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3 - THE IMPORTANCE OF SUPERVISION IN THE SUPPORT AND REGULATION OF THE TEACHING-LEARNING PROCESS

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Pedagogical supervision takes on particular relevance in the context of the education system and, more particularly, in school, taking as an essential condition of critical approach, self-regulating and (re)guidance of teaching practices and professionalism of teachers, with special attention to the work done in the classroom. Pedagogical supervision may, through appropriate supervising processes, enable teachers to take a different view of learning through the sharing of differentiated, motivating, stimulating and innovative strategies. This paper reports on a project carried out by a team of teachers from the School of Education of Viseu, in a school in the city of Viseu, and is based on an in-depth study of the work developed by the teachers of the Primary Education in the framework of their professional practices. The study aims at understanding and clarifying in depth the curricular practices of teachers' professional action, in order to clarify how this action promotes students' more or less consolidated learning. The objective of the research is that the analysis process, through the suggestion of some recommendations, allows a better regulation of the teaching-learning process of the Primary Education students and creates conditions that facilitate the improvement of students' internal and external school/academic results of this level of education.

In order to reach the proposed objectives, supported by a qualitative methodology, we used as instruments of data collection, document analysis and direct observation. The documentary analysis was based on the fundamental curricular management tools of the school and the observation of curricular practices in the context of the classroom. The study allows us to conclude that it is necessary to make some changes in the curricular practices of the school, at the level of pedagogical and didactic management of teachers, as well in the scope of continuous training, valuing, among others, the tasks of awareness of theories, knowledge, needs, priorities and didactic and pedagogical dilemmas. In the conclusions of the study, proposals for training in pedagogical innovation are also suggested.

Keywords: Supervision; Pedagogical Innovation; Curricular Practices; Primary Education