



Policy, curriculum and supervision in education in Angola: perspectives and challenges

Policy, curriculum and supervision in education in Angola: perspectives and challenges

Manuel Tchissende¹

Paul Lamb Milk²

Geraldo Noah Miguel Fernandes³

SUMMARY

The present study reflects the intrinsic relationship between educational policy, curriculum development and supervision practices in the context of the education system Angolan. Through a comprehensive bibliographic review of scientific literature relevant, including studies on the evolution of the curriculum in Angola, policies educational measures implemented and the supervision approaches adopted, the work explores the perspectives and challenges that permeate this fundamental triad for the quality of education in the country. The analysis reveals that educational policies in Angola have directly influenced the design and implementation of the curriculum, seeking to respond to the needs of national development and the demands of a society in transformation. However, the implementation of these policies in the curricular context faces significant obstacles, such as outdated content, lack of contextualization to local realities and the limited participation of educational actors in the process elaboration. Regarding supervision, the article discusses its crucial role in

¹ Master in Educational Administration; PhD in Administration and Educational Policies from the University of Aveiro; Professor at the Instituto Superior Dom Bosco of the Catholic University of Angola.

E-mail: manuelchindand@ua.pt

² Master in Educational Administration and PhD in Curricular Development at the University of Minho; Professor at the Methodist University of Angola. E-mail: leitepaulo948@gmail.com

³ Master in Higher Education Pedagogy; PhD in Pedagogical Supervision at the University of Minho; Professor at the Higher Pedagogical School of Cuanza Norte. Email:

fernandesgeraldo145@gmail.com



monitoring and improving pedagogical practices and ensuring implementation effective curriculum. However, it identifies challenges such as the lack of specific training for supervisors, the scarcity of resources for supervision and, at times, a more administrative rather than pedagogical. It is proposed that there is a need for policies that value participation of teachers in the construction of a curriculum, a dynamic curriculum and contextualized, and formative and collaborative supervision practices, aiming improve the quality of teaching and student learning in Angola.

Keywords: Policy, Curriculum, Supervision, Angola.

ABSTRACT

This study reflects the intrinsic relationship between educational policy, curriculum development and supervision practices in the context of the Angolan education system. Through a comprehensive bibliographic review of relevant scientific literature, including studies on the evolution of the curriculum in Angola, the educational policies implemented and the supervisory approaches adopted, the work explores the perspectives and challenges that permeate this fundamental triad for the quality of education in the country. The analysis reveals that educational policies in Angola have directly influenced the design and implementation of the curriculum, seeking to respond to the needs of national development and the demands of a changing society. However, the implementation of these policies in the curricular scope faces significant obstacles, such as outdated content, lack of contextualization to local realities and limited participation of educational stakeholders in the development process. Regarding supervision, the article discusses its crucial role in monitoring and improving pedagogical practices and ensuring effective curriculum implementation. However, it identifies challenges such as the lack of specific training for supervisors, the scarcity of resources for supervision and, at times, a more administrative than pedagogical approach. It proposes the need for policies that value teacher participation in curriculum development, a dynamic and contextualized curriculum, and formative and collaborative supervision practices, aiming to improve the quality of teaching and student learning in Angola.

Keywords: Politics, Curriculum, Supervision, Angola.

1. INTRODUCTION

The Angolan education system has faced profound transformations, driven by reforms that aim to align national education with standards international standards of quality and inclusion. In this context, it becomes essential to understand the interdependence between educational policy, curriculum and pedagogical supervision as strategic elements for the consolidation of quality education in Angola. The educational policy, for example, defines the guidelines and priorities that guide the sector, while the curriculum operationalizes these guidelines in everyday school life. Supervision pedagogical, in turn, acts as a link between theory and practice, ensuring the monitoring, technical support and continuous improvement of the teaching process-learning.

Therefore, this article proposes a critical analysis of these three dimensions in the scenario Angolan, and these, when well integrated, contribute to a more equitable, contextualized and effective. As has been observed in Angola, in recent decades, there have been significant efforts to reformulate the educational policies, with the aim of improving the quality of teaching and learning at all levels.

However, challenges still persist, especially with regard to articulation between educational policy, curriculum and supervision processes pedagogical. This article aims to critically analyze the current panorama of teaching in Angola, reflecting on the main educational policies in force, the principles national curriculum advisors, as well as the role of pedagogical supervision in consolidation of more coherent and innovative educational practices. Based on this analysis, seeks to identify the main perspectives and challenges that arise for the advancement of education in the country, given the demands of a society in constant transformation.

2. EDUCATION POLICY IN ANGOLA: CONCEPTS, REGULATION AND MATERIALIZATION

We assume that in the Angolan context and beyond, research on educational policies, has been emerging as a distinct field of research, as in recent years, there has been an increase in research, publications and events specific on educational policies with a view to their implementation in educational action in each school context. To this end, this reflection stands out for constituting a study

this field, aiming to reflect the nature of educational policies from the conception to its materialization. A bibliographical outline was observed as support theoretical, to understand the theme, which is limited to reflecting on the subject in the Angolan context, without neglecting external influences.

The understanding that we have about policies, as a public action, is that they are understood by the nature of being programs, actions developed to guarantee rights constitutionally provided for. The definition of educational policies is contextualized by the fact that these are activities emanated by political power, designed to provide responses to social issues of education, that is, in a set of general policy measures whose objective is in all its dimensions, educational.

