# The professional learning of the adult-child interaction: A multi-contextual study

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An issue emerging from some research studies stresses the understanding that interaction competences depend on long, subsequent processes of reflected professional learning (Oliveira-Formosinho, 2003; Pascal e Bertram, 2003). In this study, the ecological, socio-constructivist model of supervision of final teaching practice (Oliveira-Formosinho, 2002) becomes of fundamental relevance because of its assumed need to consider child pedagogy as substantive to the construction of a new vision on practical training and on a new meaning of pedagogical supervision considered as adjectival (Oliveira-Formosinho, 2005).

**Research objective:** To understand the educational interaction of trainee-educators with reference to the pedagogical option adopted in the supervising context

**Participants:** The participants of this study are two trainee pre-school teachers in two different supervising contexts. One of these follow a traditional pedagogy and the other is based on a social and constructivist pedagogy.

**Data collection:**

Using the scale of adult engagement (Laevers, 1994) this research follows an approach descriptive and interpretative in nature and the data collection process was based on the analysis of video recordings, field notes, training reflective portfolio and interviews with the trainees. It is a case-study that uses content analysis (Bardin, 1979).

**Results:** Illustration of the analysis of attitudes concerning sensitivity, autonomy and stimulation of two trainees, in a traditional context and in a social constructivist context, with the evidences separated by different colours for different sources of data.

## Analysis of sensitivity in multiple sources:



The analysis of the trainee's sensitivity reveals the absence of active listening of the child and the presence of a reduced respect for the voice and actions of the child, as the footage shows. On the other hand, the analysis of the trainee's sensitivity in a constructivist context shows interactions which respect children, listening to their choices, ideas and decisions.

## Analysis of autonomy in multiple sources:



In the field of autonomy, the trainee of a traditional context reveals an isomorphism experience at the heteronomy level, while the trainee in the social constructivist context encourages children to be confident towards their own ideas, decisions and initiatives.

## Analysis of stimulation in multiple sources:



Regarding stimulation, the trainee of a traditional context values the didactic stimulation, which means, that she values the compensation of the deficits and the acquisition of academic skills. On the contrary, the trainee in the constructivist context pursuits the children's goals, actively participating in their games and encouraging their thoughts and actions.

**Conclusions:** Among the conclusions draw from data, we should highlight the interactivity between the learnings of pre-school teacher trainees and pedagogical grammar adopted in the training context . Results show the absolute need for thinking the institutional importance given to the role of supervisor over again and, as consequence, to the continuous training offered in child pedagogy as a support to the changing of daily practice.

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