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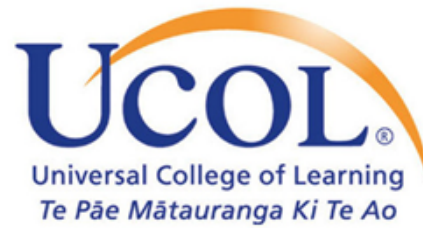
Professional Supervision: A vehicle for facilitating change in teaching practice

Michael O'Connell & Janet Walke

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Abstract

With the recent announcements that Institutes of Technology and Polytechnics are to face 'quality checks' by NZQA any research that evidences internal processes such as professional supervision, co-inquiry and action research into teaching practice will support and enhance the already keen focus that ITP's have on student centred learning and quality teaching practice.

This Ako Aotearoa funded research project used group supervision to focus academic staff on unpacking and critiquing their world of teaching in an ITP. Three objectives drove the direction of the project:

1. to assist participants to critically examine patterns of student engagement that may limit or hinder teaching effectiveness,
2. to assist participants to examine more flexible and student centred teaching pedagogies and
3. to evaluate Professional Supervision as a change catalyst.

The safe environment and facilitated group process fostered constructive co-inquiry into teaching and learning challenges, hindrances and opportunities. The analysis and evaluation of this process yielded findings that clustered around student issues/responsibilities, institutional issues and teaching practice issues.

This research provides some insights into the challenges the researchers faced in setting up and facilitating this project, the positive outcomes as reported by the participants, and ideas about the potential to replicate this research in any tertiary setting.

Authors' bios

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Michael is a Senior Lecturer at UCOL teaching out of the School of Nursing. His special interests are mental health and the relationship dynamics faced by health professionals. He maintains an ongoing interest in research into professional practice issues and is a Clinical Supervisor for a number of health staff.

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Janet is a Senior Lecturer at UCOL, having worked in the education sector for 30 years and leads the

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Acknowledgments

Introduction

Critical conversations between tertiary educators can serve to unpack the assumptions and teaching concerns that often either hinder or advance teaching and learning outcomes (Brookfield, 1995; Atkinson, 1994; Hole & McEntree, 1999; Annan, Lai & Robinson, 2003; Zepke, Nugent & Leach, 2003; Osterman & Kottkamp, 2004). Other discursive reflective techniques such as professional or clinical supervision have also shown to be of benefit to practitioners who seek a more enlightened understanding of their practice world (Driscoll, 2000; van Ooijeen, 2003). Despite this, finding ways of bringing together like-minded academics for the purpose of advancing their intellectual and professional growth is fraught with resistance (Cole & Knowles, 2000). Facilitating tertiary educators to examine and share with each other their teaching practices without fear of criticism in a group supervision dynamic becomes a potential vehicle to enable those participants to acknowledge teaching practices that are restrictive, disempowering and generally lecturer-centred. Similar to the concept of group supervision (typically associated with the health profession) has been the development of professional learning communities (PLCs) that have gained significant momentum as a lead professional development tool in learning environments (Fichtman Dana & Yendol-Hoppey, 2008). Group supervision enables structured opportunities to mix and open their work to each other (Proctor, 2003). This process can help lecturers embrace patterns of student engagement that are more productive and associated learning opportunities best gained by facilitated learning (Hunter, Bailey & Taylor, 2000).

Setting aside quality time to facilitate academic staff's engagement in critical conversations while having the expectation that the participants belonged to and could contribute to a productive group discussion was a key driver behind this project.

Research objectives

This project had, as its genesis, a discussion around how to better enable educators in the tertiary sector to critically examine their teaching practice. What emerged were two core objectives: one to assist participants to critically examine patterns of student engagement that may limit or hinder teaching effectiveness, and the second to assist participants to examine more flexible and student-centred teaching pedagogies. Of secondary importance was the opportunity afforded the researchers to evaluate professional supervision as a catalyst for change.