Arroteia (2008), based on the studies of Dacal (1986), asserts that educational policies are defined by the set of actions carried out in the field of education, or in a “set of rules that regulate the exercise of education, in order to fulfill a common right (the right to education) and the development of bodies of management” (p. 254). Thus, Paxe (2017) when referring to the “right to education” argues that the understanding that develops about the design of policies educational is explicitly national, which the State assumes to guarantee the right to education, constitutionally guaranteed.

From the perspective of Gaspar & Diogo (2010), the conceptions of educational policies are based on the assessment of the following aspects: (i) Population: It assumes that in the designing educational policies, there is a need to take into account aspects such as human characteristics, historical tradition, cultural level, migrations and displacements of population and birth rates; (ii) Economic system: Defined by resources, services available or required, level of professional qualification required and plans for development;(iii) Political system: This, considered as the aspect that plays a crucial role in the creation and implementation of policies issued by political powers of any country; (iv) Educational system: Defined by institutions and procedures existing or to exist, so that public education action is implemented in each school context, through mechanisms for regulating public policy action.

The above considerations, related to policy designs, in the field of education, can be completed with the analysis that focuses on its regulation and implementation. This analysis involves considering aspects that interfere in your understanding, because in the face of the challenges of today's society, education as



public policy must respond to a set of questions that should guide its practice, considering that it is a factor in the achievement of each society. Furthermore, the educational field is a key area for governments to demonstrate to the international community the way they build and modernize the State.

Study the process of construction, regulation and implementation of policies educational, involves understanding the question posed by Dale (1999), who explains how policies are formed, shaped and directed. In his interpretation, modernization of national economies, influence the adaptation of their systems, institutions and legislation and international competitions. The author warned that educational policies are related to globalization, but it would be wrong to reduce it to the simplified idea of identical measures for all countries, since globalization is not a process homogeneous, nor does it aim to produce equal results.

The challenge of analyzing and understanding this process requires articulated reflection on the origin and objectives of political networks, as this challenge highlights the role fundamental exercised by experts from each country in the transfer of ideas that give support for educational policies (Shiroma, 2024). Now, the idea of building educational policies, refers us to a set of programs and actions promoted by authorities, with the purpose of solving (or not) identified problems, as it is in this I argue that education as a political field and a public need, presupposes the development of political actions aimed at it, but which correspond and respect the situations arising from your course in each context.

In the Angolan context, the discourse on the quality of education has been constitute itself as a relevant object, with regard to the construction and implementation of policies for the education sector. These discourses have been gaining more and more spaces at all levels of the State. In this direction, (Shiroma, 2024, p. 50), observed that “political agendas, particularly in education, began to be influenced not only by the subsidies of local and national actors, but also by the movements transnationals”, that is, public decision-makers, are often influenced by global decision-makers or managers, legitimizing local perspectives, having in the background perspectives global. This position reinforces the idea defended by Paxe (2017), when he states that studies contemporary education policies involve many levels of government (from local internationally), different types of actors (professional networks, non-profit organizations, government and private sector actors with transnational reach).

The analysis focuses on the implementation of educational policies in Angola, permeate the debate and practices in the adoption of policies and presupposes reflection on determinations that affect the daily relations established between the State and society. This perspective of analysis considers that such relationships determine the role of the actors in the concrete contexts in which the policies materialize (Pereira & Silva, 2018).

According to Barroso (2006), it is possible to note that actors are the most involved in the process of implementing public education policies, since, while others focus on formulation, these create alternatives to respond to problems on the agenda, defined in "local microregulation". This understanding, established by the regulation of education at the level of each school, is based on the perspective that this,

It can be defined as the process of coordinating the actions of actors on the ground that results from the confrontation, interaction, negotiation or compromises of different interests, logics, rationalities and presence strategies, whether from a vertical perspective between "administrators" and "administered", or from a horizontal perspective, between different occupants of the same space of interdependence (intra and inter-organizational) schools, educational territories, municipalities, etc. (Barroso, 2006, pp.56-57).

Thus, considering that the implementation of educational policies takes place in the school context and local actors, as main agents, in a logic of interpretation, Pinhal (2012) considers that the implementation of educational policies in the territory, "implies the concerted participation of local authorities, schools and all other local organizations operating in the fields of education and training" (p. 272).

In this sense, we take as guidance, for the effective implementation of policies public for education, the aspects highlighted by Costa (2003), when pointing out that the purpose of educational policies "consisted of carrying out processes of distribution of transfers of powers to other levels of administration (regional, local, educational establishments), which began to share with the central level the possibility of decision-making in matters of education" (p.30). To explain the transfer of competences, the author argues that the principle of the regulatory State that in the name of effectiveness and quality, recognizes the inability of centralized management and transfers locally significant spaces of their previous competences (Costa, 2003).

It is important to consider that, in this sense, the political action of education in the context Angolan, in addition to considering aspects of a design and regulatory nature, must take into consideration, aspects of a contextual nature, since an adopted policy does not

It is equally suitable in all contexts, that is, what works in a school, or territory, may not be useful in another territory, and the objectives defined by the policies educational goals are effectively the goals that are achieved during their implementation through the performance of teachers in the classroom.

