamics.

It is within this conceptual framework that we understand the pedagogical supervision as a strategy that can assist teachers in this new challenge, with the purpose of their professional development both in knowledge and action dimensions, the students training and the revitalization of School and Education. Hence the necessary questioning of and in supervision we argue for referring to the ideal school as a community, with its own authentic and integrated culture in the national and global context, not bureaucratized. Presenting itself as an

organization capable of conceiving, designing, acting and thinking, we claim for supervision practices that help the school to discuss and plan for the future, truly ambitious, that questions the less well achieved moments to understand their causes, being able to draw new lines of action.

Thus, pedagogical supervision processes are presented as contributions of inestimable importance to facilitating this new emerging scientific/educational rationality. In the training environment and teacher activity diversity, it is important to know and understand its professional knowledge and skills, how to produce and organize them and the type and nature of the influences to which they are subject. We recognize that there are, in such processes, numerous constraints of different origins. Nevertheless, we believe it is essential to develop and present the induction of these new supervision practices in Higher Education teaching. By identifying facilitators/constraining mechanisms on the implementation of regulatory processes of educational activity among peers, we believe we are not only improving the quality of the practices on Higher Education contexts, but also benefiting, from our point of view, the learning process of students in general.

2. Purpose of research

In the context of the educational research, the paradigm of the reflective teacher in pedagogical supervision practices has acquired a formative value. It is our intention to highlight that, to teachers, that value only becomes relevant if their own educational practices are questioned and contextualized. Only this allows strong repercussions on the quality of the teaching and learning process and the (re)configuration of teachers professional identity. Our option was the methodology of problematization (Fabre, 2011) by using dilemma inductors, since it allows the awareness of problematic situations, articulating doubt(s) and certainty/ies, by analysing dilemmas, questioning thoughts from the experience, the impasses and even some conflicts inherent in their teaching practices. As these are to be shared in a Community of Practices, there is the possibility to debate and promote a reflective, critical and creative thinking. This way, we will be updating the profile of these professionals and their intervention strategies, benefiting their own teaching activity and other teachers integrated in the same community, thus contradicting the so often mentioned Higher Education isolationism of teaching. The application of this pedagogy requires a good formulation/construction of the problems, in order to allow its (re)construction, covering all relevant data to resolve it and observing the original problem conditions. Therefore, a supervision of the teacher throughout the process becomes so important. Thus,

it is clear and that the questioning is not compatible with educational projects that excel for their conservatism. Openness to unexpected highlights this assumption. In fact, if the situations are considered to be the starting point, with its decoding is not ratified in any way the idea that they are immutable but rather that, according to their insightful knowledge, that includes the collection of appropriate data to the stated problem-solving, they are the starting point, revisable if you can promote change as long as necessary and justified (Dias de Carvalho, 2011, p.11).

This active methodology of discovery and problem solving based on experience can be applied in teaching practice supervision, with advantages in all areas of knowledge. Furthermore, the contact with students, subject to this type of education may, in our view, be reflected not only in the way they learn but also in the way they appropriate knowledge.

The research described here presents the design of the induction of new supervising teaching practices in the European Higher Education Area, particularly in the Higher School of Education of Paula Frassinetti (ESEPF) in the academic year 2015/2016 and involving eight teacher training teachers. Furthermore, the research team also includes other elements that usually play supervising roles, both in monitoring the educational/professional practice as a whole, as well as in specific subject areas. We should also mention the participation of two external

researchers, from others higher education institutions, in order to provide an uncompromising and critical view, essential to the realization, supervising and monitoring of a research project.

Thus, this team work can be considered a CoP as there is a common objective shared by all the individuals: there is an obvious interest for a thematic field which we want to develop together, so that the individual practices can benefit and, at the same time, contribute for the common knowledge of the entire community. It is also due to the technologies that we may not only improve our *modus operandi* whilst teachers, bringing us up to date and preparing ourselves, but also developing affinities and strengthening affective ties, which extend beyond the interests of learning that led us to integrate the community in the first place. These ties are not based only on frequent interactions, but also on a strong sense of socialization and a socio-affective relationship, which is evidenced by the enthusiasm and motivation in the relationships we have established between us and which is one of the main catalysts of the activity and learning within our community.