Mapping the journey

Research design

The research objectives themselves pointed to a design that was cognisant of the need for some flexibility in relation to the process of facilitated co-inquiry yet responsive to group-driven content.

Group supervision (Proctor, 2003; Hawkins & Shohet, 2000) was the central structure of the design for this project and, as such, this process was used to facilitate participants' engagement in co-inquiry and the critical unearthing of problematic dynamics in teaching practice. Group supervision is primarily utilised in the health sector and serves to enable health professionals to formally reflect on practice and role issues that may limit professional practice and hinder health outcomes for clients within the health service. While similar in practice to professional teaching communities (Fichtman Dana & Yendoll-Hoppey, 2008), the use of group supervision rather than a less structured group discussion, better enabled the following: agreed group-led rules for engagement, the facilitator takes a more formal yet interactive role and the process is safe for all participants to talk freely and critically about a practice issue.

In attending to the nature of reflexive inquiry, the use of a form of action research would also help parallel the group process of reflection, analysis and responsiveness (Cole & Knowles, 2000). Action research is considered both an orientation to research, a research process and a reflective way of teaching (Holly, Arhar & Kaslen, 2009) and, as a component of this project design, action research served to establish the commitment for improvements in professional practice. The intent being to develop a way of thinking in the participants rather than rigorously attending to the action research cycle of diagnosing, planning action, taking action and evaluating action (Coghlan & Brannick, 2001). For participants, though, this cyclical process would enable a sense of forward movement from an identified practice issue or concern and help maintain a focus on outcomes that either create solutions or at least facilitated other ways of considering teaching (and learning) concerns. The intent 'fitted' with the purest form of action research and according to Lippert (as cited in Coghlan & Brannick, 2001) is evidenced where participants utilise the data they generate to "review the facts about themselves in order to take some form of remedial or developmental action" (p 6).

Theme analysis would enable eventual reduction of the recorded data to several essential statements with the intent of providing linkages and possible answers to the three objectives. The design included the gathering of additional data through pre and post-evaluative processes that would enable some measurement of the participants' understanding and perceived value of the group supervision process. Finally, the findings were returned to the participants to confirm that they were representative of their experience.

Getting traction

A research proposal containing a project description and methodology, risks, dissemination plans, projected timeline and ethical requirements was submitted to the host institution's Research Committee. Once approval was gained, a proposal was submitted to Ako Aotearoa for funding support. Having gained this support, the researchers embarked on communicating the purpose and intent of the research to academic staff across the three campuses with an initial communication to the Deans of all Faculties. The communication to the Deans was made by email and provided information about the scope of the project, an estimated timeline and the level of commitment required. It also requested that those staff that chose to participate be released from their duties. It was made clear that the project would require participants for up to seven, one-hour sessions over a period of three months. The sampling was overtly purposive and the email communication to all educators sought expressions of interest from staff who met the criteria of having been employed as a full-time teaching academic and who had an adult teaching qualification. An attached information sheet detailed the focus of the project, level of commitment required, confidentiality, group process, timeline and proposed dates, consent process, communication requirements with managers and brief information about group supervision and action research. Personal calls were made to all staff who responded and a full overview of the project was given. Initial questions were answered and, once the intent of the project was clarified for potential participants, sufficient numbers were gained to run one group on each of the three campuses.

The group demographic was as follows:

Sixteen participants commenced the research project (Male n = 6, Female n = 10; the age range was between 42 and 65). With the exception of two Maori participants, all others were New Zealand European. Professional qualifications ranged from Diploma to Doctorate level with all participants holding a Certificate in Adult Teaching (Advanced) qualification. Experience within the tertiary sector ranged from two to thirty-two years.

Developing the tools for the process

A descriptive information sheet was put together to enable participants who had indicated interest to better appraise what the project entailed, what it hoped to achieve and the level of personal commitment needed. This was supported by a consent form that ensured all participants understood that they were in a position of control as to their continuance in the project, that their confidentiality was assured and that the outcomes from the project would be used to support dissemination through conference or publication.