Other aspects mobilized in this reflection and which eventually support the thesis that, in the Angolan context, educational policies do not achieve their objectives initially advocated, has to do with the assumptions warned by Barroso (1996), considering that in the process of formulating and implementing any policy in the field of education, it would be necessary to consider the following:

a) Contextualize and locate educational policies and actions, contrasting the homogeneity of standards and processes, with heterogeneity of forms and situations; b) Reconcile public interests, in the search for the common good for the service educational, and private interests, to satisfy the students' own interests and their families; c) Ensure that in the definition and implementation of educational policies, action of the actors ceases to be determined in a logic of submission, to subordinate itself to a logic of implication; d) Moving from a relationship of authority based on control vertical, monopolistic and hierarchical, of the State, for a negotiated and contractual relationship, based on the horizontal demultiplication of central and local controls.

However, in the political definition of the goals that the State intends to achieve, domain of education, realization is defined as the moment when these people expect what the policies are, through more precise targets, considering that the objectives must be achieved in different ways or by different paths, since “each option requires different technical, human, material and financial resources and that each one of the options will have a chance of being efficient” (Secchi, 2013, p. 48), being fundamental that each actor is equipped with imagination and inspiration to apply resources to your disposal.

3. THE CURRICULUM IN THE EDUCATION AND EDUCATION SYSTEM IN ANGOLA

3.1. Origin of the Curriculum

Just as everything that exists has a genesis, it is important, before analyzing the curriculum development in Angola, explore the origin of the term "curriculum". Although its conceptualization is not trivial, it is certainly achievable. In this regard, the following stand out:

the contributions of theorists such as Fernandes (2014), Pacheco (2005), Hamilton (1993) and Berticelli (2003).

According to Fernandes (2014), etymologically, the lexeme curriculum derives from the verb Latin *currere* (to run) and from the noun *curriculum* whose meaning is course, career, trajectory, path, route, journey. With the sense of course, according to Pacheco (2005 cited by Fernandes 2014, p. 10), the term was first included in the dictionary in 1663. Currently, in the 2009 Aurélio Dictionary, the word curriculum means “the subjects included in course”, that is, the subjects to be studied, to be completed in a specific training path.

According to some studies on the emergence of the term curriculum (Pacheco, 2005, Hamilton, 1992, cited by Fernandes 2014):

At the end of the 16th century, with the rise of the Calvinist movement, the term curriculum was used to describe the trajectory, the path, the way of life that Calvin's followers should follow. Under the influence of Calvinist ideas, the term was recorded in some universities in the 16th and 17th centuries, such as the University of Leiden (Netherlands) and Glasgow (Scotland), where it was used to refer to the complete course that the student had to complete over a certain period of time in order to graduate. The term was linked to the sense of discipline (structural coherence) and order (internal sequence) (pp. 10-11).

Barticelli (2003, p. 163) highlights the difficulty in determining the origin of the curriculum at a specific moment, following three approaches outlined by Terigi (1996), namely:

If the curriculum is the pedagogical tool for the massification of industrial society, we will find its origin in the United States, in the middle of the century, with the Diaz encounter Barriga, or even a little earlier, in the 1920s;

If it is a structured study plan, expressly referred to as a curriculum, we can find it for the first time in some European university, as proposed Hamilton;

If this is any indication of what is taught, we may arrive, like Marsh, at Plato and perhaps even before him.

3.2. Concept of Curriculum

The complexity inherent in determining the origin of the curriculum becomes evident, as presented previously. Aware of this intricate genesis, we sought, in the above point, highlight only some significant elements of its history. This difficulty in tracking manifests itself, in a similar way, in its own definition



conceptual. It is pertinent to remember that, before the formal structuring of this field of knowledge, pedagogical and educational theories have implicitly always addressed curricular issues, even if specific terminology was not used. Silva (2002) recalls the existence of precursors in the history of modern Western education and institutionalized with regard to the organization of the educational process, pointing out the Comenius's *Didactica Magna* as a paradigmatic example.

Rephrasing the idea, the curriculum is intrinsic to the history of the school. Nevertheless, the basic questions remain: what is the nature of the curriculum? And what are the constructs theorists who informed him?

According to (Silva, 2002, p. 15, cited by Fernandes, 2014, pp.14-15):

Over time, the definition of curriculum has undergone different approaches, with its first definition being linked to concerns about the organization and teaching method, and later being linked to cultural, political and subjective issues. The process of conceptualizing the term in question is guided by questions that discuss the type of person to be formed, the type of knowledge to be taught in a given society and with a view to forming the ideal person. Therefore, it can be said that "the curriculum is always the result of a selection: from a broader universe of knowledge and expertise, that part is selected that will precisely build the curriculum".

In general terms, the analysis of the curriculum reveals three major conceptual natures: *the technique, the practice and the multicultural*. Fernandes (2014), "*the technical perspective, the curriculum is conceived as something prescribed, planned, which must be implemented, constituted by objectives and content to be taught*" (p. 15). While the curriculum from the perspective practical or even emancipatory, is conceived as something culturally determined; as social practice of subjects inserted in a certain culture, permeated by relations of power (Fernandes, 2014). The curriculum here is considered as a place where social meanings are produced and created, which are linked to social relations of power and inequality (Silva, 2002).

