

## EDITORIAL

Volume 8 of the *EstreiaDiálogos* Journal compiles the two issues of 2023, featuring five texts by Portuguese and Brazilian authors, focusing on initial and continuous training contexts for teachers. These texts cover various stages of research-action-training processes, capturing unique and often irreproducible moments that become historical memory, ending to be examples of the multifaceted nature of knowledge construction processes within human activity.

The volume begins with Luís Mestre's text from the Lisbon School of Education, titled "Research-Training in the School Modern Movement." This study examines the processes of establishing a professional community of practice within the School Modern Movement in Portugal. The community aims to promote the professional development of six 1st-grade teachers through writing, diaries, essays, and other scientific-pedagogical texts. The evaluation of the research-training project was conducted through individual interviews and focus groups. Despite the challenges in reconciling investigative-formative projects with teaching practice, research-action and writing, along with peer feedback, prove essential to a reflective process of professional knowledge production, carried out with and by teachers.

Continuing the discussion on collective knowledge production processes among teaching professionals, Margarida Santos' text, "Remembering GEFEL: an experience against the waste of teaching know-how," recounts the establishment of the Study and Training Group of Writers and Readers (GEFEL). This group, comprised of primary school teachers from Rio de Janeiro, seeks to develop a literacy project to counteract the academic failure of children from working-class backgrounds. Recalling the group's journey, objectives, and political project, the author, as the group's coordinator during its formation, recovers the history of a struggle for the constitution and visibility of curricular knowledge production based on the experiential knowledge of those who experience daily school life, highlighting the achievements and defeats of a journey spanning over 20 years.

From research-action in professional development contexts, we transition to research-action combined with classroom observation processes. Focusing on initial teacher education, Carolyn Leslie from the Nova University of Lisbon presents the text "YouTube video observation in initial teacher education." Classroom observation, coupled with analysis and reflection on professional practice to intervene and improve, has been widely used in internship supervision. However, the recent COVID-19 pandemic, which made on-site observation unfeasible, led to the emergence of alternative responses, one of which is described and analyzed in this text. The careful selection of teaching situations, the existence of validated analysis and reflection guides, and systematic feedback from the supervisor help to learn without direct contact with schools and learning situations, even though they cannot replace direct observation of practice.

Filipe Oliveira, from the University of Minho, continues the reflection on classroom observation as a strategy to promote professional reflexivity in the text "Towards paths of reflection in history teaching: observation as a supervision and teaching performance strategy." The concept of a teacher as a researcher of their practice requires a professional capable of analyzing it, and in this regard, the ability to observe is essential. The author proposes an observation instrument for the workshop-class that aids in self and hetero-supervision of action, developed and tested in the context of historical education. The observation instrument helps operationalize the stages of the observation cycle and the workshop-class phases, analyzing the teacher's performance but also questioning the students, providing a comprehensive view of the class to support reflection and decision-making.

Observing the practice of a kindergarten teacher and how it serves processes of professional reflexivity supporting more informed and grounded decision-making is the focus of Diana Neto's text that ends the volume: "The curriculum in kindergarten: contributions of pedagogical self-supervision to a respectful curriculum" from the University of Minho. With the aim of daily construction of a kindergarten curriculum promoting balanced emotional, affective, psychomotor, and cognitive development for each child, the author reports an experience of self-supervision of her professional practice based on interpretive

photographic records of children's learning. The records taken over several months, focusing on the needs and learning that children demonstrate, help inquire into practice in a cyclical and systematic process of reflection that, in turn, aids in making more informed and respectful professional decisions respecting the individuality of each child.

In this volume of the EstreiaDiálogos Journal, we thus present a diverse compilation of texts that explore studies and practices in the field of teacher education. These contributions not only enrich the academic landscape but also offer valuable insights into professional development and knowledge construction processes. As we reflect on these works, we acknowledge the vitality of research-action and continuous reflection in education. We thank the authors, reviewers, and readers for making another significant edition of the EstreiaDiálogos Journal possible. May the shared ideas inspire new research, debates, and transformative practices in the constant pursuit of a more inclusive, reflective, and innovative education.

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