Pre and post-evaluation forms were developed (for the sole purpose of this research) that asked participants an array of questions about their base knowledge of professional supervision and action research as well as questions to support their self-evaluation of some aspects of their teaching practice. The post-evaluation form (used after their last session – three months later) posed similar questions and addressed similar issues with some additional questions that sought information about their experiences.

Further to the above forms, and in line with the intent to use an action research process to capture self-assessed movements/advancements around challenging teaching dynamics, a 'Template for Action Research Reporting' was developed and used for the first two sessions.

The researchers (facilitators) agreed that there would be a lead facilitator and a co-facilitator who would observe the group process, act as recorder for the sessions and, where needed, comment about process issues. While there was no purposeful intent to lead the group discussion or sharing of experiences in any pre-determined way, the researchers did use initial opening statements that would set the scene and enable a more comfortable transition into the discussion of teaching dynamics.

Facilitating the group trajectory

Welcoming participants and clarifying all initial questions was an important step in the first session. Activities to ensure consent forms were handed in and the pre-evaluation forms completed with pseudonyms were also completed. Asking participants to write down their pseudonyms for use in the post-evaluation exercise was a small but important step in ensuring the researchers' accuracy in establishing any forward movement as a result of the critical discussions about teaching or the process used throughout the project. Completing an exercise on group rules seemed a fairly ordinary process but one that was worth facilitating well to ensure a culture of trust and openness was established right at the beginning.

What followed was a facilitator-led discussion around what participants knew about professional supervision and action research. The remainder of the first and all remaining sessions moved toward critical co-inquiry about teaching and the dynamics that either hindered (or advanced) effectiveness in teaching.

The facilitators' action inquiry role (Fisher & Torbert, 1995) in this project was to function as a catalyst for critical inquiry into professional practice by framing the situations that may have been described by a participant, advocating or enabling the participant to establish an outcome or solution and illustrating the use of confrontive inquiry. Such inquiry (sometimes taking the position of devil's advocate) enables more critical unearthing of group or individual issues as the facilitator asks questions or challenges ideas that enable exploration of reasoning processes and examination of assumptions.

The primary thrust of the facilitation style was to attend to Schein's typology of inquiry interventions (as cited in Coghlan & Brannick, 2005) utilising both exploratory-diagnostic and confrontive inquiry. The researchers in this project were not separate from the work of the group and as such, as Coglan and Brannick (2001) suggest, functioned as inside researchers with an expectation to share perspectives and debate that position.

Having two facilitators enabled better 'management' of both inter-communication and inter-personal dynamics. While there was no intent to exert control over the emergent content of the group, one important role of the co-facilitator was to prompt participants to return to unfinished discussion where the participants had deviated into sub-topics or become distracted by tangential ideas.

Not all sessions concluded with resolution of the topic or practice issue and the following session always saw a recapitulation of the previous week's activities and, where necessary, reporting back by individual participants on their current thinking or actions in relation to the topic raised. This was aided by the transcriptions of the key issues, topics and concerns and the initial surfacing of overt themes in the group's thinking by the researchers. This semi-structured approach ensured the presentation of key outcomes from the previous sessions and further open-ended questions enabling deeper exploration of unresolved topics or issues. Each session saw opportunities for new discussion topics to be introduced by any participant who would relay a practice experience and associated concern. This would then be commented on by each group member providing both their perspective and understanding of the subject and putting forward a potential solution.

Collection and management of data

Key notes were taken during each group supervision session. These were typed up and emailed back to the participants for comments, alterations and confirmation that they were an accurate reflection of the group's major issues, points, insights and solutions. The two researchers saved data electronically and hard copies of session notes were provided to each participant at each session. Pre and post-evaluative data was also collected in paper form and participants were invited to take part in using a 'Flip' video recorder to orally record data.