In the multicultural context, the curriculum focuses on the subject and its intrinsic historical, social and biological interactions, which are at the heart of discussions and practices curricular. From this perspective, the curriculum is conceptualized as a set heterogeneous group of subjects, knowledge and practices "where they are produced, chosen and transmitted representations, narratives, meanings about things and beings in the world" (Costa, 2003, p. 41).

3.3. Context and evolution of the Curriculum in Angola

The curriculum, that is, curricular development in Angola has been marked through a complex trajectory, influenced both by the post-independence historical legacy and contemporary sociopolitical dynamics (Neto, 2010). Initially focused in expanding access to education, the Angolan education system has progressively directing their attention to the quality of teaching and the relevance of the curriculum in the face of needs of the country. In this context, the educational policies implemented by the Ministry of Education (MED) have sought to align national curriculum guidelines with the national development objectives, as explained in the Development Plan National Development (PDN 2023-2027).

However, the effective implementation of these policies and the national curriculum faces significant challenges. Authors such as Mendes (2015) highlight the difficulty in ensure equity in the distribution of resources and teacher training throughout the Angolan territory, which directly impacts the way the curriculum is operationalized in classrooms. This reality echoes the concerns raised by curriculum theorists such as Bernstein (1996), who analyzes how power structures and social codes influence the transmission and acquisition of knowledge in the context school. In Angola, cultural and linguistic diversity represents an additional challenge to create a curriculum that is both national and sensitive to local specificities (Silva, 2018)."

The starting point for analyzing the Angolan curriculum lies in the Basic Law of Education System (Law No. 13/01, of December 31). This diploma, for a long time period, established the foundations of the educational system, defining its structure in subsystems – from pre-school education to higher education and modalities such as adult education and special education. As far as curriculum is concerned, the law outlined the general principles and objectives for each level of education, serving as a framework reference for the development of study plans, programs and materials didactic.

However, Law No. 13/01 did not emerge in a vacuum. It was the result of a process evolutionary process that began after Angola's independence. In the first post-independence years, independence, the curriculum sought *to break* with the colonial model, privileging the construction of a national identity and the expansion of access to education. The policies



educational policies of the time reflected a strong influence of socialist ideologies, with a focus in the massification of education and in the training of staff for the country's development.

Over the decades, Angola's needs and priorities have evolved altering, impacting National Development Strategies and Plans. These government planning documents have always integrated education as a pillar fundamental, establishing human, social and economic development goals that, in turn, guided curricular policies. Specific curricular reforms, mentioned above, were the materialization of these guidelines, translating the priorities of the NDPs in concrete changes in objectives, contents, methodologies teaching and evaluation systems at different levels of education.

Specific legislation by level of education came to detail and operationalize the general guidelines of the Basic Law and curricular reforms. Through decrees and ordinances, the Ministry of Education defined the study plans, the subjects mandatory and optional, the workloads and pedagogical guidelines for teaching primary, secondary and technical-professional, among others. This legislation sought to adapt the curriculum to the specificities of each stage of student development and to the training needs for different professional areas.

Angola's insertion in the global context also influenced its curriculum. adherence to international agreements and conventions, such as the Development Goals Sustainable Development Goals (SDGs) of the UN and the UNESCO guidelines, imposed the consideration of principles and global goals in national curriculum policies and guidelines. Topics such as inclusive education, gender equality, sustainability and global citizenship began to integrate, in a more explicit way, the curricular objectives and contents.

Finally, the enactment of Law No. 32/20, of August 12, 2020, which repeals Law No. 13/01 represents a significant legal milestone in the evolution of the educational system Angolan and, consequently, of his resume.

In short, the evolution of the curriculum in Angola is a dynamic and continuous process, shaped by a constantly updated legal framework and influenced by historical, political, social and economic transformations of the country, as well as by international trends and commitments in the field of education. Understanding this evolution is essential to contextualize the current challenges and perspectives of curriculum development in Angola.

Nguluve (2010) is an author who focuses on the reform policies of the system Angolan educational system. His work "Angolan Education: Policies for Reforming the System Educational" (2010) analyzes the educational system of Angola, since the colonial period until the reforms implemented after independence and provides a detailed description of the historical panorama of curricular development in Angola by highlighting the following periods:

- Pre-Colonial Period: Traditional African education, focused on the transmission of values and skills necessary for community life.
- Colonial Period: Education was limited and segregationist, focusing on assimilation of Portuguese culture. After independence, there was an effort to reform the educational system, aiming to meet the needs of the population Angolan and promote national identity.
- After Independence (1975): The Angolan education system went through several phases of reform, including the adoption of a socialist model, the expansion of access to education and the implementation of new curricular policies. The Law of Bases of the Education System (Law No. 13/2001) established the current structure of the educational system, with six subsystems: Preschool Education, General Education, Technical-Professional Education, Higher Education, Adult Education and Education Special.
- Current Challenges: Despite advances, the Angolan education system still faces challenges such as lack of resources, the need to improve quality of teaching and teacher training, and the adaptation of the curriculum to the needs of the labor market and Angolan society.

3.4. Curriculum Challenges in the Angolan Education System

Challenge Area	Sub Challenges
1. Quality and Teacher Training	1.1- Inadequate qualification of teachers to implement the curriculum effectively;
	1.2- Need for continuous, relevant and transparent professional development programs;
	1.3 - Lack of social recognition and precarious working conditions that affect teachers' motivation and performance.