With these participants, the research is developed keeping in mind, as a background, many issues emerging from the complexity of the topic: how to promote reflection about teaching practices in the current educational landscape in Higher Education? What is the nature of the skills that this professional must mobilize in a culture clearly marked by digital contours? What features are desirable in the teaching strategies implemented by the teacher in the act of teaching? What benefits come from collaboration and sharing of professional experiences among Higher Education teachers? In what ways educational supervision contributes to the development of educational, scientific and technological skills of a questioning nature?

As a result, the great purposes of this project are to describe/analyse the induction of new supervision practices in the Higher Education teacher and identify facilitating/constraining mechanisms inherent to this pedagogical supervision processes implementation.

Taking into account the characteristics of this research, we seek to propose to the target population new models and/or pedagogical strategies, aiming to have a multiplier effect to other teacher communities. In other words, the research aims to problematize the construction of pedagogical and didactic knowledge and identify the professional skills presently required for any Higher Education teacher.

3. Method

We understand the pedagogical supervision as a strategy to assist teachers in their daily challenges, with the purposes of professional development in its dimension of knowledge and action, intending to achieve students' formation, school revitalization and education. Thus, pedagogical supervision processes appear to be contributions of inestimable importance serving this new emerging scientific/educational rationality. In the diversity of teachers activity environments, it is important to know and understand their professional knowledge and skills, how to produce and organize them and the type and nature of the influences to which they are subject.

The dynamic of supervision involves several phases and techniques/tools for collecting/analysing information that will help to identify facilitators/constraining mechanisms of implementation of regulatory processes of teaching activity among peers, benefiting, certainly, and in our view, the process of student learning.

In addition, it is necessary for the researcher to choose an approach that will allow flexible adaptation to the problem in study. According to Pacheco (2005), and being the educational research an investigation focused on the reasons that justify certain phenomena, it does not require an unique methodology, but rather a methodological plurality that allows the maximum of information gathering, selecting it according to the relevance of the study for which it is intended. In this case, priority was given to a qualitative methodology, in which we enhance the documental analysis, taking into account the data collection, as well as the participant

observation. Regarding the nature of the data, a content analysis has been carried out.

The qualitative research focuses mainly on studies of the processes by establishing a direct and interactive relationship with the subjects observed and assuming an essentially inductive character. This type of methodology "*comprises a set of different techniques of interpretation that aim to describe and identify the components of a complex system of meanings*" (Neves, 1996, p.1). The researcher seeks, therefore, to understand and interpret the phenomena in order to assume the perspective of the participants. Often described as opposed to the quantitative research, investigations of qualitative nature give primacy to the study and understanding of the relationships instead of his explanation through variables control. Being presented as an act of construction of the reality, they explore and propose theories and are mainly based on texts and visual materials that are hermeneutically interpreted (Günther, 2006). Bogdan and Biklen (1994, p.67) show precisely that "*the main goal of the qualitative researcher is to build knowledge and not to give opinions on certain context. The usefulness of a certain qualitative study is the ability to generate theory, description or understanding.*"

Thus, this research is based on the principles established by Amado (2013, p. 41), such as the holistic vision of the problem that must be analyzed in its natural context and demand, through inductive and inferential processes, providing answer(s) to the initial question and guiding objectives of the study, "*(...) what makes sense and how it makes sense for the subjects investigated*".

This qualitative research has the characteristics of an exploratory study, as it is intended to provide a greater proximity to the problem, in order to make it more explicit or to develop some hypotheses. According to Yin (2001, p. 171), "*an exploratory case (...) may deal with the subject or problem under investigation, the methods of investigation, the discoveries made from it and the conclusions (for further research)*." Taking into account the reality of the question in study, it is not a premise to achieve generalizations. In this sense, the pretensions of this analysis cannot go beyond the exploratory nature – to be a contribution in this area of study and, essentially, to contribute to the design of the Institution researched. For Gil (1999, p.43), the exploratory studies have as main objective to "*develop, clarify and modify concepts and ideas, in order to formulate hypotheses for further investigation,*" which allows us to "*provide an overview, of approximative type, about a certain fact*". In the same direction, Raupp and Beuren (2003, p.80) state that with this type of study, the goal is to investigate the issue, through the "*[deepening] preliminary concepts on a particular issue not addressed in a satisfactory way*", which enables the clarification of superficial issues addressed on the subject.