Analysis of data

Following the completion of all sessions, (all) notes were read collectively by the researchers and all significant statements that had natural linkage back to the original objectives of the study (below) were coded accordingly. The purpose of doing this was to establish if the processes used in the facilitation of the groups had enabled the participants to discuss issues that either;

> 1 Critically examined patterns of student engagement that may limit or hinder teaching effectiveness.

<div align="center">OR</div>

> 2 Examined more flexible and student-centred teaching pedagogies.

All coded statements were re-examined and eventually sorted into three descriptive clusters: Student Issues and Responsibilities, Institutional Issues and Teaching Practice Issues. The statements within each cluster were then looked at again by continually reading and moving across each and all of the statements and examining their relationship to each other. Through this process, the overall intent of the statements were refined into essential statements or descriptive experiences that

captured the substantive issue, points or insights described by the participants in their original group co-inquiry sessions.

Findings

The findings are presented in two sections:

1. The first section describes the essential statements and is supported by examples or summary comments directly from the original notes of the co-inquiry sessions.
2. The second section records the findings from the pre and post-evaluation forms and interviews which capture the actual reflections on practice and perceptions of value, as experienced and described by the participants.

Where appropriate, findings will be supported by exemplars and/or hyperlinks/sound files to evaluative statements made by various participants

Section one

From each of the three clusters of significant statements, two final essential statements emerged from the analysis process. These essential statements captured the overall thrust of the descriptions found in the data and created for the researchers a refined and focussed outcome statement.

First Cluster: Student issues/responsibilities

Essential statements:

> *The way tertiary educators manage inter-student engagements that are peripheral to actual curriculum driven content either hinders or advances individual and/or group student learning.*

> *Establishing the balance of responsibility by tertiary educators for adult student learning creates a dichotomy between reasonable levels of student support/guidance and student self-responsibility*

The points below are a summary of discussion and debate within the co-inquiry group

- Some students are being 'propped up' (beyond what is reasonable) by their peers and their lecturers so that they can successfully complete assessments. This does not prescribe to the theory that adult learners are able to work autonomously.
- Comments about students being more focussed on other students' achievement rather than their own highlights that some tertiary students do not yet take responsibility for their own learning and that many students want to do only the minimum amount of work to pass.
- Support for tertiary educators who, in turn, are supporting extra student learning opportunities is generally lacking. One School has put a tutor/mentor support system in place, which enhances the student chances of success.
- Other (more) minor examples of discussions in this area focussed around student dress code and student hygiene and the impact these things have on classmates and their teachers.

Second Cluster: Institutional issues

Essential statements:

> *The impact of administration on the primary role of teaching and facilitating learning is an issue.*

Skill acquisition and learning is impeded by an institutional failure to acknowledge both the context and the nature of the subject/curriculum content/material.

The points below are a summary of discussions and debate within the co-inquiry group

- All three groups raised issues that led to in-depth discussions and debate about the role the Institution has in supporting both educators and learners.
- Comments about the Institution's open entry policy resulting in poorly prepared students began a discussion about the motivation of students to learn and respect their teachers.
- Class size when doing practical classes was also of a concern, as many students were requiring close supervision. Linked to this were many higher-level students (degree) not achieving 'A' grades because their potential was being limited by the lack of guidance.
- The feeling was that we were increasingly accepting of mediocrity, with polytechnics potentially being seen as feeders into University sector rather than being recognised in their own right.
- Some institutions put their high achievers on a pedestal, which encouraged achievement of higher grades.
- Issues of intellectual property related to teaching resources, the lack of time to create the resources and the lack of time to do routine class administration were discussed.
- The positive effect of a new manager helped staff morale but the new manager quickly became overworked and unclear about the role the administration person could have in terms of assisting with the everyday management of the department.

Third Cluster: Teaching practice issues

Essential statements:

Student expectations of education, versus the teachers' role, (pastoral care) cause tension within the Teaching-Learning nexus.