	2.1 - Disconnection between the curriculum and the needs of the job market and Angolan society;
2. Outdated Curriculum and Lack of Contextualization	2.2 - Difficulty in adapting the curriculum to the reality and diversity of local contexts and to the specific needs of students;
	2.3 - Limited involvement of teachers in curriculum creation and review, resulting in reduced relevance and difficulties in implementation.
	3.1 - Shortage of financial and material resources (textbooks, teaching materials, infrastructure, technological equipment);
3. Insufficient and Unequal Resources	3.2 - Precarious school infrastructure, compromising an adequate learning environment;
	3.3 - Unequal distribution of resources and infrastructure between regions, accentuating disparities in access to quality education.
	4.1 - Lack of school managers with training in administration and management for effective implementation of the curriculum;
4. Curriculum Management and Implementation	4.2 - Excessive bureaucratic processes that limit the flexibility and autonomy of schools in adapting the curriculum;
	4.3 - Lack of effective systems for monitoring and evaluating curriculum implementation to identify problems and adopt corrective measures.
5. Social and Cultural Challenges	5.1 - Cultural and social barriers that hinder girls' access to and permanence in education (poverty and hunger);
	5.2 - The need for the curriculum to consider cultural and linguistic diversity to promote inclusive and relevant education, integrating local languages.

Table 1 - Challenges of the Curriculum in the Angolan Education System. (author)

3.5. Critical Analysis and Final Considerations on Curriculum Design in Angola

After a detailed analysis of curriculum theories and curriculum evolution in Angola, some constructive criticisms deserve to be highlighted: It is imperative that the curriculum and

Angolan public policies address the following central question: what knowledge has greater relevance? Aware that the school must form autonomous subjects and critical, able to live and participate in a constantly changing society, we question the Angolan curricular context: this curriculum aims at the emancipation or alienation of individual? The answer seems clear when we look at education in Angola. The structure of the Angolan curriculum, especially in schools, echoes the classical administrative theory of Taylor, focusing on the transmission of universally systematized knowledge and maintaining traces of a colonial conception. It ignores the country's multicultural richness, its context, its reality, its roots and its identity. The school remains traditional, far from the production of contextualized knowledge learning and problematized, as Paulo Freire argued. The curriculum is not neutral or static; it is intentional, dynamic and adaptable to the country's evolution. What kind of society do we want to build? in Angola with the current curriculum? What kind of subject do we want to form? What education and knowledge do we want for young Angolans? What knowledge should be prioritized in the Angolan curriculum? What teaching meets the needs of our time?

On the fiftieth (50th) anniversary of Angola's independence, the model educational and curricular framework does not yet reflect this historical maturity. John Dewey has already advocated an education for harmonious social life. Thus, planning curriculum should be based on the experiences and needs of children and young people in Angola, and not on external models.

4. PEDAGOGICAL SUPERVISION IN EDUCATION IN ANGOLA: PERSPECTIVES AND CHALLENGES

4.1. General aspects of the guiding document for supervisory practice in Angola

In Angola, the legal regime for the initial training of kindergarten teachers, primary school teachers and secondary school teachers (Decree Presidential No. 273/20 of October 21), is the official document that, among others, aspects, defines the rules that must be followed in the creation, organization, operation and the evaluation of all initial teacher training courses so that they are recognized as qualification for the exercise of the teaching profession in pre-school education, school, in primary education and secondary education.

According to the decree, in article 38, the internship supervisor is defined as professional, those teachers who periodically guide and analyze each person's classes



intern in the schools where they do their internships, guiding them in pursuing improvements necessary and organize biweekly opportunities for sharing and reflection among interns about their teaching practice during the professional internship. Therefore, it defines the professional internship tutor teacher to the teacher who receives the intern and has the mission to support them in observing and preparing classes and other activities schoolchildren, analyze the teaching materials they develop, observe and comment on your teaching performance and recommend improvements accordingly necessary (Angola, 2020).

Authors such as (Boaventura, 2013; António, 2021; Ngio, 2024) addressed the pedagogical supervision of teaching practice in various dimensions and perspectives in the context Angolan since the role of the supervisor in initial teacher training, the context of supervision in pedagogical internships in initial teacher training, supervision, observation, guidance and pedagogical evaluation and the challenges of pedagogical supervision.

According to the National Institute of Research and Development of Education (INIDE), in 2009, defined that the school's Pedagogical Practice teacher training, as a supervisor, you will be responsible for carrying out the following functions:

1. Collaborate with the tutor teacher (teacher at the application school) in programming of Pedagogical Practices; 2. Structure, with each subgroup, the work to be develop within the scope of Pedagogical Practices in schools by trainees; 3. Monitor Pedagogical Practices and Internships at the level of: planning; observation of classes; evaluation-reflection; 4. Encourage the development and implementation of projects educational on Practice from an action-research perspective; 5. Evaluate trainees in the Practice and Internship discipline, whenever possible, and proceed with the analysis of the performance of their educational activities, from a training perspective continuous, and promote evaluation meetings with tutor teachers and trainees. (p. 09).