Such was the case of this investigation that followed the logic and dynamics of an interpretive and descriptive paradigm. After the preliminary research design, the research team decided for documental analysis of classes' records, paying special attention to the following aspects: articulation of the contents set with the adopted methodologies and of contact hours types with the learning objectives. Along with this, all the preparation prior to teaching, including planning, was analysed and shared by the team. The focus centered on program management, in particular of the requirements arising from the Bologna Declaration. We took into account five defined categories: *Knowledge and understanding, Applying knowledge and understanding, Judgments formulation, Communication skills and Learning skills.*

At the same time, a classroom observation grid was designed by the group, having each one of these categories and respective indicators been discussed and verified by the external university researchers. We highlight the initial questioning/categorization system in Table 1, which led to the construction of the referents table.

Table 1.
Table for classroom observation among peers

Classroom observation among Peers - questioning system / categorization	
Categories	Questions
Pedagogical aim(s)	What learning objectives we intend students to achieve? How to articulate these with the students knowledge and help them to progress? What connections can students establish with other concepts and situations?
Pedagogical method(s)	How are the activities presented to students? How do they work? How do these activities serve as a basis for discussion and the establishment of new knowledge ?
Diversity/Pedagogical differentiation	Which is the level of complexity/cognitive level? Are they open, in the given time to accomplish the tasks, in the representations and materials to use, ...?
Pedagogical sequencing	What tasks and which order and connections they have to provide a route to effective learning?
Pedagogical relationship	A favourable learning atmosphere (well- being and affective, emotional and social involvement with the student) is promoted? Are there equal opportunities to participate? Are all students integrated? Are there any rules for coexistence, cooperation and respect in place?

Regarding to the post-active phase (after the documental analysis and classes observation), the research team chose to have a working/reflective meeting in pedagogical peers, involving: analysis of the observation log, debate about non-consensual issues and finally the definition of a future strategy. This proposal for (re)configuration of the teaching act is 'validated' in this way within the pedagogical pair, recorded in a document and shared in the CoP. Here's an example of the joint narrative document (Table 2):

Table 2.
Collective narrative of the pedagogical pair

Class Observation – collective narrative	
Topic:	
Date:	
Pedagogical pair:	
Selected item(s)	(re)configurations – Proposal for action
Pedagogical aim(s)	
Pedagogical method(s)	
Diversity / Pedagogical differentiation	
Pedagogical sequencing	
Pedagogical relationship	
We want to narrate together:	

It is to be noted that peer pedagogical supervision instruments have a twofold intentionality: they guide and they are formative. We emphasize its changeable orientation, from a reflective nature and that promotes autonomy. They are based on interactions that, once achieved in a

dynamic way and supported by attitudes of openness and co-responsibility, assert themselves as instruments for professional development.

3. Preliminary results

Although diverse - both in the assumptions, essentially disciplinary, as in terms of reflective operationalization -, the experiences narrated by the team show a movement against: a) a pedagogy that only transmits and reproduces; b) the professional isolation; c) the disconnection between research and school and d) the gap between the researcher and the research object.

So far, it is possible to identify three major advantages of the implementation of regulatory processes of teaching activity between peers, namely: (1) the fact that it contributes to a more consistent and conscientious understanding that in order to be a teacher, particularly in Higher Education, is not enough to hold a wider range of knowledge; one must be able to establish relationships/synergies both with peers and students, since the pedagogical relationship is a key nutrient in the professional development and joint construction of teaching practices adjusted to the Higher Education European Area; (2) the (re)appreciation of the process of change in education is grounded in an effective reflection on pedagogical practice, that leads to a serious and demanding challenge of our representations, beliefs, values and enables a trifold repositioning - knowledge, attitudes and procedures; (3) the consolidation of a joint verification process on the teachers' design on research and education, the way they conceive and materialize the educational act, the way classes are organized and the methodologies that are used more often, the assessment methodologies they privilege, the ability to team work and to share materials and perspectives.

Therefore, the induction of new supervision practices in the teaching in the European Higher Education Area contributes to the exercise of participatory pedagogy, combining education, research and professional development, allowing abandoning arguably "*the automatism as a way to be a teacher*" (Vieira, 2009, p.293). In addition, and according to this author, "*the diversity (of experiences, representations, knowledge, motivation, feelings, discourses, practices, ...)* is not only inevitable but also necessary in order to create dialog and collaborative dynamics within a group" (2009, p.292).