Professional teacher support is needed for skills in teaching to be enhanced.

Below is a summary of discussions and debate within the co-inquiry group

- Student expectations are not always in line with the programme's outcomes. This can cause stress for both the student and the tertiary educator. Some assessments do not relate to workplace skills so students have difficulty seeing how to put the learning into practice. For this reason, there is frequently no 'buy-in' from the students.
- Pastoral care time is substantial (from the teachers' perspective) and sometimes it is hard to know where the boundaries are. Some students demand a lot more time than others. The question, 'how much pastoral care is too much?' was debated.
- Students just want to know what they need to pass; resit opportunities mean that they do not try hard as no recognition of achieving without a resit is gained/acknowledged.
- There are barriers to student learning that all tertiary educators should reflect on. The Institution should support time for reflection alone or in a group such as this. This has the potential to affect the dynamics of class engagement that, in itself, contributes to enhanced student learning.
- Professional discussions with peers (and managers) around teaching praxis helps to form good teaching techniques in practice. Generally, there is no time allocated to discussing the behavioural practice of teaching.
- Deeper learning for students requires tertiary educators to be current in their practice, utilising techniques to suit the learners (such as e learning, blended approaches and problem-based learning). This may require the Institution to be supportive of tertiary educators who return to industry to ensure currency with industry practice.

- A teaching and learning charter to acculturate student learning could enhance the relationships required for effective learning, clarify hidden curriculum and establish clearer links to potential vocations.

The findings from the pre- and post-evaluation forms and interviews which capture the actual reflections on practice and perceptions of value, as experienced and described by the participants.

Section two

Of the sixteen participants, twelve returned the pre and post-evaluative forms.

The evaluative forms used helped to measure the participants' perceptions of the value of the co-inquiry process and enabled participants to self-assess the changes (if any) between the pre and post-evaluations. In summary, these highlighted:

1. changes in attitude
2. knowledge
3. teaching practice and/or insights into teaching
4. learning engagements with students that had a potential to influence any positive student outcomes.

The findings from these forms are as follows:

(1) Changes in attitude

83% of the respondents reported that the 'group supervision' had helped in increasing their focus on learning outcomes. In support of this, 66 % self-reported having now moved favourably towards or having critical conversations with their peers about what constitutes quality learning evidence.

Video 1: Andrea	
https://youtu.be/0jxqNbcQTeE	

While all the participants' attitudes towards peer assessment were considered valuable, no one reported initiating peer assessment over the period of this project.

50% of the respondents reported becoming more receptive to feedback about their teaching as a result of having opportunities to better examine their own attitudes towards teaching practices.

Coming together as a group of tertiary educators was seen as, "a good chance to sit and talk with other academics, listen to others' thoughts and ideas that are different to mine".

(2) Changes in knowledge

When considering what resources may be used to carry out self-assessment of teaching there was a varied response. Several participants talked about the use of various reflective models to aid self-assessment. Despite no participants engaging in a peer assessment process during the duration of this project, 50% of them reported that they would anticipate being more competent in peer assessment.

41% made a positive shift from their initial self-evaluation in their understanding of professional supervision. This was supported by statements such as "I appreciate having input from others", "useful discussion and ideas to ponder" and "good to find others in the same boat". Regarding the respondents' knowledge about using action research as a tool to improve their own teaching, 66% reported that, by taking part in this group, they were now ready to use action research or do so with support.

There was no one thing that impacted on the respondents from these session but comments such as "gained confidence to be creative and innovative in my teaching", "able to look at practice issues in a different light", "felt supported", "want to continue to teach with passion", show that the respondents felt strengthened in the experiences where a certain commonality of the problems in tertiary teaching situations was able to be aired in a supportive environment.