However, for the tutor teacher (from the application school), the one who works in collaboration with the supervising professor (advisor) in the guidance and coordination of the professional internship, according to INIDE (2009) it is responsible for performing the following functions:

1. Collaborate in the preparation, execution and evaluation of Practice activities Pedagogical and Internships, contributing to a correct pedagogical and administrative relationship between the training institution and the school where they provide services; 2.



Participate in meetings to schedule activities for practices and internships, according to the scheduling; 3. Provide trainees with knowledge of their classes and the observation/analysis of classes; 4. Allow trainees in practice to collaborate, intervene in classes, under previously defined terms; 5. Observe and reflect on the classes and other activities carried out by trainees in the schools where they develop their Pedagogical Practices and Internships; 6. Provide trainees with knowledge of school institution in its organizational and pedagogical aspects, as well as the surrounding community; 7. Participate in the student evaluation process as follows: form: a) analyzing the performance of the trainee's educational activities; b) filling in observation grids on the activities carried out by the student in a assessment perspective; c) Proposing a final classification of the activities developed by the trainees. (p.10).

In turn, for INIDE (2009), the intern is responsible for performing the following functions:

1. Analyze current legislation, namely the basic law of the education system and other regulatory documents of the educational system;
2. Analyze the program of Pedagogical Practice;
3. Analyze the programs in force in primary education;
4. Progressively carry out educational activities under the guidance of teachers.

institution of the practice area and tutor teachers (p. 11).

Therefore, according to INIDE (2009), progressive performance of the activity educational by student interns under the guidance of the institution's teachers of the practice area and the teaching tutors, must be focused on the following elements:

- Characterization of the institution and its organic framework;
- Characterization of the group of students from a socio-educational perspective;
- Understand and integrate into projects educational activities of the tutor teacher;
- Planning teaching activities;
- Producing materials didactic;
- Select educational resources;
- Carry out and evaluate programmed units;
- Monitor the teaching work of the tutor teacher in its different dimensions;
- Collaborate with the tutor teacher in evaluating students;
- Prepare reports of their Pedagogical Practice activities. (*Ibidem*).

As we can see, the issue of pedagogical supervision finds space in governing documents for initial teacher training in Angola and often fails in the supervisory monitoring models adopted by training schools.



4.2. Pedagogical supervision: its role in the professional internship

Pedagogical supervision plays a central role in the internship professional. As Gaspar *et al.* (2012, p. 31) stated, the concept of supervision “traditionally limited to the initial training of teachers”, although today it can be refer to other contexts. The concept and its scope have evolved according to the dynamics of the teaching-learning process, defending itself today as a process dynamic teacher training, in which pedagogical supervision constitutes a reflective practice of teaching action and encourage trainees to seek strategies that improve their practices in order to guarantee the quality of learning students. (Alarcão & Tavares, 2016; Sanches, 2019; Vieira, 2010; Vieira & Moreira, 2011). In fact, Vieira (2010, p. 15) points out that all definitions of supervision pedagogical “presuppose, in one way or another, a common direction – *the development of teachers' professional reflexivity to improve the quality of student learning*”.

Vieira (1993) defines supervision as “the systematic monitoring activity of pedagogical practice, especially through reflection and experimentation”. (p. 28). However, years later, the same author introduced important elements such as theory, practice and regulation of educational processes characterize pedagogical supervision as “the theory and practice of regulating processes teaching-learning, within the framework of a humanistic education and democratic”. (Vieira, 2010, p. 15). We can also understand supervision as a pedagogical relationship, that is, “a process in which a teacher, in principle more experienced and more informed, guides another teacher or teacher candidate in his/her professional development”. (Alarcão & Tavares, 2016, p. 16). Therefore, these authors clarify that objectively, pedagogical supervision focuses on actions related to the professional development of the teacher. This time, looking at the reflections of the authors above, the role of pedagogical supervision in the initial training of teachers, particularly in the guidance of aspiring teachers and in their consequent reflexivity around the educational teaching process.

Despite the various definitions presented, it is important to note that all of them move in the same direction, that of guidance and coordination of teaching practices, for improving the skills of potential teachers. However, based on the concepts described above we argue that pedagogical supervision is the process

through which the potential teacher is guided to develop technical-scientific skills indispensable to the performance of the teaching profession. In this process, there is a cooperative learning, insofar as the two active agents (supervisor and intern) learn from each other.

In the context of professional internship, the pedagogical supervisor plays a fundamental role in the initial training of teachers, an aspect recognized by several authors (Amaral, 2019; Alarcão & Canha, 2013; Alarcão & Tavares 2016; Glickman, Gordon & Ross-Gordon 2014; Vieira & Moreira, 2011) emphasize the need for clarify the vision of training and pedagogy within the scope of supervision, and this issue refers to us to the need to reflect on the profile, role and capabilities to be developed in future teachers, believing that supervisory practices can open paths for the development of autonomy, reflection and creative capacities of strategies capable of transforming educational practice. Vieira and Moreira (2011) in the work *Supervision and evaluation of teaching performance*, present the roles of the teacher in a pedagogy for autonomy, which can be adapted to the roles that the supervisor must perform in the context of professional internship. Table 1, based on the proposal of these authors highlights some of these roles, which will contribute to supervision reflective, dialogic and transformation-oriented.