This was a particular dimension of this process that emerged from the joint narrative documents. The fact that the teachers grouped by pairs for the purpose of class observation had different disciplinary backgrounds and teach different specific subjects made, indeed, more easy for the peers to abstract from the contents and the specificity of the classes, concentrating on the pedagogical dimensions (aims, methodologies, sequencing and relationships).

In some of the classes observed, the students were the same but the class methodologies were quite different (theoretical and practical, for instance) and the confrontation with different forms of classroom management induced teachers to reflect on how to involve and engage students in their own classes in a more active way, providing them with opportunities to become the protagonists of their individual learning path.

The way in which the activities are presented to the students (in written or oral support, by promoting a more flexible or rigid individualized management) was one of the relevant factors to be considered in a differentiated pedagogical management, particularly interesting in class groups of a considerable size, as it was the case in some of the classes observed.

When the activities are proposed orally (for example, the teacher asks questions to the class), the teacher must allow sufficient time for the response to take place. The establishment of an adequate period of time and, in cases of written activities, the consensus with the students of an average time to solve the activities, allowed a better management of the class.

On the other hand, when the activity is proposed in writing, it was felt as particularly positive that the proposed activities contemplate the possibility of the students with greater ease and more

agile in their resolution may be challenged to deepen or go beyond the proposed ones, thus attending to the different rhythms of learning. To elaborate a sequence of activities that attend to progressive levels of complexity, in cognitive terms, as well as to accompany the students with more difficulties, by their request, seeking to clarify questions or doubts that, apparently, constitute impediment to the learning progression, were two strategies that, in addition to providing effective learning pathways, foster a climate more conducive to learning and to the well-being and involvement of students.

In the climate and pedagogical relationship that are established, it is up to the teacher to manage the class, acting as a mediator of knowledge. This entails to pay particular attention to situations of greater dependence of the students, some of which insistently solicit the "*approval*" of the teacher or show a tendency to seek the collaboration of colleagues, not confronting themselves or seeking to overcome, autonomously, their difficulties. In balanced learning environments, the teacher should be able to manage the diversity of learning rhythms and styles without losing sight of the goals he or she intends to achieve. Doing this implies not feeding the students' dependencies on their feedback and urging them to progress with confidence towards a progressive autonomy in their learning.

The implementation of this pedagogical supervision model has also allowed identifying some constraints, which stem mainly on two aspects: management/coordination of times for collaboration and collective production and constant need for meanings' negotiation. The development of a peer collaboration schedule requires joint availability to each pedagogical pair, not only for meetings and consequent classroom observation, but also *a posteriori* - desirably within some temporal proximity - for the production of the collective narratives. In this regard, a permanent need for meanings' negotiation has emerged: to the common experience of the teachers participating in pedagogical supervision activities within the study cycles in which they teach - common denominator, and therefore an implementation facilitator in this research – we have to add the diversity of these regarding their specific subjects. Such multiplicity, generating diverse and sometimes unexpected visions, but at the same time promoting the "*relaxation of their personal beliefs and openness tolerant of others' beliefs*" (Sá-Chaves, 2014, p.278), have sought wealth of shared meanings but also required special care in explicitness and clarity in effectively collective discourses.

4. Final considerations

The induction of supervision practices has had positive effects from the perspective of being a teacher and teaching, as it has motivated teachers, previously constituted as a CoP, for a more reflective practice, closer to the students and to their own perspectives about teaching and learning processes. The teaching act is no longer just a matter of 'form' to becomes also a matter of 'content' and, above all, it's about reflection, research and opportunity to rethink teaching practices.

According to Barnett (2000, p. 420), "*an era of super complexity requires from University nothing less than an epistemology for uncertainty*", which must be able to integrate and promote skills of reconceptualization, questioning and critical action. In our opinion, this is the great challenge: to advocate a truly 'higher education' that can promote 'higher learning' too. This challenge requires teachers to analyse their practices in order to understand and innovate them, engage in dialogue with colleagues on key issues and share experiences, implementing, according to Shulman (2000, p.130), "*scholarship of teaching and learning*."

Such an educational commitment requires continuous regulation/supervision that "*allows for a systematic reflection, by means of taking ownership of a set of experiential and epistemological learning that, once faced in an ethical plan, allow us to reach un democratizing educational project*" (Vítton & Gonçalves, 2015, p.538), supporting a sustainable pedagogy that holds a reflective formative praxis towards building critical knowledge with a proposal for transformative change.

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