Video 2: Scott https://youtu.be/jMehm9efGhk	
Video 3: Chris https://youtu.be/7RjAqP0cFHI	

50% of the respondents reported increases in their confidence in engaging in discussions about teaching practice with peers. The respondents acknowledged that hearing that others have the same problems was the mitigating factor in this confidence-building. Respondents really benefited from the chance to sit and talk with other tertiary educators, listen to different thoughts and ideas in a supportive environment and be afforded a chance to consider and try solutions that could help resolve practice concerns.

(3) Changes in teaching practice and/or insights into teaching

58% of the respondents made a positive shift in their level of awareness about key or quality drivers for improving teaching. In particular, they had become more aware of student issues (students' own readiness to learn, students who may not 'click' with you) and institutional issues (the value of challenging the paradigms we work under, other institutional factors). Other insights into their own teaching like the importance of lesson/teaching plans, diversity of teaching methods and self-critique all had some bearing on the potential changes that could be made.

As a result of taking part in this group, 66% of respondents reported they had gained a greater awareness about the barriers to effective teaching.

Video 4: Don https://youtu.be/UFzLT88xyYQ	
Video 5: Junette https://youtu.be/uPfart2sfH4	
Video 6: Gina https://youtu.be/uhd0qDDQ330	

Video 7: Steph https://youtu.be/C0emXxw8CZM	

(4) Changes in learning engagements with students that had a potential to influence any positive student outcomes

58% of the survey respondents ranked their focus on learning outcomes higher as a result of participating in the co-inquiry group. Comments that did support an increased focus were:

- Emphasising core information I give in class
- Treating students as equals
- Focus on listening to students
- More frequent self-critique
- Maximising student involvement
- A diversity of teaching methods
- Being conscious of students' readiness to learn
- Maintaining students' focus on outcomes.
- The following were some indicators that showed (for the participants) that teaching was impacting on learning:

- Ongoing responses from students
- Students are awake and looking interested
- By the depth of questions that students ask
- By the application of knowledge in practical/clinical environments
- By responses on student evaluations
- Student led discussion
- Positive feedback from other lecturers and students about observed post-class discussion.
- Two main points that were considered as restrictive for teacher-student engagement were:

  - Teaching the same way all the time
  - Teachers and students too assessment-focused rather than learning-focused.

Video 8: Deb https://youtu.be/qR5kVr3YtZg	
Video 9: Doug https://youtu.be/qizQUfHLBw4	

Discussion

The use of group supervision as a vehicle for co-inquiry into teaching practice yielded positive and constructive outcomes. Creating an environment that enables tertiary educators to raise, discuss, debate and explore the dynamics of teaching and the impact of organisational culture on teaching has yielded evaluative comments from most participants that support this process.

The essential statements point to issues and concerns that are solvable yet require a level of openness and transparency with both employer and tertiary educators alike. The following themes existed within the professional debate of this project:

a) to what extent do tertiary educators extend their pastoral support to students and, in doing so, rescue many from the possible consequences of their limited motivation and lack of focus?

We (the researchers) would take this one step further and ask, are our current teaching processes right for the learning needs of students? Are tertiary educators helping students to ask the right questions that have the most significance for their learning and further inquiry? Wesch (2008) clearly reinforces this notion stating that "Good questions are the driving force of critical and creative thinking and therefore one of the indicators of significant learning" (p.5).

b) that the core craft of teaching is increasingly impacted on by both 'administrivia' and over-engagement, in class time, with students who are not educationally prepared for the level of programme they have gained entry into.

Again, we would ask, are our tertiary institutions investing enough in front line preparation of students (such as the personal education planning initiatives being taken up by a number of tertiary institutes in New Zealand) to ensure incoming students are making the right decisions around their programme of study?