Supervisor's roles in the context of professional internship
<ul style="list-style-type: none"> -Understand the theory and practice of reflective supervision that promotes trainees' autonomy, and also of student-centered education that equally promotes their autonomy; -Challenge school routines, conventions and traditions; -Share pedagogical theories, responsibilities and decisions with trainees; -Encourage trainees to define critical positions regarding educational values and practices, involving them in the search for appropriate solutions; -Recognize and accept that trainees may not think like the supervisor; -Promote communication, where everyone has the right to express themselves and contribute to the co-construction of meanings; -Promote the collection and analysis of information on teaching practices (e.g., through observation and student questionnaires), with the aim of improving teaching and learning practices; -Find ways to integrate trainees' professional learning into their overall assessment, promoting self-assessment of performance

Table #1. Supervisor roles (adapted from Vieira & Moreira, 2011).

The supervisor must act as a transformer of practice, with dynamics varied that stimulate the autonomy of interns and encourage them to reflect on the teaching practice to improve it.

What is proposed today in the bibliography about the role of the supervisor in the internship professional, it is in the sense of working collaboratively and in coordination with all those involved in the internship process so that the potential teacher absorbs the knowledge about the best educational practices that a teacher should apply to ensure quality in the teaching-learning process.

Alarcão and Canha (2013, p. 37), state that pedagogical supervision and its practices have evolved in such a way that certain situations are no longer seen only from a reductionist perspective and way, especially when looking at the examples in the following table:

Previous view of pedagogical supervision	Current view of pedagogical supervision	Path
-From supervising teacher training...		To
-Initial training supervision...	To	-Supervision of the training of other professionals.
-From supervision to a hierarchical relationship...	To	-Supervision of lifelong training.
-Supervision of a normative orientation...	To	-Supervision based on a collaborative relationship.
-From supervision to a supervisory attitude... To		-A reflective guidance supervision.
-Supervising the look at the technique...	To	-A developmental of perspective supervision.
-Of punitive supervision...	To	-A supervision to consider the critical attitude.
-From supervision to mere classification...	To	- Prudential supervision.
-Supervising behaviors... of the evaluation of	To	-Supervision of formative assessment.
-From supervision to one-way feedback...	To	-A supervision of the analysis of skills.
-From a vertical supervision...	To	-A supervision of collaborative and interactive feedback.
-From supervision of a passive attitude of professionals...	To	-Self-supervision and horizontal supervision.
-Supervision of occasional practice...	To	-A supervision with a questioning and transformative attitude.
-Microcontextualizing supervision...	To	-A systematic supervision.
	To	-A multi-contextual and ecological supervision.

Table # 2. Evolution of pedagogical supervision and its practices, adapted from (Alarcão & Canha 2013, p. 37).

When you look at the approach of these authors, you realize the perspective evolutionary supervision and its practices, raising the idea of a more focused supervision reflection, criticism, dialogicity, transformation and sharing of ideas among

participants in the teaching-learning process that meet the current challenges of educational scenario.

Glickman, cited by Alarcão and Tavares (2003) proposes 3 supervisory styles that To better describe them, we present them in the following table:

Supervisory Style	Functions of the professional internship supervisor
Non-directive	Pay attention; Clarify; Encourage; Serve as a mirror.
Collaborative	Give an opinion; Help find solutions; Negotiate.
Director	Guide/Direct; Establish criteria/goals; Condition.

Table # 3. Supervisory styles according to Glickman (1985), in Alarcão and Tavares (2003).

In the supervision styles presented by Glickman, it is observed that for each one, there are specific tasks assigned to the supervisor. We believe that the supervisor can resort to any of the styles depending on the context, objectives and training needs. In this regard, Vieira and Moreira (2011) highlight that the choice of one of the styles often depends on the predisposition and decision-making ability supervisor's decisions, although they argue that from a dialogical perspective and transforming supervisory practice, only the collaborative supervision model does more meaning to translate and bring greater democracy to relations between stakeholders of practice. In short, supervisory styles can and should often go hand in hand so that the work of those involved in the teaching-learning process is enhanced and ensures greater quality in monitoring and learning of students.

CONCLUSION

After reflecting on the topic, it is concluded that:

The relationship between policy, curriculum and supervision in education in Angola stands out as a central axis for improving educational quality in the country. Although there is important advances in public policies aimed at education, there are still gaps significant differences between what is proposed and what is actually achieved in schools.

The curriculum needs to reflect the real needs of Angolan students, valuing national identity and promoting skills relevant to the 21st century

XXI. However, this will only be possible if there is active educational supervision, collaborative and guiding, capable of monitoring pedagogical processes and ensuring effective implementation of curricular guidelines.

The challenges are many — from training and valuing professionals in education to the lack of resources and infrastructure — but there are also opportunities. Angola has before it the possibility of building a fairer and more coherent, as long as there is political will, institutional commitment and participation of the entire educational community.

BIBLIOGRAPHY

Alarcão, I. & Tavares, J. (2016). *Supervision of pedagogical practice: a perspective of development and learning*. 2nd ed.: Almedina Editions, SA.

Alarcão, I., & Canha, B. (2013). *Supervision and collaboration: A relationship for the development*. Porto Editora.

António, OW M (2021). *The role of the supervisor in initial teacher training – A case study in a higher education institution in Angola*. Thesis of PhD presented to the Institute of Education of the University of Minho-Braga, Portugal.

Arroteia, JC (2008). *Education and development- Fundamentals and concepts*. University of Aveiro.

Barros, F COM & Jorosky, NH (2015). *Pedagogical practices and teacher training teachers: Humanizing experiences in the classroom*. UNESCO Chair.

Barroso, J. (1996). *The study of school autonomy: from decreed autonomy to constructed autonomy*. In J. Barroso (Ed.), *The Study of School*. Porto Editora.

Barroso, J. (2006). *The regulation of public education policies: Spaces, dynamics and actors* (1a). Educa.

Bernstein, B. (1996). *Pedagogy, symbolic control and identity: theory, research and criticism* (TT da Silva, Trans.). Voices.

Boa Ventura, JF (2013). *How to think about teacher training in Angola*. New Grafotecnica, Casalserugo – PD.

- Costa, JA (2003). *The school's educational project and local educational policies*.
University of Aveiro.
- Costa, MV (2003). *Curriculum and cultural policy*. In MV Costa (Org.), *The curriculum in thresholds of the contemporary* (pp. 37-68). DP&A. Curricular. Authentic. of education. Porto Editora.
- Dale, R. (1999). *Specifying globalization effects on national policy: A focus on the mechanics*. *Journal of Education Policy*, 14(1), 1–17.
- Fernandes, NLR (2014). *EPCT Curricula and Programs (II)*. UAB/IFCE, Open University of Brazil.
- Freire, P. (1997). *Politics and education* (3rd ed.). Cortez Editora.
- Gaspar, M., Seabra, F., Neves, C. (2012). *Pedagogical Supervision: Meanings and Operationalization*, in *Portuguese Journal of Educational Research*, nº12. Catholic University Publishing House, Porto.
- Gaspar, P., & Diogo, F. (2010). *Sociology of Education and School Administration*. Porto Publisher.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and Instructional Leadership. A Developmental Approach*, (9th ed.). New Jersey: Pearson Education, Inc (US).
- Government of Angola. (2023). *National Development Plan 2023-2027*. Luanda, Angola.
- INIDE (2009). *Pedagogical Practice Program – Teacher Training for the Primary Education*. MED.
- Mendes, J. (2015). *National curriculum policies: a comparative study*. *Journal Brazilian Journal of Education*, 20(60), 1-17.
- Neto, TS (2010). *History of Education and Culture in Angola: Native Groups, colonization and independence*. Zaina Editores.
- Ngio, FRM (2024). *Potential of training for the co-creation of a Guide to Action for Pedagogical Internship: a study with teachers accompanying Teacher Training Schools in Malanje, Angola*. Doctoral thesis presented to the Institute of Education of the University of Minho-Braga, Portugal.

- Nguluve, AK (2010). *Angolan education: system reform policies educational*. Biscalchin Editor.
- Pacheco, JA (2001). *Curriculum: Theories and praxis* (7th ed.). Porto Editora.
- Pacheco, JA (2005). *Curricular studies: Towards critical understanding*. Porto Editora.
- Paxe, I. (2017). *Educational Policies in Angola: A Challenge of the Right to Education* (1st Edition). House of Ideas.
- Pereira, R. da S., & Silva, M. A. da. (2018). *Educational policies and conception of management: what high school principals in the Federal District say*. *Educating in Review*, 34(68), 137–160. <https://doi.org/10.1590/0104-4060.57219>.
- Pinhal, J. (2012). *Portuguese municipalities and education - Thirteen years of interventions* (1991-2003). Gulbenkian Foundation/ Foundation for Science and Technology.
- Sanches, A. (2019). *Pedagogical supervision as a collaborative process of professional training*. In E. Mesquita, MC Roldão & J. Machado (Org.), *The Supervised Practice and knowledge construction*. (p.149).
- Secchi, L. (2013). *Public Policies: Concepts, analysis schemes, practical cases* (2a). Sao Paulo.
- Shiroma, E. (2024). *Networks, experts and internationalization of educational policies*. In S. Ball & J. Mainardes (Eds.), *Educational Policy Research* (1a, pp. 46–80). Cortez Publisher.
- Silva, TT da. (1999). *The curriculum as fetish: The poetics and politics of the text*. Belo Horizonte: Authentic.
- Vieira, F. & Moreira, M. (2011). *Supervision and evaluation of teacher performance: for a transformative guidance approach*. Ministry of Education: Scientific Council for Teacher Evaluation. Avenida 5 de Outubro, 107, Lisbon.
- Vieira, F. (1993a). *Supervision - A reflective practice in Teacher Training*. {1a ed.}. Rio Tinto: Asa Publishing.
- Vieira, F. (2010). *Reflective teacher training and pedagogy for autonomy: for the establishment of an ethical and conceptual framework for supervision*. In Vieira, F.

Moreira, M. *In the kaleidoscope of supervision: images of training and pedagogy*. 2nd ed. Portugal: Pedagogy Editions, LDA.

Consulted legislation

Presidential Decree 273/20 of October 21. Legal regime for the initial training of kindergarten teachers, primary school teachers and teachers of secondary education. I Series-No. 168. Assembly of the Republic of Angola.

Law No. 13/01, of December 31. Official Gazette, Series I, No. 65, establishes the Bases of the Angolan Education System.

Law No. 32/20 of August 12. Official Gazette, Series I, (123), 4423-4452 No. 17/16, of October 7, on the Bases of the Education and Teaching System.