Likewise the teacher's role in the modern tertiary environment does have complex requirements exerted upon it politically, socially and economically. These requirements suggest that support such as professional supervision of tertiary educators in such a dynamic, demanding climate is becoming increasingly advantageous. We would argue that professional support for educators will aid in their focusing on the quality of learning rather than the quality of teaching. This shift in the mindset of educators will "transform the entire educational agenda" (Wesch, 2008, p.5).

|	
Video 10: Gene https://youtu.be/izuKF3t_c8o	

Central to the original design for this project was an intent to purposely facilitate the use of an action research approach as a change process for participants. The researchers believe the findings do show evidence that supports forward movement by participants in practices, ideas and assumptions about aspects of teaching and learning. Some evidence did surface through the use of an action research reporting template. The participants found that reporting tangible examples of change in teaching practice over such a short period of time was difficult to evaluate in quantifiable terms.

Video 11: Heather https://youtu.be/HC_6oKg0sAM	
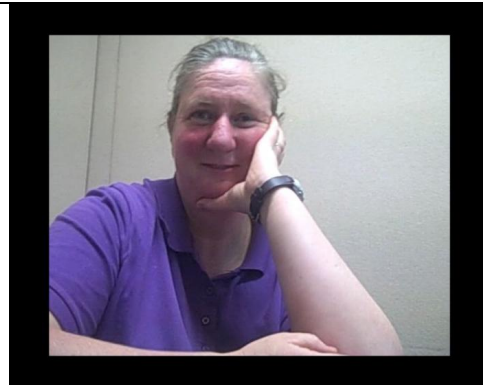
The process used in this project has helped to dispel concerns about the safety of open discussion/disclosure about teaching practice with peers. Facilitating a process for tertiary educators to discuss, debate and unpack assumptions about teaching and learning has created a space where the reframing and redirection of teaching roles has been enabled. All three groups had members who expressed interest in continuing a co-inquiry process in other academic cells (small working groups) which suggests a serendipitous benefit not anticipated at the beginning of this project.

Video 12: Kath https://youtu.be/sYReOTFeAnk	

The methods used to establish a group supervision action orientated enquiry was had some inherent limitations. The researchers found that the use of email as the primary way of communicating initial information about the project was less than satisfactory. What may need to be considered, in similar projects of this nature, is that the potential participant group have a more targeted approach through either hardcopy information or through various information fora. Worthy of comment here was the challenge(s) in getting the participants together on a regular basis for the scheduled group supervision sessions. This was not a factor of disinterest but simply one of coordinating up to six tertiary educators (three groups across three locations) from different programmes/faculty, to meet at the same time. While difficult, an eighty three percent attendance rate was attained with one participant withdrawing. Despite the intent to have a lead facilitator and a co-facilitator at each session, other unforseen commitments precluded both facilitators being present at all sessions. While the researchers recognise the benefits of having two facilitators present, the limitation noted was predominantly around the volume and quality of transcribed group notes.

Recommendations

The following are the key recommendations arising from this research:

1. Tertiary educators need to have an appreciation and, where appropriate, an understanding of a wider range of student behaviours (generational and otherwise) in order to fully engage students in learning.
2. Institutions should pay particular attention to the potential challenges that students face within the 'context of learning' and the 'nature of curriculum content'. Additional levels of focused resourcing would enable educators to better support student learning.
3. Professional support for tertiary educators is needed for enhanced relational skills with students. These might include decision processes about when, where, how much and by whom pastoral care is provided.

Critical conversations about learner behaviour and cognitivity between tertiary educators need to be overtly valued by tertiary institutions. Professional supervision groups are a vehicle for this to occur.

Conclusion

Facilitating tertiary educators to work in co-inquiry groups opens communication at a critical level between academic peers and moves participants towards a community of practice. An outcome of this research has been a greater willingness to collectively seek a more enlightened understanding of professional practice challenges, rather than expending significant energy seeking to explain teaching and learning concerns, without a solution focus.

In this project, the co-inquiry groups have allowed tertiary eductors to openly talk about their teaching in a way that has far exceeded expectations. It has demystified much of the egocentric, isolated classroom behaviour of teachers.

Video 13: Deb https://youtu.be/whkmAShronI	

This research project used group supervision to focus academic staff on unpacking and critiquing their world of teaching in an ITP.